

Dance Long Term Plan Year 8 2020-21

Temperance Term

W/C	7 th September	14 th September	21 st September	28 th September	5 th October	12 th October	19 th October	HALF TERM
Topic	TEACHER LED TECHNIQUE MOTIFS 1. Basic actions and introduction to technique unit							
	Introduction to the new spacing, rules and delivery of dance.	Introduction to dance movement -Travel, floor work and following teacher movement	Introduction to a teacher motif Feedback/ Assess pairs	Recap of Dynamics Teacher Led Motif, developed through Dynamics	Recap of Unison and Canon Teacher Led Motif, developed through Unison and Canon	Rehearsal of movement	SOLO TECHNIQUE ASSESSMENT/ BASIC ACTIONS/ PERFORMANCE SKILLS	
Challenge		Performance in smaller group or solo performance	Identifying development of motif when providing feedback using correct terminology	Student adds their own dynamics to 8 counts	Identify why audiences benefit from unison and canon in performances	Adding all 5 development of Actions to the set motif and being able to demonstrate in the performance	Adding own movement without guidance from the teacher	
Assessment	<i>Solo Practical Assessment</i> <i>GCSE Link: Component 1: Solo Composition, Component 2: Knowledge and Understanding Section A</i>							
W/C	2 nd November	9 th November	16 th November	23 rd November	30 th November	7 th December	CHRISTMAS	
Topic	EMANCIPATION OF EXPRESSIONISM 2. Exploration of a professional work							
	Introduction to E of E Analyse professional dance work, introduction of set motif	Develop the set motif into a trio	Trio development through dynamics and relationships	Exploration of RADS and choreographic devices	Dance Rehearsal	PERFORMANCE SKILLS ASSESSMENT -DYNAMIC AND RELATIONSHIPS		
Challenge	Being able to identify key movements and replicate them in their motif's	Demonstrate how the set motif can be developed into a trio involving relationships	Displaying dynamics consistently and a range of relationships within their choreography	Demonstration of Motif development when choreographing	Include a range of key skills when choreographing and performing	Demonstrating clear use of dynamics throughout their performance.		
Assessment	<i>Solo/ Duet Practical Assessment and Performance Skills Assessment</i> <i>GCSE Link: Component 1: Performance & Component 2: Dance Appreciation Exam - Section B</i>							

Dance Long Term Plan Year 8 2020-21



Justice Term

W/C	4 th January	11 th January	18 th January	25 th January	1st February	8 th February	HALF TERM
Topic	THE CAR MAN – MATTHEW BOURNE 3. RADS development and use of props						
	Introduction to The Car Man Analyse professional dance work, introduction of set motif	Development of set motif into a group formation	Group development through RADS and use of props	Exploration of formations and relationships	Dance Rehearsal	TRIO CHOREOGRAPHY ASSESSMENT -RADS AND USE OF PROPS	
Challenge	Identify key motif from the car man and replicate within their own performance	Evidence of a range of formations and development of actions seen during performance	Consistently demonstrating choreographic devices throughout their choreography and use of props effectively	Evidence of a range of relationships shown when choreographing	Include a range of key skills when choreographing and performing	Using RADS and props within their trio relating to their choreographic intention	
Assessment	Trio Choreography Assessment and Development of RADS throughout choreography GCSE Link: Component 1: Trio Performance & Component 2: Dance Appreciation Exam - Section A						
W/C	22 nd February	1 st March	8 th March	15 th March	22 nd March	29 th March	EASTER
Topic	GENRES/ STYLES OF DANCE 4. Exploring different dance styles						
	Introduction to Bollywood -Set Motif	Introduction to Brazilian Culture Dance -Set Motif	Introduction to African Dance -Set Motif	Group Choreography -Fusion of dance styles	Dance Rehearsal	GROUP PERFORMANCE ASSESSMENT	
Challenge	Able to identify key movements within the set motif	Demonstration of the correct counts when performing	Development of motif into a group formation	Demonstration of all 3 dance styles seen in choreography	Evidence of Choreographic devices and Motif Development seen throughout	Working safely in a group consistently displaying safe contact work when performing	
Assessment	Group Choreography Assessment and Safe Practice GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section A						

Dance Long Term Plan Year 8 2020-21

Courage Term

W/C	19 th April	26 th April	3 rd May	10 th May	17 th May	24 th May	HALF TERM
Topic	STIMULUS/ WAR AND GANGS 5/6. Complex choreography tasks through group tasks						
	Introduction to responding to stimulus -Group selection	Choreographic devices to be implemented in group choreography	Dance Rehearsal	GROUP CHOREOGRAPHY ASSESSMENT	Outside practical dance session	CATCH UP LESSON/ REVISION	
Challenge	Being able to create abstract choreographic intentions form stimulus	Be able to demonstrate and identify choreographic devices with performances	Evidence of choreographic devices implemented throughout choreography	Demonstrate Motif Development and key skills throughout performance	Demonstrate all skills learnt over the year in the practical session when performing		
Assessment	<i>Group Choreography Assessment Choreographic Devices</i> GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section A & B						
W/C	7 th June	14 th June	21 st June	28 th June	5 th July	12 th July	SUMMER
Topic	CHOREOGRAPHY 6. Mock Choreography						
	KS3 Internal Exams		Introduction of Choreography Questions – Teacher Led lesson	Choreography – 3 strong motifs	Development of 3 In motifs/ Rehearsal	PERFORMANCE/ Fun End of Summer Term Lesson	
Challenge			In depth Choreographic Intention Explored	Motif Development seen throughout Choreography	Demonstration of all key skills learnt throughout the year		
Assessment			<i>Group Choreography Assessment</i> GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam – Section A & B				