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| **Term** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Year 7 Dance** | | | | | | |
| **Scheme Title** | **Dance Actions** | **Musicals** | **Pop Band** | **Tribal** | **Strictly Come Dancing** | **Dreams and Nightmares** |
| **AO** | 2 | 1 | 4 | 1 | 1,2 | 1,2,3,4 |
| **Knowledge** | Acquire and apply basic dance choreography skills | Acquire knowledge and understanding of dance genres and performance skills | Acquire evaluative skills and practice, formulating own opinion about professional and peer work | Use dance skills to explore a theme or issue developing empathy and understanding of others | Acquire skills to be able to create using specific genre features | To use skills and knowledge learnt during year 7 to create, perform and evaluate an original piece of dance |
| **Skills** | Dance actions  Choreographic devices  Physical skills | Performance skills:  Physical  Expressive  Use of character | Choreographic devices  Critical analysis of own work | Safe practice  Performance skills:  Physical  Expressive  Musicality and timing | Performance skills:  Physical  Expressive  Stylistically accurate  Timing and Rhythm | Choreographic devices  Critical analysis of own work  Performance skills:  Physical  Expressive |
| **Link to prior learning** |  |  |  |  |  |  |
| **Assessment** | Manipulation of teacher taught choreography using chance method, choreographic devices and ‘devices bingo’ | Performance of teacher taught choreography with own choreography extension in style | Analyse and perform choreography based on ‘Pop Band’ culture, using peer evaluation to develop ability to critically analyse the work of others | Performance of teacher taught choreography and own creations based on tribal dance and origins of style. | Performance of variety of Ballroom and Latin styles, showing performance skills and emphasis on timing/rhythm | Creation and performance of original choreography, showing use of evaluative skills to develop choreography |
| **Term** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Year 8 Dance** | | | | | | |
| **Scheme Title** | **Nutcracker** | **Musicals** | **Decades** | **Martial Arts** | **Zoo Nation** | **Choreography** |
| **AO** | 1,2 | 1 | 4 | 1 | 3,4 | 1,2,3,4 |
| **Knowledge** | Acquire and apply more complex dance choreography and performance skills | Acquire knowledge and understanding of dance genres and performing skills associated with them | Using evaluative skills and practice, formulating own opinion about professional and peer work | Use dance skills to explore a theme or issue developing empathy and understanding of others and their cultures | Using evaluative skills and practice, formulating own opinion about professional and peer work | To use skills and knowledge learnt during year 8 to create, perform and evaluate an original piece of dance |
| **Skills** | Choreographic devices  Physical skills  Expressive skills  Use of Props | Performance skills:  Physical  Expressive  Use and development of character  Musicality | Performance skills:  Physical  Expressive  Stylistically accurate  Timing and Rhythm | Technical skills; RADS – meaningful ad accurate application  Physical skills  Spatial awareness | Relating to knowledge of well-known novel  Performance skills:  Physical  Expressive  Use and development of character  Musicality | Choreographic devices  Critical analysis of own work  Performance skills:  Physical  Expressive |
| **Link to prior learning** | Knowledge of dance actions and basic devices to create and develop teacher taught choreography. Using physical skills to provide solid base for performance. | Understanding of musical theatre techniques and use of skills to push performance qualities; facial expressions, storytelling, projection etc. | Ability to analyse professional work and interpret a style/genre of dance. Use of physical and expressive skills to communicate genre and timeframe accurately. | Safe practice and understanding of own physical ability. Setting challenge high throughout for self and peers. | Understanding of performance techniques and use of skills to push performance qualities; facial expressions, storytelling, projection etc. | Understanding of the choreographic process and how to use feedback effectively to develop movement. Use of devices, technical and performative skills learnt throughout year 7&8 |
| **Assessment** | Performance of choreography – linking together each section of story with clear transitions and expressive skills | Performance of teacher taught choreography with addition of material suiting the genre and expressive skills | Analyse and perform choreography based on social dance and cultures throughout the 1900’s, using peer evaluation to develop ability to critically analyse the work of others | Performance of three styles of Martial Arts, displaying safe practice and awareness of physical skills. Ability to discuss history and origins of each style. | Performance of motifs/choreography depicting specific characters, using technical skills to develop choreography to show clear choreographic intention | Creation and performance of original choreography, showing use of evaluative skills to develop choreography |
| **Term** | 1 | 2 | 3 | 4 | 5 | 6 |
| **Year 9 Drama** | | | | | | |
| **Scheme Title** | Conflict | Musicals | Safe Practice | The Car Man | Martial Arts | Choreography |
| **AO** | 2 | 3 | 3,4 | 1,4 | 1,2,3 | 1,2,3,4 |
| **Knowledge** | Acquire and apply more sophisticated dance choreography skills | Apply knowledge and understanding of dance genres and performing skills associated with them | Acquire knowledge and understanding of safe dance practice using a theoretical approach to explore development of skills | Using evaluative skills and practice, formulating own opinion about professional and peer work | Use dance skills to explore a theme or issue developing empathy and understanding of others and their cultures | To use skills and knowledge learnt during KS3 to create, perform and evaluate an original piece of dance |
| **Skills** | Choreographic devices  Use of props  Relationships  Character and storytelling | Performance skills:  Physical  Expressive  Use and development of character  Use of props and setting  Musicality | Safe execution  Appropriate dancewear  Warming up  Cooling Down  Nutrition  Hydrating  Safe practice in movement |  | Technical skills; RADS – meaningful ad accurate application  Physical skills  Spatial awareness  Safe practice | Choreographic devices  Critical analysis of own work  Performance skills:  Physical  Expressive |
| **Link to prior learning** | Effective and safe use of props to enhance communication of choreographic intention. Use of choreographic skills to show clear emotive performance. | Understanding of musical theatre techniques and use of skills to push performance qualities; facial expressions, storytelling, projection etc. | Safe practice and understanding of own physical ability. Linking to PE and external physical activity knowledge and understanding of the body and safety. |  | Safe practice and understanding of own physical ability. Setting challenge high throughout for self and peers. | Understanding of the choreographic process and how to use feedback effectively to develop movement. Use of devices, technical and performative skills learnt throughout KS3. |
| **Assessment** | Choreography created to show clear intention, performance of two sections of material: rioting and interrogation | Performance of teacher taught choreography with addition of material suiting the genre and expressive skills |  |  | Performance of three styles of Martial Arts, displaying safe practice and awareness of physical skills. Ability to discuss history and origins of each style. | Creation and performance of original choreography, showing use of evaluative skills to develop choreography |