



PLUME ACADEMY - LEARNING OVERVIEW

Year	7
Subject	Dance

Prior Learning

The Year 7 curriculum in Dance builds on a child's key stage two experience. All students will have experienced dance at varying degrees in Primary school and some students may have little or no experience of Dance from KS2. Some students may have some dance knowledge from attending classes outside of school. The first term covers the basic skills of performance and choreography so that a base level assessment can be completed before moving on. We then aim to expand and develop their knowledge and understanding of different roles within the world of dance through studying professional works. Students will learn and develop the skills needed to perform and create their own dance work as well as the specific skills and qualities required by a dancer/dance artist within their daily working practice.

Curriculum Intent – What are the curriculum aims?

- In performance work students will learn basic technical skills through technique class and set phrases (grade 2-3 equivalent) so they can apply them to performance sequences in varying styles. They will get to experience a quick overview of a range of styles including Contemporary/Street/Jazz/Ballet/Tap. They will learn basic rehearsal techniques such as repetition and breakdown which they can then put into practice after learning set phrases. Students will learn how to apply physical and interpretative skills to basic dance performance work of between 1-2 minutes. They will present their work to audiences of different sizes.
- In choreographic work students will start to explore Space and relationship features as well as dynamics to help them build a Dance response. Students will create dance that shows variety in spatial, relationships and dynamics features. They will learn to create dances that communicate a theme/idea for different purposes – dance for theatre, raise awareness, challenge viewpoints. They will work to create movement in different styles Contemporary/Street Dance/Jazz creating dances of between one to two minutes in groups. They will also learn and build on personal skills for the creative process and technique class, such as problem solving, negotiating, leading, following instruction
- In Appreciation work students will focus on learning to describe and interpret dances to build discussions that show their understanding of Dance content. They will develop knowledge of Professional Dance work by exploring different choreographers – Matthew Bourne/Ashley Banjo. They will understand what different styles of Dance look like – Contemporary/Street/Jazz/Ballet/Tap and learn to identify basic features. They will develop their understanding of the process of creating and rehearsing Dance. They will be required to describe and interpret their dance performance\creative work – what does it look like, what does it show, making use of the movement components of action, space, dynamics and relationships.



The terminology for year 7:

- Performance, balance, control, co-ordination, projection, movement memory, dancer, Choreographer, levels, directions, pathways, formations, spatial features, unison, canon, action/reaction, question & answer, counterpoint, relationship features, dance idea/intention, characterisation,

Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	Introduction to dance and dance styles
	Half Term 2	Role of a choreographer - Heroes and Villains
Term 2	Half Term 3	Matthew Bourne - Nutcracker
	Half Term 4	Matthew Bourne - Cinderella
Term 3	Half Term 5	Diversity – Ashley Banjo
	Half Term 6	Diversity – Ashley Banjo

Curriculum Impact – How will progress be assessed?

In Dance, students will be assessed in three key areas: Performance, Choreography and Appreciation. Students grades in each area are added together and then averaged to produce an overall grade. Each half term students are required to produce practical dance phrases which are joined into a finished dance as well as verbal reflections on their own and professional Dance work. Students will complete a mid-point assessment during week three of a half-term followed by a final summative assessment in week six.

Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<p>https://new-adventures.net/news/download-the-nutcracker-education-pack</p> <p>https://new-adventures.net/behind-the-scenes/cinderella</p> <p>https://20dv.co.uk/</p>	<ul style="list-style-type: none"> • Complete homework and extension tasks • Attend Year 7 Dance company • Complete all the Dance Super Curriculum task for a term • Audition Dance work to be performed at our termly Dance showcase 	<ul style="list-style-type: none"> • Supporting them with any reading tasks • Asking them about their Dance lessons • Getting them to show you parts of the Dance they are working on • Encouraging them to attend extra-curricular sessions