



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): Dance (taught on rotation)			Year group: 8	
Term	Key topics / scheme of work	What most pupils will learn (Prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1	Performance skills through different dance eras	<ul style="list-style-type: none"> • How to use different performance skills. • What each skill means; why it is important; and how it can be improved. • A variety of dance styles through different era: Charleston, Lindy Hop, Rock and Roll, Disco, and Street. 	<ul style="list-style-type: none"> • Physical, expressive, technical and mental skills. • Contextual information for each of the dance eras. • Contextual information for each dance style. • Self-analysis of performance skills. • Partner work • Cooperation • Timing • Focus • Choreography • Performance skills • Creative thinking • Aesthetic appreciation 	<p>Formative feedback through teacher and peer verbal feedback. Each dance style will focus on specific skills which will be assessed at the end of each lesson.</p> <p>End of unit assessment of final performance. Pupils will self-assess after watching themselves on video.</p> <p>End of unit Forms quiz on key</p>





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				<p>vocabulary learnt this term</p>
<p>Term 2</p>	<p>Contact work.</p> <p>Hunger Games.</p>	<p>Pupils will learn the basics of contact work which will involve working with a partner to:</p> <ul style="list-style-type: none"> • Lift • Balance • Counter balance • Fall and catch <p>They will learn the safe practices around contact work and how to perform these movements using clear boundaries.</p> <p>Pupils will use these movements to create a short sequence using transitions.</p> <p>Pupils will learn how to movement is created using a written stimulus (Hunger Games by Suzanne Collins)</p> <p>From this stimulus, pupils will learn:</p> <ul style="list-style-type: none"> • New movement material • How to create movement which relates to a different stimulus 	<ul style="list-style-type: none"> • Group work • Choreography skills • Performance skills • Communication and cooperation <p>Creative thinking.</p>	<p>Formative feedback through teacher and peer verbal feedback. Live, shared feedback during the lesson. End of unit assessment of final performance. Pupils will peer assess will another group performs.</p> <p>End of unit Forms quiz on key vocabulary learnt this term</p>





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		<ul style="list-style-type: none">• Group work• Canon – various types• Motif development using actions, space, dynamics and relationships.		
Term 3	Chance choreography, relating the theme of Cyber	<p>Pupils will be introduced to the method of Chance choreography, pioneered by the choreographer Merce Cunningham.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none">• Contextual information relating to Chance choreography and Merce Cunningham.• How to create a piece of choreography using Chance.• How to create movement from the stimulus of Cyber <p>Pupils will learn:</p> <ul style="list-style-type: none">• How to refine their choreography• How to use physical, expressive and mental skills to improve their performance.	<ul style="list-style-type: none">• Group work• Choreography skills• Performance skills• Communication and cooperation• Creative thinking.• Physical literacy.	<p>Formative feedback through teacher and peer verbal feedback. Live, shared feedback on whole class feedback document during the lesson. End of unit assessment of final performance. Pupils will self-assess after watching themselves on video. End of unit Forms quiz on key vocabulary learnt this term</p>

