



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): DANCE		Year group: 9	
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?
<p>Term1: Introduction to performance and choreography.</p>	<ul style="list-style-type: none"> • A set phrase which will include more complex movement and timing. • Which performance skills are being used, their definition and explanation of why these are important? • To use different choreographic devices to develop the set phrase into group dance. • Pupils will also learn the theory behind key performance skill words: physical and expressive. • Pupils will learn the importance of a warmup and be able to devise their own warm up. 	<ul style="list-style-type: none"> • Movement memory • Group work • Use of listening skills for using the aural setting • Performance skills, particularly physical and expressive • Analytical skills 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Pupils to record own self-assessment. Basic knowledge test.</p>
<p>Term 2: Using a professional work – Swansong by Christopher Bruce.</p>	<ul style="list-style-type: none"> • Dance appreciation through analysis and practical tasks based on a set professional work. • Set repertoire from the dance work. • To create own movements based on the choreographic intention of the work. • A contextual understanding of the work, focusing on the political oppression and forms of 'interrogation'. 	<ul style="list-style-type: none"> • Repertoire • Group work • Creative tasks • Performance skills • Analytical skills, focusing on a professional dance work and looking at the key components. 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Introduction to GCSE exam style questions. Basic knowledge test.</p>





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<p>Term 3: Choreography from different stimulus</p> <ol style="list-style-type: none"> 1. Computer keyboard 	<ul style="list-style-type: none"> • What a stimulus is. • How to use different stimuli to create movement. • How to create and develop motifs. • How to use a range of choreographic devices to enhance the creativity of their work. 	<ul style="list-style-type: none"> • Choreographic devices • Group work • Creativity • Performance skills • Target setting 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Basic knowledge test</p>
<p>Term 4: Choreography from different stimulus.</p> <ol style="list-style-type: none"> 2. Picture/painting/artwork 	<ul style="list-style-type: none"> • What a stimulus is • How to use different stimuli to create movement • How to create and develop motifs • A range of choreographic devices to enhance the creativity of their work 	<ul style="list-style-type: none"> ★ Choreographic devices ★ Group work ★ Creativity ★ Performance skills ★ Target setting 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Pupils to record own self-assessment in on line folders</p>
<p>Term 4 continued: Choreography from different stimulus.</p> <ol style="list-style-type: none"> 3. A natural phenomenon 	<ul style="list-style-type: none"> ★ What a stimulus is ★ How to use different stimuli to create movement ★ How to create and develop motifs ★ A range of choreographic devices to enhance the creativity of their work 	<ul style="list-style-type: none"> ★ Choreographic devices ★ Group work ★ Creativity ★ Performance skills ★ Target setting 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Pupils to record own self-assessment. GCSE style test on hypothetical choreography</p>





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<p>Term 5: Performance skills using Tribe by Victoria Fox Markiewicz</p>	<ul style="list-style-type: none"> Contextual information on the poem Still I Rise by Maya Angelou How movement is created from key themes within the poem. Development of performance skills in preparation for GCSE. Understanding of costume, lighting and accompaniment to enrich the movement content. 	<ul style="list-style-type: none"> Group work Performance skills Creativity in creating key features surrounding the movement. 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Pupils to record own self-assessment.</p>
<p>Term 6: Young Men by Balletboyz OR Refugees</p>	<ul style="list-style-type: none"> Contextual information on the work Young Men by Balletboyz Repertoire from the work Young Men. How to create movement material from themes surrounding war. How to research a theme in order to stimulate movement ideas. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Using a range of poems to create movement with the choreographic intention of Refugees Contextual information on the poems. An understanding of the term Refugees How to create movement using key images from the poetry. 	<ul style="list-style-type: none"> Repertoire Group work Creative tasks Performance skills Analytical skills, focusing on a professional dance work and looking at the key components. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> Literacy Group work Creative tasks Performance tasks Further understanding on the use of stimuli and creating a choreographic intention 	<p>Formative verbal feedback during all lessons from teacher and peers. Summative feedback at the end of the unit. Written feedback on choreography and performance of each group. Introduction to GCSE exam style questions. Basic knowledge test.</p>