



# 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 students will learn (Prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1 & 2	Performance skills through different dance eras	<ul style="list-style-type: none"><li>• How to use different performance skills.</li><li>• What each skill means; why it is important; and how it can be improved.</li><li>• A variety of dance styles through different era: Charleston, Lindy Hop, Rock and Roll, Disco, and Street.</li></ul>	<ul style="list-style-type: none"><li>• Physical, expressive, technical and mental skills</li><li>• Contextual information for each of the dance eras</li><li>• Contextual information for each dance style</li><li>• Self-analysis of performance skills</li><li>• Partner work</li><li>• Cooperation</li><li>• Timing</li><li>• Focus</li><li>• Choreography</li><li>• Performance skills</li><li>• Creative thinking</li><li>• Aesthetic appreciation</li></ul>	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. End of unit assessment of final performance. Students will self-assess after watching themselves on video. End of unit Forms quiz on key vocabulary learnt this term.







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Term 5 & 6	Choreography from a range of stimuli, with a focus on developing their understanding of the importance of dynamics.	<p>Students will be introduced to different stimuli and will explore how to create movement which communicates these stimuli.</p> <p>Students will learn:</p> <ul style="list-style-type: none"><li>• What a stimulus is.</li><li>• How to explore and experiment with movement which will communicate these stimuli.</li><li>• How to select movements to create a piece of choreography.</li><li>• How to use simple choreographic skills to develop their dances.</li><li>• The importance of dynamics in communicating a theme.</li></ul> <p>Students will learn how to use:</p> <ul style="list-style-type: none"><li>• Unison</li><li>• Canon or lead and follow</li><li>• Complement</li><li>• Contact</li><li>• Dynamics</li></ul> <p>Stimuli will include: The advertisement: Cog The game: Bop It</p>	<ul style="list-style-type: none"><li>• Group work</li><li>• Choreography skills</li><li>• Performance skills</li><li>• Communication and cooperation</li><li>• Creative thinking</li><li>• Physical literacy</li></ul>	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. Students will self-assess after watching themselves on video. End of unit Forms quiz on key vocabulary learnt this term.
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