



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?
Term1: Introduction to performance and choreography.	<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.</p> <p>Summative feedback at the end of the unit.</p> <p>Written feedback on choreography and performance of each group.</p> <p>Pupils to record own self-assessment.</p> <p>Basic knowledge test.</p>
Term 2: Using a professional work – Swansong by Christopher Bruce plus a contrasting and/or complementary professional work.	<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. • Contextual understanding of the work, focusing on the political oppression and forms of 'interrogation'. • Contextual information on the other professional works. 	<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.</p> <p>Summative feedback at the end of the unit.</p> <p>Written feedback on choreography and performance of each group.</p> <p>Introduction to GCSE exam style questions.</p> <p>Basic knowledge test.</p>





ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

<p>Term 3: Choreography from 2 different stimuli:</p> <ol style="list-style-type: none"> 1. Computer keyboard 2. Picture/painting/artwork 3. Contrasting picture/painting/artwork 	<ul style="list-style-type: none"> • What a stimulus is. • What a choreographic intention 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: Musical theatre.</p>	<ul style="list-style-type: none"> • Introduction to musical theatre. • Contextual information on different musicals. • Learn set movement based on different musicals, focusing on performance skills learnt in terms 1 and 2, • Class choreography using skills learnt last term. 	<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>
<p>Term 5: Using professional dance works for repertoire and choreography</p>	<ul style="list-style-type: none"> • Understanding of costume, lighting and accompaniment to enrich the movement content. • Practical repertoire from different professional dances. • Performance skills • Choreography tasks using key skills. 	<ul style="list-style-type: none"> • Group work • Performance skills • Choreography using a range of key choreography skills: accumulation, canon, complement and contrast, directions, formations. 	<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>





ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

<p>Term 6:</p> <p>1. Young Men by Balletboyz</p> <p>2. 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. <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. <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.</p> <p>Summative feedback at the end of the unit.</p> <p>Written feedback on choreography and performance of each group.</p> <p>Introduction to GCSE exam style questions.</p> <p>Basic knowledge test.</p>
--	---	--	---