Subject: Year 8 Dance			
Year 8 Curriculum Intent: The Dance department strives to give pupils a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. Through our theme-based approach, the Dance department aims to provide pupils with a rigorous and varied curriculum that integrates conceptual level thinking. Our goal is to empower our pupils to explore problems with a variety of approaches, methods, and inventive abilities by utilising their creativity and originality. While studying the concepts of action, space, dynamics, and relationships, pupils also study popular dance styles such as Students will look at how stories are told through gesture and mime as well as incorporating various pathways, direction, levels and space, whilst exploring sections of the Hunger Games. Pupils will move on to Matilda the Musical and explore the dance style used in theatre productions as well as how to dance in character. To end the year, popular dance such as street and break dancing, solidifying the characteristics such fast energetic and upbeat choreography, whole body and isolated movements, quick formation changes, stunts and tricks, then Contemporary dance, both serving very different skills and techniques.			
	Scheme 1: Narrative Dance	Scheme 2: Matilda the Musical	Scheme 3: Popular Dance - Street Dance
Acquire	Students will use the Hunger Games to learn how to use dance movements and character development to convey the themes and story.	Students will perform a group routine in character from the musical *Matilda*, staying in role throughout, showing understanding of narrative and dynamics.	Students will acquire knowledge of the skills and characteristics needed for the street dancing style.
Apply	Gesture and facial expression to communicate character or emotion structure a narrative dance sequence using the beginning, middle and end Motif development to show progression in a story Choreograph use space, transitions and formations between movement. Choreographic devices used to convey narrative such as motif, gesture, facial expression, levels and pathways.	Perform musical theatre movements such as kicks, turns, isolations and stylised gestures To express character and emotion through movement using facial expressions, posture, and dynamic changes To perform in a group using unison and formations, staying in character throughout To rehearse and refine choreography, giving/receiving feedback, improving timing and energy	Learning and performing foundation moves such as toprock, footwork, freezes, popping, locking, waves and isolations Breaking down movements and learning how to execute them with accuracy and with control Using Choreographic Devices E.g. Canon, unison, repetition, mirroring, accumulation and call and response Structuring routines using these tools in a street dance style To use practical knowledge to apply actions, space and dynamics relevant to the style.
Vocabulary	Narrative Characters Character relationships Expression Energy Strength Audience	Narrative Motif Gesture Facial expressions Characterisation Musical theatre Isolations Formations	Street dance Choreographic devices Actions Space Dynamics Call and Response Retrograde Accumulation

		Levels Dynamics Portray Transition	
Assessment	Performance within characterisation and as part of a duet/group/ensemble performance. Group work creating choreography and sequences will be the formative assessment as the students will have to adapt all of the key dance terms in their choreography and know how to apply and demonstrate this successfully	Progress will be formatively assessed through teacher's observations of students' performance, engagement in choreographic and appreciation tasks. Use of questioning/discussion to observe knowledge and understanding. Summative assessment on group sequences linked to Naughty from Matilda Jr.	Performance within a group/ ensemble, demonstration and application of choreographic devices. Contribution to the improvement of their own and others work will be assessed throughout the unit in addition to an end of the unit knowledge review.