

KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning

Year 8 – Dance

Intent – Rationale

Students will develop their understanding of choreographic techniques, actions and performance qualities that are used to create and perform dance. They will develop their movement vocabulary and use techniques to develop their own creative sequence. They will use communication and team work to improve their understanding and performance.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7- Lion king dance	<ul style="list-style-type: none"> Year 9 Dance - Building knowledge of choreographic techniques in a street dance style.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> Performance qualities link with practical work in Drama 	<ul style="list-style-type: none"> BV4 SP3 SO1/2 C4
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Please fill this in with your own suggestions alternatively the LRC team will provide some suggested titles/links 	<ul style="list-style-type: none"> Timing and multiples of 8

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Year 8 – Dance

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

The difference between choreographic techniques and actions. A range of choreographic techniques to make a dance interesting.

Apply

Knowledge of choreographic techniques and actions to create own choreography. Team work and communication skills when working as part of a group.

Extend

Performance qualities, increasing confidence, fluency and style in dance.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

- Choreographic techniques:
 - Formation
 - Level
 - Direction
 - Tempo
 - Pause
 - Repetition
 - Pathways
 - Dynamics
- Action words:

- Peer assessment of routines for feedback and development
- Performance assessment to demonstrate use of choreographic techniques and performance qualities

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<ul style="list-style-type: none"> ○ Jump/elevation ○ Travel ○ Turn ○ Isolation ○ Arms ○ Gesture/Motif 	
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Introduction	Know the theme of your dance. Be able to perform 4 poses as part of your introduction	Analyse 4 poses and be able to link these together to form introduction to dance	Introduce clip – professional dancers. Analyse characteristics of Charleston. Group work – choose theme for dance. Pairs try out different poses (hold 4 counts) show rest of group, group decide which to use as part of introduction. Group work – put poses together to create introduction. Feedback – watch another group, give feedback, could you tell the story from their poses Develop – use feedback to develop introduction, develop

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			<p>performance qualities in the Charleston style</p> <p>Reflection - which characteristics have you used so far?</p>
The set routine	Know the set routine	Perform the set routine with confidence and fluency	<p>Recall – action words and choreographic techniques.</p> <p>Group work - recap introduction</p> <p>Teacher led set piece – students learn set routine.</p> <p>Group work – develop set routine and include change in formation and link with introduction</p> <p>Reflection – which part of set piece is most difficult for your group</p> <p>Development – focus on area identified to improve performance</p>
Pair work	Know the difference between matching and mirroring. Be able to perform at least one example of each.	Link matching and mirroring movements with fluency. Show the Charleston style in performance.	<p>Introduce clip – celebrity dancers.</p> <p>Analyse use of matching and mirroring.</p> <p>Group work – try out different movements in matching and mirroring demonstrate to class</p> <p>Group work – put movements together to create 4x8 counts to continue from set piece. Include change in level and formation.</p>

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			<p>Feedback – watch another group, give feedback, does the sequence flow? Can you see matching and mirroring in choreography?</p> <p>Develop – use feedback to develop section C, develop performance qualities in the Charleston style</p> <p>Reflection - which characteristics have you used so far?</p>
Performance Qualities	Be able to identify strengths and weaknesses in another performance.	Be able to offer suggestions for improvement when identifying strengths and weaknesses in another performance.	<p>Recall activity – choreographic techniques, actions and performance qualities</p> <p>Show clip – analyse performance qualities. Teacher introduce assessment criteria.</p> <p>Group work - recall choreographed sequence</p> <p>Identify strengths and weaknesses in another group, give feedback</p>

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			<p>Work on feedback to improve performance. Use IT to film if possible</p> <p>Show improvement in own group performance</p>
Props	Be able to incorporate props into your choreography. Develop your sequence continuing the Charleston style.	Evaluate the inclusion of props in different movements and select the most effective movements to include in choreography.	<p>Recall activity – sequence so far</p> <p>Show clip – analyse use of props</p> <p>Group work - try out different movements using props in different ways, demonstrate to class</p> <p>Group work – put movements together to create 4x8 counts to continue from section C. Include change in tempo and formation. Feedback – watch another group, give feedback, does the sequence flow? Star, Star, Wish?</p> <p>Develop – use feedback to develop section D, develop performance qualities in the Charleston style</p> <p>Reflection - which characteristics have you used so far?</p>

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Performance for Assessment	Demonstrate use of choreographic techniques and actions in performance	Demonstrate confidence, fluency and style when performing a creative sequence.	Recall activity – walk through dance from beginning to end. Teacher led discussion of assessment criteria. Group work – develop performance with assessment criteria as focus. Assessment – group performance to demonstrate choreography and performance.
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