

KESTEVEN AND SLEAFORD HIGH SCHOOL

Physical Education Scheme of Learning

Year 9 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?
Students have prior knowledge in dance Year 7- Lion King dance Year 8- Charleston dance	<ul style="list-style-type: none">• Year 10 Jazz unit
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 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?

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<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
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Physical Education Scheme of Learning Year 9 Dance

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u></p> <p>The difference between choreographic techniques and actions. A range of choreographic techniques to make a dance interesting. Know the characteristics of Street Dance Style.</p> <p><u>Apply</u></p> <p>Knowledge of choreographic techniques and actions to create own choreography. Team work and communication skills when working as part of a group. Be able to show the characteristics of Street Dance style in performance and choreography.</p> <p><u>Extend</u></p> <p>Performance qualities, increasing confidence, fluency and style in dance. Evaluate the performance of others; identify strengths and weaknesses in Street Dance style.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?

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<ul style="list-style-type: none"> • Choreographic techniques: <ul style="list-style-type: none"> ○ Formation ○ Level ○ Direction ○ Tempo ○ Pause ○ Repetition ○ Pathways ○ Dynamics • Action words: <ul style="list-style-type: none"> ○ Jump/elevation ○ Travel ○ Turn ○ Isolation ○ Arms ○ Gesture/Motif 	<ul style="list-style-type: none"> • Peer assessment of routines for feedback and development • Performance assessment to demonstrate use of choreographic techniques and performance qualities
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Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Basic Motifs	Know the different motif themes. Be able to perform at least 4 of these.	Perform the basic motifs with style and fluency. Be able to perform all 6 motifs	Introduce clip – step up final dance scene. Analyse characteristics of street dance. Warm up – teacher led Teacher led activity - learning the basic motifs Group work – students develop motifs, more able supporting the learning of the less able.

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			Reflection - which motifs are more challenging, how many do you know well?
Roll the dice	Plan sequence with dice determining motif order. Be able to perform at least first 4 motifs of group sequence.	Be able to perform all 8 motifs and show fluency when linking these together.	Recall – characteristics of street dance. The basic motifs. Group work – using the dice, roll 8 times to determine order of dance. Work on building Section A – each group will be different. Include change in formation x3. Reflection – groups identify star, star, wish in preparation for next lesson.
Levels	Use the choreographic technique of levels to adapt your sequence.	Be able to perform the sequence with a change in level to make your dance more interesting, showing the characteristics of street style while doing so.	Recall – action words and choreographic techniques. Watch clip – analyse use of levels and formations. Group work – choreograph changes in level and formation using the first 4 motifs of the dance (Section B) Perform – to another group, WWW & EBI feedback Group work – use feedback to improve sequence/performance Link section A & B together

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<p>Direction, Tempo</p>	<p>Use the choreographic technique of direction and tempo to adapt your sequence.</p>	<p>Be able to perform the sequence with a change in direction and tempo to make your dance more interesting, showing the characteristics of street style while doing so</p>	<p>Recall – walk through dance so far. Watch clip – analyse use of tempo & direction changes Group work – choreograph changes in tempo & direction using the second 4 motifs of the dance (Section C) Perform – to another group, WWW & EBI feedback Group work – use feedback to improve sequence/performance Link section A, B & C together</p>
<p>Performance Qualities</p>	<p>Be able to identify strengths and weaknesses in another performance.</p>	<p>Be able to offer suggestions for improvement when identifying strengths and weaknesses in another performance.</p>	<p>Recall activity – choreographic techniques, actions and performance qualities Show clip – analyse performance qualities. Teacher introduce assessment criteria. Group work - recall choreographed sequence 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>
Free choreography	Choreograph using street dance style		<p>Recall – walk through dance so far.</p> <p>Watch clip – analyse different actions and choreographic techniques to support own choreography</p> <p>Group work – choreograph 4 x 8 counts with different actions and choreographic techniques (Section D)</p> <p>Perform – to another group, WWW & EBI feedback</p> <p>Group work – use feedback to improve sequence/performance</p> <p>Link section A, B, C & D together</p>
Performance for Assessment	Demonstrate use of choreographic techniques and actions in performance	Demonstrate confidence, fluency and style when performing a creative sequence.	<p>Recall activity – walk through dance from beginning to end.</p> <p>Teacher led discussion of assessment criteria.</p>

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			<p>Group work – develop performance with assessment criteria as focus.</p> <p>Assessment – group performance to demonstrate choreography and performance.</p>
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