

Dance Long Term Plan Year 7

Temperance Term

| W/C | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | HALF TERM |
|-----------------------------|---|--|--|---|---|---|--|-----------|
| Area of Study | TEACHER LED TECHNIQUE MOTIFS | | | | | | | |
| Key Objective | 1. Basic actions and introduction to technique unit 2. Confidence to engage and perform in Dance | | | | | | | |
| Core Learning | Introduction to spacing, rules and delivery of dance. Fun movement motif delivered to engage. | Introduction to basic dance movement -Travel, floor work and following teacher movement | Introduction to a teacher motif Feedback/ Assess pairs | Introduction of Dynamics Teacher Led Motif, developed through Dynamics | Introduction of Unison and Canon Teacher Led Motif, developed through Unison and Canon | Rehearsal of movement | SOLO TECHNIQUE ASSESSMENT/ BASIC ACTIONS/ PERFORMANCE SKILLS | |
| Opportunities for Challenge | | Performance in smaller group or solo performance | Identifying development of motif when providing feedback using correct terminology | Student adds their own dynamics to 8 counts | Identify why audiences benefit from unison and canon in performances | Adding all 5 development of Actions to the set motif and being able to demonstrate in the performance | Adding own movement without guidance from the teacher | |
| Assessment | <i>Solo Practical Assessment</i> <i>GCSE Link: Component 1: Solo Composition, Component 2: Knowledge and Understanding Section A</i> | | | | | | | |

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| W/C | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 | CHRISTMAS |
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| Area of Study | MISSION IMPOSSIBLE | | | | | | |
| Key Objective | 1. Development of character performance unit – performance expressive skills | | | | | | |
| Core Learning | Introduction to Set Motif – Mission Impossible/ Cartoon Theme (Teacher Led) | Introduction to duet performance Development of a character | Introduction to dynamic variation and relationships | New Motif – Students create their own ‘character’ | Rehearsal of movement | DUET PERFORMANCE ASSESSMENT | |
| Opportunities for Challenge | Demonstrate a character within performance | Being able to identify key features of the character and implementing this into their dance | Displaying dynamics consistently and a range of relationships within their choreography | Demonstrate their character through facial expressions in their performance | Evidence of varied dynamics and relationships throughout without teacher input | Demonstrating clear use of dynamics throughout their performance. | |
| Assessment | <p><i>Duet Practical Assessment and Performance Skills Assessment</i></p> <p><i>GCSE Link: Component 1: Performance & Component 2: Dance Appreciation Exam - Section B</i></p> | | | | | | |

Dance Long Term Plan Year 7

Justice Term

| W/C | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 | Week 19 | HALF TERM |
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| Area of Study | STOMP | | | | | | |
| Key Objective | 1. Introduction to performance skills unit 2. Incorporate props into Dance – safe practice and group work 3. Cross-curricular links with music | | | | | | |
| Core Learning | Introduction to Stomp, video clip shown, play around with sounds that can be made with the body/ in the studio | Add in props to a set motif Use of props | Introduction to performance, expressive skills Explore Stomp/ Sounds | Focus on expressive skills seen in performances when using props. Explore in groups | Rehearsal of movement | GROUP PERFORMANCE ASSESSMENT – EXPRESSIVE SKILLS | |
| Opportunities for Challenge | Create new creative sound using body percussion | Identify correct use of props and where they are suitable | Being able to identify expressive skills within a choreography | Display expressive skills within rehearsals and performances consistently | Evidence of expressive skills used in performance and identified in peer performances | Working safely in a group consistently displaying expressive skills | |
| Assessment | <i>Trio Choreography Assessment and Development of RADS throughout choreography</i> <i>GCSE Link: Component 1: Trio Performance & Component 2: Dance Appreciation Exam - Section A</i> | | | | | | |

| W/C | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | Week 25 | EASTER |
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| Area of Study | Olympics – Responding to a Stimulus | | | | | | |
| Key Objective | 1. Responding to stimulus 2. Choreographic skills & development explored | | | | | | |

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| Core Learning | Introduction to responding to stimulus -Teacher led, physical stimulus, explorative tasks | Set Motif from Teacher, responding to stimulus | Introduction to Choreographic devices Add onto set motif | Introduction of RADS – Motif Development -Development of motif into trio | Rehearsal of movement | TRIO CHOREOGRAPHY ASSESSMENT -RADS | |
| Opportunities for Challenge | Being able to create abstract choreographic intentions form stimulus | Add a count of 8 based on their own choreographic intention | Consistently demonstrating choreographic devices throughout their choreography | Identify use of RADS within peer performance | Evidence of Motif Development throughout Choreography | Using RADS within their trio relating to their choreographic intention | |
| Assessment | <i>Group Choreography Assessment and Expressive Skills</i> <i>GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section B</i> | | | | | | |

Dance Long Term Plan Year 7

Courage Term

| W/C | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | Week 31 | HALF TERM |
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| Area of Study | STREET DANCE / SAFE PRACTICE | | | | | | |
| Key Objective | <ol style="list-style-type: none"> 1. Safe practice in dance 2. Group performance 3. Mental skill introduction | | | | | | |
| Core Learning | Introduction to street/ dance | Teacher Led Motif – based on Street/ Hip Hop Movement | Safe Practice and Healthy Dancer | Introduction to Physical Skills through Developed Motif/ Rehearsal Time | GROUP PERFORMANCE ASSESSMENT | CATCH UP LESSON/ REVISION | |
| Opportunities for Challenge | Safely work in a different style of dance within a group choreography whilst demonstrating the skills learnt in the previous term | Demonstrate Physical and Expressive Skills within performance | Be able to explain why a dancer must be healthy and safe in dance in addition to demonstrating it | Demonstrate Physical Skills within performance | Safe practice demonstrated throughout performance | | |
| Assessment | <p><i>Group Choreography Assessment and Theory Assessment of Dance Terminology & Responding to Stimulus</i></p> <p><i>GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam - Section A & B</i></p> | | | | | | |

| W/C | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 | Week 37 | SUMMER |
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| Area of Study | CHOREOGRAPHY | | | | | | |

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| Key Objective | 1. Creating a group choreography 2. Choreographic devices 3. Performance skills | | | | | |
| Core Learning | KS3 Exams | Introduction of Choreography Questions – Teacher Led lesson | Choreography – 3 strong motifs | Development of 3 In motifs/ Rehearsal | PERFORMANCE/ Fun End of Summer Term Lesson | |
| Opportunities for Challenge | | In depth Choreographic Intention Explored | Motif Development seen throughout Choreography | Demonstration of all key skills learnt throughout the year | | |
| Assessment | <p style="text-align: center;"><i>Group Choreography Assessment</i></p> <p style="text-align: center;"><i>GCSE Link: Component 1: Choreography & Component 2: Dance Appreciation Exam – Section A & B</i></p> | | | | | |