

Dance Curriculum Knowledge Map 2023-24

| Year 8 | AUTUMN | |
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| Topics | DANCE IN ADVERTISING | ZOONATION |
| Declarative <i>What should they know?</i> | <ul style="list-style-type: none"> Know the reasons why dance is used as an effective marketing tool. Understand how different genres of dance can be more effective than others. | <ul style="list-style-type: none"> How urban dance can be used as a story telling tool. How choreographers can present 'big topics' in an entertaining way to motivate and educate audiences |
| Procedural <i>What should they be able to do?</i> | <ul style="list-style-type: none"> Create movement phrases that are tailored to specific foci, such as genre, intention, and products. Be able to describe key components of the adverts studied. Analyse and evaluate successful use of choreographic content. Communicate intention and meaning to an audience through a well-structured performance | <ul style="list-style-type: none"> Create tension and atmosphere in a performance. Perform character intention with sophistication and detail. Work as a team to create a performance which shows a clear intention. Perform work showing an understanding of stylistic qualities of Urban Dance |
| Disciplinary Literacy (Tier 3 Vocab) | Choreographic devices Contemporary Urban dance | Stimulus Misogyny Stereotypes |
| Assessment | 1. A teacher assessed practical performance. | 1. A teacher assessed practical performance |
| Diversity | Urban dance is studied in this unit which features social dance styles from underrepresented communities. Historical and social contexts are introduced as whole class discussion topics | Social responsibility, toxic masculinity and misogyny and gender stereotypes are all explored. |



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| Year 8 | SPRING | |
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| Topics | SWANSONG | IDENTITY |
| Declarative <i>What should they know?</i> | <ul style="list-style-type: none"> Understand the context of Christopher Bruce's 'Swansong' and know how the themes of political prisoners/prisoners of conscience are used. Know how to create emotionally sensitive pieces of dance. Understand the importance of approaching themes with sensitivity and empathy. | <ul style="list-style-type: none"> The different contexts of identity such as cultural, religious, and personal identity How choreographers can use identity as a basis for creative work How to apply personal identity to creative work |
| Procedural <i>What should they be able to do?</i> | <ul style="list-style-type: none"> Create movement that encompasses their character clearly, considering the use of body language, facial expression and proximity. Create movement. Show sensitivity and empathy by listening to and responding to and respecting peers. | <ul style="list-style-type: none"> Create devised work using similar techniques to the choreographers we study. How to develop movement from original motifs How to use the aesthetics of language as a stimulus for performance |
| Disciplinary Literacy (Tier 3 Vocab) | Injustice Human Rights Hierarchy Repetition | Context Identity Motif development Stimulus |
| Assessment | 1. A teacher assessed practical performance. | 1. A teacher assessed practical performance. |
| Diversity | <p>All students engage with activities that require them to think outside of their own cultural experience and understand the importance of shared cultural knowledge.</p> <p>Explore creative approaches to taking action on problems and issues to achieve intended purposes. Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.</p> | <p>All students engage with class discussion and creative work surrounding identity, looking at the cultural make up of CHS, sharing their own experiences of cultural, religious, and personal identity. Exploring how creative professional use their own personal identity to create theatre work.</p> |



Dance Curriculum Knowledge Map 2023-24

| Year 8 | SUMMER | |
|---|---|---|
| Topics | PROFESSIONAL DANCE WORKS | RESPONDING TO STIMULI |
| Declarative <i>What should they know?</i> | <ul style="list-style-type: none"> Understand the context of the different works studied and understand how use of stimuli and choreographic intention form the basis of a theatre piece. Know how to use movement memory skills to recall longer phrases of movement. Know how to approach and develop understanding of effective interpretation and intention. Know and apply sophisticated performance skills such as facial expressions, body language and movement in order to tailor their performance to the specific professional work | <ul style="list-style-type: none"> Know how different choreographers approach using stimuli within the creative process. Know how to use text as a stimulus, visual stimuli, aural stimuli and features of the natural world as the basis for choreography work. Know how to use movement memory skills to recall longer phrases of movement. Know how to approach and develop understanding of effective interpretation and intention. |
| Procedural <i>What should they be able to do?</i> | <ul style="list-style-type: none"> Create group work that clearly shows understanding of the intended themes of the original piece. Use choreography skills to develop motifs using choreographic devices to add variety | <ul style="list-style-type: none"> Create group work that uses the different creative approaches. Use choreography skills to develop motifs using choreographic devices to add variety. |
| Disciplinary Literacy (Tier 3 Vocab) | Appreciation Theme Production features Choreographic intention | Stimulus/stimuli Choreographic intention Aural Visual |
| Assessment | 1. A teacher assessed practical performance. | 1. A teacher assessed practical performance. |
| Diversity | Dances from different cultures are studied in addition to exploring a wide variety of themes as class discussion and basis of our lessons. | Dances from different cultures are studied in addition to exploring a wide variety of themes as class discussion and basis of our lessons. |

