



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### DANCE

## INTENT

*"We dance for laughter, We dance for tears, We dance for madness, We dance for fears, We dance for hope, We dance for screams, We are the dancers, We create the dreams."* - **Albert Einstein**

We study dance to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies. We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun. We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners. Studying Dance at CHS South is an investment in the future; the versatility it offers means that our students become highly skilled in a number of areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others. Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting or sound) and find meaning. Dance challenges our learners to be driven, independent individuals.



## YEAR GROUP

**YEAR 7**

## RATIONAL / NARRATIVE

Students will, through topic-based learning, experiment with transferable skills, which challenge them to see their world and their place within it. They are encouraged to step out of their comfort zone, develop confidence and improve self-esteem. Students will watch live performance work and respond to it as well as be exposed to various stimuli in the creation of practical work.

## TERM KNOWLEDGE

### AUTUMN 1

#### Sport Dance

- Safe dance practice
- Preparing the body for physical activity
- Understanding injury prevention
- Applying warm up knowledge to plan and execute a full body warm up and use sports as their stimulus for the creation of dance

### AUTUMN 2

#### Musicals

- What makes a musical? History of musicals
- Theatre culture
- Musical choreography
- Group choreography

### SPRING 1

#### Around the World

- Stylistic qualities
- Basic choreography skills:  
Actions/Space/Dynamics/Relationships/Unison/Canon explored in more detail

### SPRING 2

#### Still Life at the Penguin Café and Ghost Dances

- Understanding wider world issues such as endangerment to species and the beliefs of another culture
- Context of David Bintley's 'Still Life at the Penguin Cafe' and Christopher Bruce's 'Ghost Dances'
- Choreographing using a specific stimulus and style

### SUMMER 1

#### ZooNation: Urban Fairytales

- Pupils will select and develop appropriate choreography, music, and dance to create their group performance based on a fairytale (Alice in Wonderland and Little Red). Students will be taught some of ZooNation's repertoire to be used as inspiration for choreography.

### SUMMER 2

#### A Linha Curva & Capoeira

- Understanding of Brazilian carnival and culture.
- Exploration of a professional work that reflects the Brazilian culture and way of life
- History of Capoeira
- Stylistic features of Capoeira
- Choreography skills; choreographic devices explored

## SKILLS

- Musicality
- Understanding how to link music to exercise -  
Motor/Coordination:
- Breaking down the 3 stages of movement required for a Warm-Up.
- Communication: Looking at how to communicate safety points to a class during a Warm-Up.

- Choreography skills: Group choreography, action & space
- Performance skills: Facial Expressions
- Projection

- Choreography skills: dynamics and relationships
- Movement Memory
- Social skills: teamwork
- Communication: working in a group, leading rehearsals for progress test

- Understanding how to choreograph using a set stimulus
- Movement Memory  
Extended sequences of movement linking to a specific stimulus
- Communication of choreographic intent

- Musicality

- Teamwork
- Movement memory
- Communication: leading and working in a group using roles to focus rehearsals ready for progress test

## ASSESSMENT

MP1: Progress Check  
Performance (feedback sheet)

MP1: Progress Check  
Musical Performance (feedback sheet)

MP2: Progress Test  
Performance on 'Around

MP2: Progress Check  
Performance inspired by Still Life at the Penguin

MP1: Progress Check  
Performance on

MP2: Progress Test  
Brazilian Dance



<p><b>HOME LEARNING</b></p> <p><b>READING, WRITING, TALK, NUMERACY</b></p>			the World' (feedback sheet)	Café and Ghost Dance (feedback sheet)	Fairytales (feedback sheet)	performance (feedback sheet)
	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.
	<p><b>Reading:</b> Students will read the warmup, ask questions, and form opinions about the research, reasoning and need for physical activity.</p> <p><b>Writing:</b> Students will revise for key vocabulary quizzes and design their own warmups.</p> <p><b>Talk:</b> Students will develop their spoken language through giving and receiving feedback using dance oracy strategies effectively.</p>	<p><b>Reading:</b> Ask questions/predict story lines and potential new ideas for musicals</p> <p><b>Writing:</b> Revising key Dance terminology as part of their Home Learning.</p> <p><b>Talk:</b> Students will be introduced to storytelling using characters. Oracy strategies embedding.</p>	<p><b>Reading:</b> Information regarding dance styles and different cultures respectfully</p> <p><b>Writing:</b> Students will need to learn key Dance terminology as part of their Home Learning.</p> <p><b>Talk:</b> Students will be given roles in their groups, to support the sharing of ideas. Oracy strategies embedding.</p>	<p><b>Reading:</b> Empathise on whole world issues and causes of endangerment and different cultural beliefs</p> <p><b>Writing:</b> Use of language – Pupils will need to develop their use of language, particularly their descriptive, imaginative, and emotive language.</p> <p><b>Talk:</b> Communication – Pupils will need to communicate effectively in their small groups to complete the Choreography tasks set, but also will need to communicate their intent through movement. Oracy strategies embedding.</p>	<p><b>Reading:</b> Visualise – info about movement style and other features of the style</p> <p><b>Writing:</b> Use of language – Pupils will need to develop their use of language, particularly their descriptive and imaginative language to help story tell through movement.</p> <p><b>Talk:</b> Students to be given the opportunity to create work based on a fairytale of their choice, they also can twist it, so the outcome or journey is different for the characters. Oracy strategies embedded.</p>	<p><b>Reading:</b> Around the Brazilian culture and way of life</p> <p><b>Writing:</b> Students will need to learn a key set of Capoeira terminology as part of their Home Learning.</p> <p><b>Talk:</b> Students will be given the opportunity to celebrate each other's work using the dance oracy strategies that have been embedded throughout the year.</p>
<p><b>TIER 2 VOCABULARY</b></p>	Choose Create Develop Find Respond Review Select	Create Develop Find Respond Review Perform	Select Relationships Connect Rehearse Respond Perform	Choose Create Select Explain Respond	Develop Create Rehearse Perform Respond	Develop Create Rehearse Perform Respond
<p><b>TIER 3 VOCABULARY</b></p>	Mobilisation Pulse Raiser Stretch Core	Projection Facial expression Action Space	Dynamics Relationships: Formation, Contact, Mirroring Movement Memory	Speed Strength Flow	Direction Pathways Levels	Commitment Concentration Confidence



## PSPSMC, BRITISH VALUES AND DIVERSITY

- Teamwork
- Communication,
- Working to deadlines
- Decision making, - Leading tasks
- Making healthy choices
- Exploring the Olympics and Paralympics to celebrate diversity

- Teamwork
- Communication
- Understanding the context of each musical explored
- Musicals each have different themes that are explored i.e., inequality v equality, race, poverty.

- Teamwork
- Communication
- Understanding of other cultures and their heritage, celebrating different countries through styles of dance

- Teamwork
- Communication
- Cultural understanding of Chile as well as environmental and social understanding of issues with regards to extinct and endangered animals
- Empathy

- Teamwork
- Communication
- Cultural understanding of street dance / hip-hop

- Teamwork
- Communication
- Cultural understanding of the Brazilian culture
- Empathy