



# 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 8**

## 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

### AUTUMN 2

### SPRING 1

### SPRING 2

### SUMMER 1

### SUMMER 2

#### Stomp

This scheme of work sees students use basic dance actions in the creation of beats, rhythms, and music. Students will use household items to create sound as well as body percussion, stomping and clapping.

#### Films in Dance

Pupils will develop their choreography skills further building on non-verbal communication and use of body language, and students will learn how to use film(s) as a stimulus for choreography.

#### ZooNation: Messages

Pupils will select and develop appropriate choreography, music, and dance style to create their group performance. Students will use ZooNation's repertoire as inspiration for choreography. ZooNation are well known for using dance as a platform to share a message with the audience, students will explore this through exploring some more of their groundbreaking work.

#### International Culture - 'Professional Works'

Pupils will be looking at professional Dance works from Choreographers around the world, researching their Stimulus and learning key motifs as a basis for their own choreography.

#### International Culture - 'Professional Works'

Pupils will be looking at professional Dance works from Choreographers around the world, researching their Stimuli and learning key motifs as a basis for their own choreography.

#### Frantic Assembly

Pupils will explore physical theatre that can be used in both dance and drama. Students will explore a variety of their approaches to making theatre. This unit of work will develop choreography skills as well as providing opportunities to explore their interpretative skills.

## SKILLS

#### Develop:

Choreography skills: dance actions

**Understand:** how to use specific actions and props to create sound as then use as a basis for choreography.

**Performing with sensitivity:** Creation of a safe space for all.

#### Choreography:

Gestures and everyday movements will be explored in terms of the creation of exciting choreography.

#### Understand and demonstrate:

Gestures and everyday movement will be explored in terms of performance.

#### Social skills:

Through group-based activity and leading rehearsals to support progress test

**Understand and physically demonstrate:** a specific choreography linked to given stimulus.

**Develop:** Choreography skills: spatial awareness and focus

#### Choreography:

Use specific themes and dance styles appropriately.

#### Knowledge and demonstration:

Learn and perform a range of repertoire from current dance companies and make links to a range of stimuli.

#### Choreography:

Use specific themes and dance styles appropriately.

#### Knowledge and demonstration:

Learn and perform a range of repertoire from current dance companies and make links to a range of stimuli.

#### Choreography:

Understand and demonstrate the choreographic process with a given stimulus and different approaches to the creation of choreography in a workshop format.

#### Understand and demonstrate:

-Motif development, choreographic devices



# CHS SOUTH - CURRICULUM - FRAMEWORK FOR LEARNING



<p><b>ASSESSMENT</b></p> <p><b>HOME LEARNING</b></p> <p><b>READING, WRITING, TALK, NUMERACY</b></p> <p><b>TIER 2 VOCABULARY</b></p> <p><b>TIER 3 VOCABULARY</b></p> <p><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>	<p>MP1: Progress Check Performance by STOMP (feedback sheet)</p>	<p>MP2: Progress Check Performance Films in Dance (feedback sheet)</p>	<p>MP2: Progress Test Performance inspired by Zoonation (feedback sheet)</p>	<p>MP1: Progress Check Performance - inspired by different dance cultures (feedback sheet)</p>	<p>MP1: Progress Check Performance – inspired by different dance cultures (feedback sheet)</p>	<p>MP2: Progress Test using Frantic Assembly in a performance (feedback sheet)</p>
	<p>Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.</p>	<p>Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.</p>	<p>Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.</p>	<p>Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.</p>	<p>Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.</p>	<p>Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.</p>
	<p><b>Reading:</b> Visualisation <b>Writing:</b> Use of language and key terminology explored for quiz. <b>Talk:</b> Oracy strategies for groupwork.</p>	<p><b>Reading:</b> Visualisation <b>Writing:</b> Use of language and key terminology explored for quiz. <b>Talk:</b> Oracy strategies</p>	<p><b>Reading:</b> Breakdown information and infer <b>Writing:</b> Use of language and key terminology explored for quiz. <b>Talk:</b> Oracy roles and strategies for rehearsals and feedback</p>	<p><b>Reading:</b> Relate to own experience <b>Writing:</b> Use of language and key terminology explored for quiz. <b>Talk:</b> Oracy strategies</p>	<p><b>Reading:</b> Relate to own experience <b>Writing:</b> Use of language and key terminology explored for quiz. <b>Talk:</b> Oracy strategies</p>	<p><b>Reading:</b> Infer <b>Writing:</b> Use of language and key terminology explored for quiz. <b>Talk:</b> Oracy roles and strategies for rehearsals and feedback</p>
	<p>Context Develop Identify Issue Respond Review Specific</p>	<p>Repeat Respond Develop Perform Create Rehearse</p>	<p>Connect Review Develop Rehearse Create Respond</p>	<p>Connect Interpret Create Respond Improve Develop</p>	<p>Connect Interpret Create Respond Improve Develop</p>	<p>Review Rehearse Perform Develop Respond</p>
	<p>Set Lighting Costume Aural Setting</p>	<p>Motif and Development Unison Canon Repetition</p>	<p>Motif and Development Accumulation Fragmentation Retrograde</p>	<p>Balance Coordination Extension</p>	<p>Strength Stamina Control</p>	<p>Phrasing Focus Spatial Awareness</p>
	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Understanding &amp; appreciation of different cultures and ways of life</li> <li>Decision making for lifelong learning.</li> </ul>	<ul style="list-style-type: none"> <li>This topic helps pupils to understand and explore more unusual and alternative ways dance is used and allows pupils to explore the use of digitalism in Dance using dance for camera.</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Appreciation of different dance styles and cultures.</li> <li>ZooNation is a company that was the first street and hip-hop company to perform on Broadway. They are paving the way to celebrate diversity.</li> </ul>	<ul style="list-style-type: none"> <li>This will introduce pupils to teamwork and communication, sticking to deadlines, understanding &amp; appreciation towards different cultures and ways of life, and decision making for lifelong learning. This topic also helps pupils to understand better about the Performing Arts industry.</li> </ul>	<ul style="list-style-type: none"> <li>This will introduce pupils to teamwork and communication, sticking to deadlines, understanding &amp; appreciation towards different cultures and ways of life, and decision making for lifelong learning. This topic also helps pupils to understand better about the Performing Arts industry.</li> </ul>	<ul style="list-style-type: none"> <li>This topic also helps pupils to better understand about Dance and how dance is made. As well as exploring a specific company technique, a company that celebrates diversity within their company of performers.</li> </ul>

