



## CHS Curriculum Intent

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

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

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

## CHS South Curriculum Area Framework for Learning – Year 8

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|----------------|---|
| <b>SUBJECT</b> | <b>DANCE</b>  |
| <b>INTENT</b>  | <p><i>'We dance for laughter,<br/>We dance for tears,<br/>We dance for madness,<br/>We dance for fears,<br/>We dance for hope,<br/>We dance for screams,<br/>We are the dancers,<br/>We create the dreams'</i><br/><b>Albert Einstein</b></p> <p>We study dance in order to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies.</p> <p>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.</p> <p>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,</p> |



## CHS South: DANCE

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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.

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| <b>Year Group</b>               | <b>8</b>  |   |   |   |   |  |
| <b>Rationale/<br/>Narrative</b> | Year 8 Dance builds on the Dance foundation developed during Year 7. Students are encouraged to explore professional dance works studied with a critical eye and develop their dance analysis skills. Year 8 dancers will also continue to develop their performance and choreography skills in preparation for studying dance further. |   |   |   |   |  |
|                                 | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>   | <b>Summer 2</b>  |
| <b>KNOWLEDGE</b>                | <p><b>‘Urban Fairy Tales’</b></p> <p>Pupils will explore using traditional fairy tales as a stimulus for choreography. Using Zoo Nation’s repertoire as inspiration. Students will select and develop appropriate choreography, music and dance style to create their group performance.</p>  | <p><b>‘Approaches to choreography’</b></p> <p>Pupils will explore the use of different stimuli available to create new choreography. Over the half term pupils will respond to visual and auditory stimuli in addition to using text as a stimulus.</p> | <p><b>“It’s Our Planet” - ‘Swansong’</b></p> <p>Pupils will explore the use of Non Verbal Communication and body language, to express the emotions involved within Physical Theatre to convey themes of intimidation and bullying to an audience. Pupils will learn and understand how to perform, safely, movements from the style of Physical Theatre, using ‘Swansong’ and Guantanamo Bay as a stimulus.</p> | <p><b>“International Culture” - ‘Professional Works’</b></p> <p>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.</p> | <p><b>“Tourism &amp; Heritage” - ‘Cross Channel’</b></p> <p>Pupils will develop their choreography skills further, understand the history of British Dance and know how to use specific dance styles as a basis for Choreography. Pupils will explore the work of British Choreographer Lea Anderson.</p> | <p><b>“Responding to stimuli”</b></p> <p>Pupils will use a variety of concepts as a stimulus for choreography. This unit of work will develop choreography skills as well as providing opportunities to explore their interpretative skills.</p> |
| <b>SKILLS</b>                   | <p><b>Social skills:</b><br/>Through group based activity</p> <p><b>Understand and physically demonstrate:</b><br/>a specific choreography linked to given stimulus</p>   | <p><b>Social skills:</b><br/>Through group based activity</p> <p><b>Understand and physically demonstrate:</b><br/>a specific street dance style</p> <p><b>Develop:</b></p>   | <p><b>Develop:</b><br/>Choreography skills</p> <p><b>Understand:</b> how to use specific themes as a basis for choreography</p> <p><b>Performing with sensitivity:</b> According to the subject matter.</p>   | <p><b>Choreography:</b><br/>Use specific themes and dance styles appropriately.</p> <p><b>Knowledge and demonstration:</b><br/>Learn and perform a range of repertoire from current dance companies and make</p>                                      | <p><b>Choreography:</b><br/>Understand the history of British Dance and know how to use specific dance styles as a basis for choreography.</p> <p><b>Understand and demonstrate:</b></p>  | <p><b>Choreography:</b><br/>Understand and demonstrate the choreographic process with a given stimulus.</p> <p><b>Understand and demonstrate:</b><br/>-Motif development, choreographic devices</p>  |



# CHS South: DANCE

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|                    | <b>Develop:</b><br>Choreography skills.     | Choreography skills.<br><b>Understand:</b><br>Different job roles and responsibilities.     |   | links to a range of stimuli.  | Key features of Pedestrian movement performance and choreography. |   |
| <b>ASSESSMENTS</b> | MP1: Practical performance (feedback sheet) | MP2: Choreography assessment (feedback sheet)<br>MP3: Homework task as set by class teacher | MP1: Practical performance (feedback sheet) | MP2: Choreography assessment (feedback sheet)<br>MP3: Homework task as set by class teacher | MP1: Practical performance (feedback sheet)                       | MP2: Choreography assessment (feedback sheet)<br>MP3: Homework task as set by class teacher |