

Year 9 Curriculum Enrichment: Flex 'n' Fit

Unit Title: Dance		Number of lessons: 9 lessons (4 doubles)	
Lessons in sequence: 1. Introduction to style 2. Teacher led actions 3. Teacher led actions 4. Choreography task 5. Choreography task 6. Teacher led actions 7. Expressive skills and rehearsal 8. Preparation for performance 9. Performance			
DofE: Skill			
Prior knowledge: Science: key features of the body / muscles etc Physical skills from Dance / PE		Common misconceptions Doubles of dance are easy!	
Key substantive knowledge: <ul style="list-style-type: none">• How the body works• Physical exercise is good for your health• Physical skills are needed in life• Choreography skills and application			
Assessment opportunities: Questioning during teacher input about key choreography skills Each group’s knowledge of contact and safety. Performance preparation and feedback Verbal feedback every lesson			
Key terms: Contact Choreography Formation Unison Canon Levels Direction Accumulation		Cross curricular aspects / Numeracy / Literacy / British Values / Careers aspirations / Citizenship / SMSC Science – learning about the body History- knowledge of era the dance style originated. PE / Dance – balance and stretching techniques SMSC – social concerns – pupils learning about communication in a group	
PLTs: Independent enquirer Effective participant Team Worker Creative Thinker		Christian values: Service Wisdom Peace	Character attributes: Compassion Citizenship Resourcefulness Trust
Hinterland:			

Lesson Objective:	Lesson Outcomes:	Key strategies (key subject knowledge and pedagogical subject knowledge)	Assessment opportunities
To take part in a different dance style	Pupils can:	Key substantive: Pupils know:	Questioning about the era of the dance style.

	<ul style="list-style-type: none"> • Explain The history of the dance style • perform actions from the dance style 	<ul style="list-style-type: none"> • the importance of physical skills in relation to everyday life and this dance style 	Questioning about the physical skills needed for the dance style
To take part in the dance style – teacher led	Pupils can: <ul style="list-style-type: none"> • Recall movements from previous week. • Perform actions with accuracy 	<i>Key substantive</i> Pupils know: <ul style="list-style-type: none"> • How to rehearse effectively. • How to organise actions into a sequence for a large group of dancers 	
To take part in the dance style – teacher led	<ul style="list-style-type: none"> • Recall movements from previous week. • Perform actions with accuracy 	<i>Key substantive</i> Pupils know: <ul style="list-style-type: none"> • How to rehearse effectively. • How to organise actions into a sequence for a large group of dancers 	Enquiry questions .
Choreography task	Pupils can: <ul style="list-style-type: none"> • List choreography skills. • Explain safety points of contact work. • Explore ways of creating contact safely in dance. 	<i>Key substantive</i> Pupils know: <ul style="list-style-type: none"> • How to perform contact work safely. • How to create actions in a style. 	Enquiry questions Group verbal feedback
Choreography task	Pupils can: <ul style="list-style-type: none"> • Organise their group to complete the task on time. • Improvise, select and organise actions to suit the style of the dance. • Perform their choreographed section with confidence and accuracy 	<i>Key substantive</i> Pupils know: <ul style="list-style-type: none"> • How to link actions together to create a sequence. • How to apply choreography skills. • How to rehearse to improve movement memory and confidence 	Enquiry questions Group verbal feedback
Teacher led actions	Pupils can: <ul style="list-style-type: none"> • Recall a large sequence of dance. • Comment on others' choreography section. • Improve their choreography section. 	<i>Key substantive</i> Pupils know: <ul style="list-style-type: none"> • How to give constructive criticism. • How to improve their choreography. 	Enquiry questions. Peer feedback
Expressive skills and rehearsal	Pupils can: <ul style="list-style-type: none"> • Recognise strengths and improvements for themselves 	<i>Key substantive</i> Pupils know: <ul style="list-style-type: none"> • The expressive skills of a dancer. 	Enquiry questions Self reflection

	<ul style="list-style-type: none"> • Set personal targets. • Use rehearsal discipline • List expressive skills 	<ul style="list-style-type: none"> • How to apply these to parts of the dance. • How and where to improve their performance skills within the performance. 	<p>Teacher feedback</p> <p>Whiteboards</p>
Preparation for performance	<p>Pupils can:</p> <ul style="list-style-type: none"> • Perform the dance with confidence. • Use expressive skills in performance. • Comment on their own performance 	<p><i>Key substantive</i></p> <p>Pupils know:</p> <ul style="list-style-type: none"> • The dance and are able to adapt to any problems within the performance. • How to use feedback to improve. 	<p>Self assessment via video</p> <p>Whiteboards</p>
Performance for an audience	<p>Pupils can:</p> <ul style="list-style-type: none"> • Perform for an audience 	<p><i>Key substantive</i></p> <p>Pupils know:</p> <ul style="list-style-type: none"> • How to make a performance adaptable for a different setting. 	<p>Teacher observation</p> <p>Audience observation.</p>