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**Long Term Mapping**

**DANCE KS4**

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|  | **Cycle 1** | **Cycle 2** |
| **(2022-2023)** | **(2023-2024)** |
| **Autumn** | **1** | DANCE AROUND THE WORLD | DANCE THROUGH THE AGES |
| **2** |
| **Spring**  | **1** | NUMBERS | NARRATIVE |
| **2** | MUSICAL THEATRE |
| **Summer** | **1** | VICTORIANS | SPORT |
| **2** |

   

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| **KS4 DANCE MEDIUM-TERM PLANNING** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| ***SMSC*** | Collaborative learning amongst whole key stage throughout topics / Peer assessment and acting upon feedback / Exposure to different time periods and cultures around the world / Encouragement for learners to work with independence. |
| **Cycle 1** | To build on skills and knowledge of the basic elements of dance. To provide an encouraging environment to facilitate confidence, creativity & self-expression | Dancer | **Theatre Performer** | Teacher | **Dance Therapist** | YouTuber | **Movement Photographer** | Stunt Performer | **Theatre Blogger** | Dance Critic | **DANCE AROUND THE WORLD** | **NUMBERS** | **THE VICTORIANS** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Skill Focus:** Actions | **Skill Focus:** Space | **Skill Focus:** Relationships | **Skill Focus:** Dynamics |
| Discover different **ACTIONS** through exploring, selecting and refining movements. Exhibit these through performance and evaluation opportunities.  | Discover **SPACE & RELATIONSHIPS** through exploring, selecting and refining movements. Exhibit these through performance and evaluation opportunities. | Discover **DYNAMICS** through exploring, selecting and refining movements. Exhibit these through performance and evaluation opportunities. |
| **SUGGESTED MUSIC** |
| **He Lives in You**(Lion King the Musical)**Wade in the Water**(Howard Roberts/Alvin Ailey)**Africa**(Shakira)**Rock My Soul**(Lee Humphrey Singers)**Despacito**(Luif Fonsi) | **Baila Morena Flamenco**(Zumba)**Shakesenora**(Pitbull)**Preparing for the Dragon Dance**(Dragon Power)**Capoeira Music**(Halosamua)**Jai Ho**(A R Rahmen) | **Mambo Number 5**(Lou Bega)**ABC**(The Jackson 5)*Alt.* **Easy Love**(Sigala)**Disco 2000**(Pulp) | **5 Colours in her Hair**McFly**22**(Taylor Swift)**One Vision**(Queen)**7 Nation Army**(The White Stripes) | **Tubular Bells**(Mile Oldfield)**Jerusalem****Sherlock Holmes**(Hanz Zimmer) | **Clockwork**(Jazz Fezz)**Glasgow Low Theme**(Slow waltz - ballroom) |
| **VOCABULARY** |
| **The Five Basic Body Actions** | JumpTravelStillness (balance)GestureTurn |  DirectionPathwaysLevelsFocus | SoloDuetGroupUnisonCanon | RhythmSpeed Body tensionTempo |
| Delivered through the teaching of a **Motif** |
| **IMPLEMENTATION** |
|  |  |  |
| Week | **1****2-3****4-5****6-7****8-10****10-12** | **Introduction:** Get to know each other**Africa:** Gesture & Jump *(tribal)***Spain:** Gesture & Turn *(flamenco)***China:** Gesture & Travel *(theatrical)***Brazil:** Gesture & Stillness *(capoeira)***India:** All Actions *(Bhangra/Bollywood)* | **1-2****3-4****5-6****7-8****9-10** | Solo exploration (motif- direction)Duet (pathways & focus)Duet (pair choreography) Lottery Dance (group choreography)Whole class Dance | **1****2****3****4-5****6****7****8-9****10-11** | Motif & Development DynamicsTempo (Teach led choreography) Victorian Life (group choreography)Waltz (Pair choreography)Shine Festival RehearsalsShine Festival RehearsalsShine Festival Performance |
| **INTENT** | **CAREERS** |

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| **KS4 DANCE MEDIUM-TERM PLANNING** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and know vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. drama |
| **Cycle 2** | To build on skills and knowledge of the basic elements of dance. To provide an encouraging environment to facilitate confidence, creativity & self-expression | Dancer | **Theatre Performer** | Teacher | **Dance Therapist** | YouTuber | **Movement Photographer** | Stunt Performer | **Theatre Blogger** | Dance Critic | **DANCE THROUGH TIME** | **NARRATIVE** | **MUSICAL THEATRE** | **SPORT** |
| **Autumn 1**7 weeks | **Autumn 2**7 weeks | **Spring 1**6 weeks | **Spring 2**6 weeks | **Summer 1**5 weeks | **Summer 2**7 weeks |
| **Skill Focus:** Actions | **Skill Focus:** Space | **Skill Focus:** Relationships | **Skill Focus:** Dynamics |
| Discover different **ACTIONS** through exploring, selecting and refining movements. Exhibit these through performance and evaluation opportunities.  | Discover **SPACE & RELATIONSHIPS** through exploring, selecting and refining movements. Exhibit these through performance and evaluation opportunities. | Discover **DYNAMICS** through exploring, selecting and refining movements. Exhibit these through performance and evaluation opportunities. |
| **SUGGESTED MUSIC** |
| **BALLET****Dance of the Cygnets**(Swan Lake)**Comptine d’un aute été, l’aprés-midi**(Yann Tiersen)**CHARLESTON****Sing Sing Sing**(Benny Goodman)**Bang Bang**(Wil-i-am)**THE LINDY HOP****Pencil full of Lead**(Paolo Nutini)**Grove is in the Heart**The Puppini Sisters | **CONTEMPORARY****Breathe Me**(Sia)**Skinny Love**(Birdy)**Lost Without You**Freya Riding**HIP HOP****It’s Tricky**(Run DMC)**Push it Real Good**Salt ‘n’ Pepa**It’s Like That**(Run DMC) | \*Linked to English learning & following chosen narrative.**Suggested Texts****Holes**(Louis Sacher)**Into Thin Air**(Jon Krakauer)**Lord of the Flies**(William Golding) | **All that Jazz**(Chicago)**Jellicle Ball**(Cats)**Step in Time**(Mary Poppins)**Prologue**(West Side Story)**Buenos Aires**(Evita)**Electricity**(Billy Elliot)**One**(A Chorus Line) | **You’ll Never Walk Alone**(Rogers & Hammerstein)*Liverpool FC***Eye of the Tiger**(Survivor)*Rocky Theme***Abide with Me**(Emile Sande)*FA Cup & London Olympics***Chariots of Fire**(Vangelis)**Bizet**(Carmen Prelude)*Formula 1* | **Zadok the Priest**(Handel) *The Champions League***Nessun Dorma**(Puccini)*The World Cup***Boléro**(Ravel)*Olympics: Torvill & Dean* **Swing Low Sweet Chariot**(UB40)*Rugby World Cup***Waka Waka**(Shakira)*South African World Cup* |
| **VOCABULARY** |
| **The Five Basic Body Actions** | JumpTravelStillness (balance)GestureTurn |  DirectionPathwaysLevelsFocus | SoloDuetGroupUnisonCanon | RhythmSpeed Body tensionTempo |
| Delivered through the teaching of a **Motif** |
| **IMPLEMENTATION** |
|  |  |  |
| Week | **1****2-3****4-5****6-7****8-10****10-12** | **Introduction:** Get to know each other**Ballet:** Gesture & Stillness**Charleston:** Jump & Travel**The Lindy Hop:** Jump & Turn**Contemporary:** Gesture & Travel**Hip Hop:** Gesture & Travel | Oral retelling of chosen story.Create a motifMotif Development (Direction)Motif Development (Level)Motif Development (Focus)Motif Development (Pathway) | Solo exploration (motif)Duet (choreography)Group Dance 1: UnisonGroup Dance 2: CanonGroup Dance RehearsalGroup Dance Performance | **1****2****3****4-5****6****7****8-9****10-11** | Tempo – slowTempo – fastSpeed – Different speeds of movement to tempoAccent the beat (Hard, sharp & quick)Shine Festival Chorography (dynamics focussed)Shine Festival RehearsalsShine Festival RehearsalsShine Festival Performance |
| **INTENT** | **CAREERS** |