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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** | | | | Jump  Travel  Stillness (balance)  Gesture  Turn | | Direction  Pathways  Levels  Focus | | | Solo  Duet  Group  Unison  Canon | | Rhythm  Speed  Body tension  Tempo | | | |
| Delivered through the teaching of a **Motif** | | | |
| **IMPLEMENTATION** | | | | | | | | | | | | | | |
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| 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  Dynamics  Tempo (Teach led choreography)  Victorian Life (group choreography)  Waltz (Pair choreography)  Shine Festival Rehearsals  Shine Festival Rehearsals  Shine 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** | | | | Jump  Travel  Stillness (balance)  Gesture  Turn | | Direction  Pathways  Levels  Focus | | Solo  Duet  Group  Unison  Canon | | Rhythm  Speed  Body tension  Tempo | | | |
| Delivered through the teaching of a **Motif** | | | |
| **IMPLEMENTATION** | | | | | | | | | | | | | |
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| 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 motif  Motif Development (Direction)  Motif Development (Level)  Motif Development (Focus)  Motif Development (Pathway) | | Solo exploration (motif)  Duet (choreography)  Group Dance 1: Unison  Group Dance 2: Canon  Group Dance Rehearsal  Group Dance Performance | | **1**  **2**  **3**  **4-5**  **6**  **7**  **8-9**  **10-11** | Tempo – slow  Tempo – fast  Speed – Different speeds of movement to tempo  Accent the beat (Hard, sharp & quick)  Shine Festival Chorography (dynamics focussed)  Shine Festival Rehearsals  Shine Festival Rehearsals  Shine Festival Performance | | |
| **INTENT** | **CAREERS** |