

End Points

	Year 7
Term 1 and 2	Bootcamp
	<ul style="list-style-type: none"> • Explain how to work safely in a dance studio and why warm – ups are important for performance and injury prevention. • Demonstrate and identify the 5 basic body actions (SJTTG) within practical dance activities. • Use key dance vocabulary including action, transition, motif, unison, canon to describe and discuss choreography. • Explain how physical skills such as posture, strength and stamina contribute to effective dance performance. • Create and develop movement material using choreographic devices in response to a dance theme using simple choreographic devices. • Evaluate the effectiveness of their own and others work using appropriate dance terminology. • Perform a 45 sec – 1 minute dance piece that demonstrates safe practice, physical skills, choreographic understanding and performance skills.
Term 3 and 4	Cops and Robbers
	<ul style="list-style-type: none"> • Explain how action, space and dynamics can be used to create effective choreography • Use the basic body actions to create and develop motifs in response to a theme • Explain how choreographic devices, including ASDR, highlights and transitions, can be used to structure and develop choreography. • Demonstrate extension, alignment and control within performance work • Explain how dancers communicate choreographic intention through physical and expressive skills • Analyze how relationships and sensitivity to other dancers contribute to effective group performance. • Use facial expression and performance skills to communicate character, mood and meaning to the audience. • Make a judgement about how effectively a dance performance communicates its intended meaning through choreographic skill and performance. • Create and perform a whole class dance demonstrating motif development, choreographic devices, physical skills, expressive skills and communication of the choreographic intention.
	James Bond

Term 5 and 6	<ul style="list-style-type: none"> • Explain how the 5 basic body actions can be developed and combined to create choreography. • Use motif and motif development to create choreography • Explain how choreographic devices, including ASDR, repetition and contact work, can be used to communicate choreographic intention • Demonstrate balance and control and coordination within contemporary dance performance. • Explain how contemporary dance can communicate ideas, meanings and themes within a social context • Use expressive skills, including focus, to enhance performance quality and audience engagement. • Explain how choreography can be developed through synthesis of movement ideas • Explain how choreography can be developed from a stimulus through synthesis of movement ideas. • Create and perform a 1- 2 minute dance piece demonstrating motif development, choreographic devices, physical skills and expressive performance qualities.
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	Year 8
Term 1 and 2	Electricity <ul style="list-style-type: none"> • Explain how different dance styles and cultures have influenced contemporary dance and performance <ul style="list-style-type: none"> • Demonstrate accurate mobility, extension and physical control to perform movement safely and effectively • Use relationships, mirroring and support work confidently within duet and group choreography • Apply RADS to develop and enhance choreography • Create movement that demonstrates sensitivity to other dancers using expressive skills and choreographic devices • Evaluate how physical and expressive skills contribute to the communication of choreographic intention • Perform a polished group dance that demonstrates secure technical skills, effective relationships, choreographic understanding and performance quality.
Term 3 and 4	Capoeira <ul style="list-style-type: none"> • Explain how professional dance works can inspire choreography through motifs and choreographic intention <ul style="list-style-type: none"> • Demonstrate safe and effective contact work within pair and small group performance • Develop motifs using choreographic devices to communicate an idea or stimulus • Apply focus, balance and contemporary dance techniques to enhance performance quality

	<ul style="list-style-type: none"> • Use RADS confidently to structure and refine choreography • Analyse how physical and expressive skills communicate meaning within contemporary dance • Create and perform a group dance inspired by Capoeira that demonstrates creativity, safe practice, technical accuracy and choreographic understanding
Term 5 and 6	West Side Story
	<ul style="list-style-type: none"> • Explain how contemporary dance techniques and performance skills communicate character and narrative <ul style="list-style-type: none"> • Demonstrate accurate balance, extension and control within contemporary dance performance • Apply contact work, mirroring and lead/follow relationships confidently in partner and group choreography • Use choreographic devices, including pathways and highlights to develop movement material • Evaluate how structure, performance quality and expressive skills influence audience appreciation • Perform a sustained dance piece that demonstrates confident technical, physical and expressive skills, effective choreography and secure performance quality.

	Year 9
Term 1 and 2	Swansong
	<ul style="list-style-type: none"> • Explain how professional dance works can be interpreted and used as a stimulus for choreography <ul style="list-style-type: none"> • Demonstrate how props, relationships and choreographic devices can enhance choreographic intention • Apply actions, dynamics and space creatively to communicate character and meaning • Develop choreography that demonstrates effective use of lead and follow, reaction and expressive skills • Justify how choreographic choices, including props and characterisation communicate the intended message to an audience • Evaluate the effectiveness of their own and others choreography using accurate dance terminology • Create and perform a dance inspired by Swansong that demonstrates technical control, expressive performance, choreographic intention and confident communication of character.
	The Waiting Room
	<ul style="list-style-type: none"> • Explain how motif development, musicality and phrasing contribute to sophisticated choreography

Term 3 and 4	<ul style="list-style-type: none"> • Demonstrate an understanding of choreographic structure through the use of climax, highlights and transition • Apply ASDR confidently to develop and refine choreography • Create choreography that demonstrates secure physical, technical and expressive skills in response to a stimulus • Refine choreography by applying feedback to improve choreographic intention and performance quality • Analyse how choreographic devices and structure influence audience understanding and appreciation • Create and perform a sustained dance work that demonstrates creativity, technical accuracy, choreographic understanding and effective communication of intention
Term 5 and 6	Shadows
	<ul style="list-style-type: none"> • Explain the key features of Shadows and analyse how the work communicated meaning through movement and performance • Demonstrate safe and effective contact work, counterpoint and sensitivity to other dancers within group performance • Apply physical theatre techniques alongside dance skills to develop expressive performance • Use space, dynamics, relationships and choreographic devices confidently to communicate choreographic intention • Analyse how professional practitioners use physical, technical and expressive skills to engage an audience • Evaluate the effectiveness of performance using accurate GCSE dance terminology and appreciation skills • Perform an extended dance work inspired by Shadows that demonstrates secure technical, physical and expressive skills, confident ensemble performance and informed dance appreciation.