

KEY STAGE 3 OVERVIEW

YEAR 7

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KEY STAGE 3	In key stage three, the students will explore many important aspects required for the GCSE specification. The students will learn about key physical and technical skills and explore them within choreographic tasks. They will focus on their use of action, space, dynamics, relationships, and choreographic devices through taught tasks and independent choreography. They will start to explore professional dance works that will influence their work and dance appreciation. In addition, the students will develop an understanding of basic safe working practices.		
	Term 1	Term 2	Term 3
Title of scheme of learning:	Bootcamp	Cops and Robbers	James Bond
Key Learning	<ul style="list-style-type: none"> To understand the key concepts of a dance warm up. To understand and demonstrate the key 5 basic body actions: stillness, jump, turn, travel and gesture. To demonstrate developed movement memory when learning and developing material. To begin to understand key physical skills: posture, stamina and strength. To use timing when creating and learning movement material. To begin to develop understanding of the choreographic process. 	<ul style="list-style-type: none"> To understand what a dynamic quality is within dance and apply it to practice. To apply knowledge of the 5 basic body actions To begin to recognize key physical skills: extension and alignment. To explore how we embody movement in a stylistic way. To develop material to achieve choreographic intention. Focusing on action, dynamic and basic spatial design. To understand key characteristics of Contemporary dance. To apply knowledge on effective transitions within choreography to practice. 	<ul style="list-style-type: none"> To understand how to develop a motif in relation to a theme (spies) To develop understanding of action content through choreographic exploration To develop understanding of relationship content - specifically use of contact To perform with accurate balance and control To understand how to use spatial design effectively within choreography To apply understanding of choreographic devices To recognise and evaluate skills through each other's work

	<p>Through developing an understanding of a motif, transition and formation.</p> <ul style="list-style-type: none"> • To explore the choreographic devices unison and canon. • To explore the characteristics of a war hero and understand how action can portray character and style. • To create effective starting and ending position through understanding the key principles of a freeze frame. • To demonstrate the expressive skill musicality within performance. 	<ul style="list-style-type: none"> • To explore the choreographic device highlights when structuring choreography. • To demonstrate the expressive skill of facial expression within performance. • To recognise and evaluate performance and choreographic skills through each other's work and professional works. 	<ul style="list-style-type: none"> • To explore the use of space within the development of choreography. • To create and develop material using the expressive skill focus. • To apply the choreographic skill repetition to show choreographic intention. • To demonstrate knowledge of motif and transition within choreographic development and performance. • To demonstrate effective use of dynamics within performance.
Knowledge/ Key words	<ul style="list-style-type: none"> • Action - Stillness, jump, turn, travel and gesture. • Devices - Unison and canon • Physical skills – posture stamina and strength • Relationship - formation • Motif • Appreciation • Musicality • Freeze frame • Transition • Warm up • Choreographic intention 	<ul style="list-style-type: none"> • Action – Stillness, jump, turn, travel and gesture. • Dynamics • Spatial design • Choreographic Device – Highlight • Relationships formation • Alignment • Extension • Stimulus • Appreciation • Motif • Expressive skill – facial expression • Stylistic movement • Dance style 	<ul style="list-style-type: none"> • Action – stillness, jump, turn, travel and gesture. • Dynamics • Spatial design • Devices (repetition) • Relationships (contact) • Control • Balance • Focus • Motif • Motif development (Action, Dynamics, Space) • Appreciation

Assessment	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. .</p> <p>Link to unit criteria. https://ryecollegecouk-my.sharepoint.com/:w:/r/personal/lgreenough_ryecollege_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7B222E062C-3AEC-4B4D-B471-236EEAD10D80%7D&file=Year%207%20Assessment%20Grid.docx&action=default&mobileredirect=true</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. .</p> <p>Link to unit criteria. https://ryecollegecouk-my.sharepoint.com/:w:/r/personal/lgreenough_ryecollege_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7B222E062C-3AEC-4B4D-B471-236EEAD10D80%7D&file=Year%207%20Assessment%20Grid.docx&action=default&mobileredirect=true</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. .</p> <p>Link to unit criteria. https://ryecollegecouk-my.sharepoint.com/:w:/r/personal/lgreenough_ryecollege_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7B222E062C-3AEC-4B4D-B471-236EEAD10D80%7D&file=Year%207%20Assessment%20Grid.docx&action=default&mobileredirect=true</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>

Rye Values	<p>Positive and employable:</p> <ul style="list-style-type: none"> • Critical, creative, hard thinkers and learners • Confident and knowledgeable speakers with large vocabularies (over 50,000 words) by the time they leave year 11 <p>Kind and committed:</p> <ul style="list-style-type: none"> • Social activists: engaged, responsible, knowledgeable, tolerant, outward-looking • Ready, willing and able to make a wholly positive contribution to improving society <p>Proud and employable:</p> <ul style="list-style-type: none"> • Personally developed and personally knowledgeable - physically, mentally, socially and emotionally • Able to think for themselves, be innovative, aspirational and to use their knowledge confidently 	<p>Positive and employable:</p> <ul style="list-style-type: none"> • Critical, creative, hard thinkers and learners • Confident and knowledgeable speakers with large vocabularies (over 50,000 words) by the time they leave year 11 <p>Kind and committed:</p> <ul style="list-style-type: none"> • Social activists: engaged, responsible, knowledgeable, tolerant, outward-looking • Ready, willing and able to make a wholly positive contribution to improving society <p>Proud and employable:</p> <ul style="list-style-type: none"> • Personally developed and personally knowledgeable - physically, mentally, socially and emotionally • Able to think for themselves, be innovative, aspirational and to use their knowledge confidently 	<p>Positive and employable:</p> <ul style="list-style-type: none"> • Critical, creative, hard thinkers and learners • Confident and knowledgeable speakers with large vocabularies (over 50,000 words) by the time they leave year 11 <p>Kind and committed:</p> <ul style="list-style-type: none"> • Social activists: engaged, responsible, knowledgeable, tolerant, outward-looking • Ready, willing and able to make a wholly positive contribution to improving society <p>Proud and employable:</p> <ul style="list-style-type: none"> • Personally developed and personally knowledgeable - physically, mentally, socially and emotionally • Able to think for themselves, be innovative, aspirational and to use their knowledge confidently
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Year 8			
KEY STAGE 3	In key stage three the students will explore many important aspects required for the GCSE specification. The students will learn about key physical and technical skills and explore them within choreographic tasks. They will focus on their use of action, space, dynamics, relationships, choreographic devices through taught tasks and independent choreography. They will start to explore professional dance works that will influence their work and dance appreciation. In addition, the students will develop an understanding of basic safe working practices.		
	Term 1	Term 2	Term 3
Title of scheme of learning:	Electricity	Capoeira	West Side Story

Key learning	<ul style="list-style-type: none"> • Students will further develop their understanding of different dance styles and cultures. • Students will develop and understanding of how perform the dance style with accurate mobility • Students will understand how to execute the relationship skill of mirroring to support a dance style. • Students will understand how their choices of RADS can support/enhance a dance style • Students will understand how to apply the expressive skill of sensitivity to other dancers to their choreographies to support an intention • Students will develop their physical skill of stamina and apply this to their duet/trio performance • Students will develop their appreciation for a dance style and culture and be able to discuss key themes in relation to the world around them. 	<ul style="list-style-type: none"> • Students will understand how to use a professional dance work to create movement material • Students will understand how to use motif development to enhance a dance stimulus or idea • Students will understand how to execute contact work safely in small group work • Students will understand how their choices of RADS can support/enhance an intention • Students will understand how to apply the expressive skill of focus to their choreographies to support an intention • Students will develop their understanding of contemporary dance technique in relation to a theme • Students will develop their physical skill of balance and apply this to their group performance • Students will develop their appreciation for professional dance work and be able to discuss key themes in relation to the world around them 	<ul style="list-style-type: none"> • Students will further develop their understanding of the contemporary dance style. • Students will learn how to perform the dance style with accurate balance and extension. • Students will continue to develop their understanding of relationships within dance including contact and act and react. • Students will apply choreographic devices to choreography to enhance the demonstration of the stimuli. • Students will begin to explore the importance of structure within performance. • The students will reflect on their own work and the work of others through dance appreciation.
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Knowledge/ Key skills	<ul style="list-style-type: none"> • Dance style • Dynamics (Flow) • Relationships (act and react) • Devices • Extension • Appreciation • Stimuli • Balance • Physical skill 	<ul style="list-style-type: none"> • Actions (SJTTG) • Dynamics (speed/flow) • Space (formation, size of movement) • Devices • Relationships (contact work) • Focus • Balance • Weight distribution • Appreciation • Stimuli 	<ul style="list-style-type: none"> • Dance style • Action (transfer of weight) • Dynamics (flow, speed and weight) • Space (pathways) • Choreographic Devices (highlights) • Relationships (mirroring) • extension • Mobility • Sensitivity to other dancers • Choreographic Process (research) • Appreciation
Assessment	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. . Link to unit criteria. Link to year assessment grids (30 marks)</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. . Link to unit criteria. Link to year assessment grids (30 marks)</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. . Link to unit criteria. Link to year assessment grids (30 marks)</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>
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Year 9			
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	Term 1	Term 2	Term 3
Title of scheme of learning:	Swansong	The Waiting Room	Shadows
Key learning	<ul style="list-style-type: none"> • Students will continue to develop an understanding of how to respond to a set stimulus 	<ul style="list-style-type: none"> • Students will develop an understanding of the choreographic processes • Students will recognise highlights and climax within choreography and 	<ul style="list-style-type: none"> • Students will develop an understanding of a new performance style – GCSE Dance Shadows • Students will continue to learn about contact work

	<ul style="list-style-type: none"> • Students will respond to a professional dance work • Students will begin to recognise how prop can be used within performance • Students will justify how prop can enhance or devalue a performance piece • Students will continue to develop an understanding of key expressive skills • Students will learn about the dance relationship act and react and apply it to their practice • Students will apply lead and follow to their work and understand how this enhanced their choreography • Students will continue to develop an understanding of ASD and their impact on choreography • Students will demonstrate choreographic skills and understanding through theme and characterization. 	<p>showcase this within performance</p> <ul style="list-style-type: none"> • Students will gain an understanding of complimentary and contrasting movement within dance and apply this to their choreography • Students will reflect on musicality and phrasing within choreography and performance • Students will develop an understanding of different types of structure within the choreographic process • Students will consolidate their knowledge on ASDR throughout the choreographic process • Students will review their use of physical and expressive skills within performance • Students will continue to develop an understanding of motif and development 	<p>and its impact on this style</p> <ul style="list-style-type: none"> • Students will recognise key safe practices and ensure they are following them within the studio • Students will learn about counterpoint and apply it to their choreographic work • Students will continue to apply ASDR to their work and show choreographic intention • Students will demonstrate their understanding of a warmup and cool down through independent tasks • Students will develop an understanding of the expressive skill – sensitivity to other dancers • Students will gain an understanding of the professional dance work – Shadows • Students will review their knowledge of the physical skills through performance and appreciation
Knowledge/ Key skills	<ul style="list-style-type: none"> • Actions (SJTTG) • Dynamics • Space 	<ul style="list-style-type: none"> • Musicality • Phrasing • Choreography • Motif and development 	<ul style="list-style-type: none"> • Sensitivity to other dancers • Action

	<ul style="list-style-type: none"> • Devices • Relationships (act and react and lead and follow) • All expressive skills reviewed • Appreciation • Stimuli • Choreographic intention • Characterization 	<ul style="list-style-type: none"> • ASDR • Physical skills • Expressive skills • Technical skills • Stimuli • Choreographic devices • Climax • Highlights • Choreographic process • Structure 	<ul style="list-style-type: none"> • Space • Dynamic • Relationship • Physical theatre • Sensitivity to other dancers • Counterpoint • Physical skills • Contact • Choreography
Assessment	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. . Link to unit criteria. Link to year assessment grids (30 marks)</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. . Link to unit criteria. Link to year assessment grids (30 marks)</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>	<p>Assessment to take place in the final week of the scheme. Criteria available on PowerPoint and on documentation. . Link to unit criteria. Link to year assessment grids (30 marks)</p> <p>PIN: Personalised feedback given in the form of positive and improvement in one area of focus specific to student e.g. choreography. Students respond with 'now'.</p> <p>Dance appreciation assessment: Feedback given to peers and self-assessment within the scheme.</p>
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