**Curriculum Content Map**

**Year group: 8**

**Subject: Dance**

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|  | **ROTATION 1**  **(Autumn Term)** | **ROTATION 2**  **(Spring Term)** | **ROTATION 3**  **(Summer Term)** |
|  | **Topic 1+2/3+4**  CHOREOGRAPHY  PERFORMANCE | **Topic 5+6/7+8**  Appreciation  Performance | **Topic 9+10/11**  Performance |
| Topic Title & Description | 8.1 Choreography from a stimulus – Andy Goldsworthy | 8.2 H2O Kendricks’s “Emancipation of Expressionism | 8.3 Capoeira |
| Virtues | 1. Friendliness and Civility (Sept)  2. Justice and Truthfulness (Oct)  Or  3. Courage (Nov)  4. Generosity (Dec) | 5. Gratitude (Jan)  6. Good Speech (Feb)  Or  6. Good Speech (Feb)  7. Good Temper and Good Humour (Mar) | 8. Self Mastery (April and May)  Or  9. Compassion (June)  10. Good Sense (July) |
| Links to skills and virtues | * Students will use their Good Speech to perform and demonstrate Friendliness and Civility through their audience etiquette. Self-Mastery will be shown throughout in the development of their skills for performance. By Listening to each other throughout the development process and showing appropriate Leadership in scenes, where required, students will be able to, by Aiming High, create meaningful performances that are well Presented. | Students will have the Courage to perform and share their ideas. Again, with the correct etiquette, the will demonstrate Stillness. Through their performances of MSND they will show Good Temper and Good Humour and Gratitude for each other’s performances.   * The will Problem Solve scenarios in the development of their performances by showing Teamwork and a Staying Positive to show Creativity in their final piece. | Students will have Good Sense in the delivery of their final performances and the Generosity to accept others. We will explore Compassion for characters in the piece.   * By demonstrating Teamwork and Staying Positive and Aiming High we will deliver well-rounded critiques with high expectations. |
| Sequencing  Image result for skills iconSkills | * To be able to use basic actions in choreography 7.1 * Choreographic devices and meanings. (GCSE Comp 2) | * To use expressive and performance skills. * Understanding narrative in dance. | * To look at the history of the style * To use technical exercises to progress technique. |
| Retrieval Practice  C:\Users\meltynegate\Pictures\icons for booklet\cloud.png | * Rehearsal skills * Recalling Choreographic devices. | * Rehearsal skills * Dance Analysis * Choreographic process. | * Contemporary Dance Skills * Relationships with dancers. |
| C:\Users\meltynegate\Pictures\icons for booklet\steps.pngNew Learning | * Students will learn about choreographic devices, * Group work * Choreographic skills * Taught movement * Basic appreciation skills. * Literacy in dance | * To develop skills of dance appreciation * Understand choreographic processes * Street dance skills | * Contemporary Dance skills * Use of focus in dance. * Dance safety. |
| C:\Users\meltynegate\Pictures\icons for booklet\glasses.pngLiteracy | * Evaluative skills * Adverbs * Dance Vocabulary | * Dance analysis of movement to show a theme. * Adverbs and adjectives in dance | * Analytical writing * Adverbs |
| Image result for numeracy iconNumeracy | * Formations * Shapes | * Angles * Shapes * Levels | * Syncopated and unsyncopated timings * Mirroring * Angles |
| Independent  Practice | Homework will be building independent rehearsal skills. | Homework will be building independent rehearsal skills. | Homework will be building independent rehearsal skills |
| Super curricular activities | Elite Dance class for stretch and challenge.  Studio open for rehearsal | Elite Dance class for stretch and challenge. | Elite Dance class for stretch and challenge. |
| British values  and SMSC | * Inclusivity of different cultures | * Tolerance of other cultures * Freedom of speech | * Tolerance of other cultures. |
| Links to skills and virtues |  |  |  |
| Image result for careers iconCareers | * Choreographer skills * Leadership skills |  |  |
| C:\Users\meltynegate\Pictures\icons for booklet\assessment.pngFormative assessment | Formative assessment of choreography being created. | Formative assessment of Performance.  Description of motif. | Formative assessment of Performance. |
| Summative assessment | Performance of choreography and evaluation. |  |  |
| Personalised Challenge for LA | Movement examples and differentiated movement.  Scaffolding of choreographic devices | Movement examples and differentiated movement | Movement examples and differentiated movement |
| HA Challenge  ✰ | Movement examples and differentiated movement.  Leadership skills. | Movement examples and differentiated movement | Movement examples and differentiated movement |