



## PLUME ACADEMY - LEARNING OVERVIEW

Year	8
Subject	Dance

### Prior Learning

*The Year 8 curriculum builds on prior learning in Year 7 by continuing to develop students Dance skills in the three main areas of Performance, Choreography and Appreciation. Students will all have some understanding of different roles with the professional world of dance through the study of professional works in Year 7. We aim to expand and develop their knowledge of the professional world of dance whilst also developing their own abilities to perform and create their own dance work. Students are challenged to apply the personal skills and qualities required by a dancer/dance artist in their working practice as these underpin high quality work and achievement.*

### Curriculum Intent – What are the curriculum aims?

*Brief description of overall course aims here – what does the course aim to do? What knowledge and skills will be developed?*

- In Performance work students will develop their technical skills so they can apply them to more complex performance sequences in varying style. Students will develop their technical skills through technique exercises and set phrase (grade 3-4 equivalent). They will apply basic rehearsal techniques (repetition, breakdown) They will work to apply physical and interpretative skills to dance performance work of up to 2 minutes. They will present their work to audiences of different sizes.
- In choreographic work students will focus on continuing to exploring Space and relationship features as well as exploring dynamics in more depth to build more complex Dance response. Students will create dance that show variety in spatial, relationships and dynamics features. They will create dances for different purposes – for entertainment, raise awareness, challenge viewpoints, to educate. They will work to create movement in different styles Contemporary/Street Dance/Musical Theatre/Jazz creating dances of approximately two minutes in groups. They will also work to refine their personal skills for the creative process/technique class – problem solving, negotiating, leading, following instruction
- In Appreciation work students will focus on description and interpretation of Dances to build discussions that show understanding of Dance content. They will develop knowledge of Professional Dance work by different choreographers – Christopher Gattelli, Kate Prince, Christopher Wheeldon. They will understand what different styles of Dance look like – Jazz/Contemporary/Street Dance/Musical Theatre/Tap and be able to identify basic features. They will know the process of creating and rehearsing Dance. They will be required to describe and Interpret their dance performance\creative work – what does it look like, what does it show making use of the movement components of action, space, dynamics and relationships. The terminology for Year 8 is



- Flexibility, Spatial Awareness, Extension, Contraction, Awareness of audience/space/other dancers, Focus, Musicality, Timing, Motif, Motif development, Creative intention\ Dance idea, Purpose, Dynamic variety – weight, speed, flow

### Curriculum Implementation – What my child will be learning?

Term 1	Half Term 1	Newies - Seize the Day
	Half Term 2	Strike – creating dance in response to a theme
Term 2	Half Term 3	Message in a Bottle – Kate Prince
	Half Term 4	Refugees – creating dance in response to a theme
Term 3	Half Term 5	Kate Prince Mad Hatter V’s Christopher Wheeldon Mad Hatter
	Half Term 6	Alice in Wonderland - creating dance using literary stimulus

### Curriculum Impact – How will progress be assessed?

In Dance, students will be assessed in three key areas: Performance, Choreography and Appreciation. Students grades in each area are added together and then averaged to produce an overall grade. Each half term students are required to produce practical dance phrases which are joined into a finished dance as well as verbal reflections on their own and professional Dance work. Students will complete a mid-point assessment during week three of a half-term followed by a final summative assessment in week six.

### Super-Curricular Opportunities – Extending Learning

Useful study resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
<a href="https://zoonation.co.uk/">https://zoonation.co.uk/</a> <a href="https://newsiesthemusical.com/pdf/NewsiesStudyGuide.pdf">https://newsiesthemusical.com/pdf/NewsiesStudyGuide.pdf</a> <a href="https://www.roh.org.uk/tickets-and-events/alices-adventures-in-wonderland-2017-digital">https://www.roh.org.uk/tickets-and-events/alices-adventures-in-wonderland-2017-digital</a>	<ul style="list-style-type: none"> <li>Complete reading and extension homeworks</li> <li>Attend Year 8 Dance company</li> <li>Complete all the Dance Super Curriculum task for a term</li> <li>Audition Dance work to be performed at our termly Dance showcase</li> </ul>	<ul style="list-style-type: none"> <li>Supporting them with reading homework</li> <li>Asking them about their Dance lessons</li> <li>Getting them to show you parts of the Dance they are working on</li> <li>Encouraging them to attend extra-curricular sessions</li> <li>Encouraging them to complete super-curriculum task</li> </ul>