

Dance Curriculum Plan Map 2024-2025

KS3								
Autumn 1			Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Scheme of learning	Dance in different cultures African	Dance in different cultures Bollywood	Characters in Dance Pirates and Zombies	Professional study – Nutcracker by Matthew Bourne	Musical Theatre	Responding to shapes through choreography	
	Overview	<ul style="list-style-type: none"> Introduction to ‘around the clock’ African dancing Ordering movement to create a motif Introduction to simple choreographic devices and application such as repetition and mirroring	<ul style="list-style-type: none"> Introduction to Bollywood Dance and learning to replicate a motif Introduction to basic dance action and how to form a motif from hand gestures and basic dance actions Introduction to some complex devices to change the appearance of the motif	<ul style="list-style-type: none"> Learning the importance of characterisation in dance Pirate motif learning Applying knowledge of basic dance actions from last half term to creating own dance which shows the character of a pirate	<ul style="list-style-type: none"> Introduction to the work Study of the Gobstopper character Choosing own character (sweetie) and choreographing a dance independently	<ul style="list-style-type: none"> Introduction to basic musical theatre features and commonly used movement Study of Mary Poppins – step in time Varying lessons and tasks based around the music and learning how to unpick cues music to influence dancing 	<ul style="list-style-type: none"> Looking into the shapes of words and how we can interpret the angles, height and flow of letters to create choreography Reflecting on devices learnt throughout the year to adapt the way the movement is presented	
Year 8	Scheme of learning	Musical Theatre	Contemporary Dance	Dance Theatre – 5 Soldiers	Dancing in a duo	Hip hop	Responding to a professional work through hip hop	
	Overview	<ul style="list-style-type: none"> Recap key features learnt last year and apply to a new piece Responding to lyrics to choreograph adding onto the knowledge learnt last year about musical cues 	<ul style="list-style-type: none"> Introduction to key features of contemporary dance Using chance dance develop movements 	<ul style="list-style-type: none"> Introduction to dance theatre and 5 Soldiers by Rosie Kay Development of choreography based on sections of the work Use of contrast	<ul style="list-style-type: none"> Contact work Using action and reaction to create duets Use of over, under and around Study the work zero degrees for professional work links	<ul style="list-style-type: none"> Social grooves from 1990’s Piecing together hip-hop motifs Breakdance workshop 	<ul style="list-style-type: none"> Applying hip hop knowledge by responding to characters stories from Mad Hatters Tea Party by Zonation Learning repertoire from Mad Hatters Tea Party	
Year 9	Scheme of learning	Dance through the decades	Modern industry influences	Responding to a brief	Dancing with a prop	Professional works study	Independent choreography project	
	Overview	Study the following styles and learn the techniques of performing them accurately <ul style="list-style-type: none"> Charleston Disco Hip hop from 2000’s 	<ul style="list-style-type: none"> Look into the influence that Michael Jackson has had upon the performance industry look into the influence he has had upon Bruno Mars Choreography project – using MJ moves with a Bruno song to create a piece of work that shows the influence	<ul style="list-style-type: none"> Pulling upon all knowledge from past half term Choose a dance style and create a ‘music video’ in response to the style and song Students may choose to film this as a video and edit together or perform to the class	<ul style="list-style-type: none"> Learning how to effectively use a prop when dancing Use of a cup and a chair to portray storylines and choreographic intentions In line with the work of Christopher Bruce’s swansong and DV8’s Enter Achilles	<ul style="list-style-type: none"> Carman by Matthew Bourne Abstracting movement to turn pedestrian movement into a dance Applying/transferring skills to then responding to a different stimulus	<ul style="list-style-type: none"> Students choose a stimuli Conducting research about the chosen stimuli Creation of motifs Use of the entire choreographic process to create something in which they can show off skills developed throughout key stage 3	