

### Year 7

Term One - Autumn "Introduction"	Term Two - Spring "Lindy Hop and Rock'N'Roll"	Term Three - Summer "Chance Through Sports"
<p>Students will begin their dance lessons by learning the fundamental technical skills. These include the five basic body actions: jump, turn, travel, gesture and stillness; uses of space using levels, pathways and changing the size of their movement; dynamics which means altering the speed and force behind each action, and relationships which is how you dance with others either at the same time, one after the other or contrasting each other.</p> <p>They will learn a phrase that will be performed in a group dance to the song "Time Lapse Dot Major Remix" and perform mini dances within the dance to show their creativity in choreography.</p>	<p>Students will begin to look at this history and context of dance, looking back to the 1930's-1950's era of Lindy Hop and Rock'N'Roll. The unit is high energy partner work and explores social dancing and adding characterisation and facial expressions to their work.</p> <p>The key skills they will be learning will be to perform the 5 basic body actions with high intensity and adding joyful characterisation through projection and facial expressions. They will be improving their strength, flexibility, stamina and performance skills.</p>	<p>Students will learn about contemporary dance pioneer Merce Cunningham and his choreographic method of chance. Students will create phrases based on sporting actions and have the order they are put in, dynamics they are performed in, and number of peer they are performed with, left solely down to the roll of a dice and the flip of a coin. Even the music may be left down to shuffle!</p> <p>Students will be building upon their choreographic skills to order movements and structure their dance into a specific sequence frame. They will explore different uses of relationships and space.</p>

### Year 8

Term One - Autumn "Bollywood"	Term Two - Spring "Political Dance"	Term Three - Summer "Architecture"
<p>Students will learn about traditional Indian dances and the creation of Bollywood. They will learn a dance and how to alter it within the space using pathways, levels and changes in formations.</p> <p>They will then create mini-dances to go into the routine using a full range of technical and expressive skills.</p>	<p>Drawing upon the choreography skills they will have learnt so far, pupils will explore the idea of how dance can be used to address, raise awareness of and protest against global issues. They will learn repertoire from Diversities Black Lives Matter Dance, Ghost Dances and work from</p> <p>Students will develop their expressive skills and build on the use of a stimulus to create a full length piece with a narrative structure.</p>	<p>Students will begin to look at using contact work within their pieces. Meaning the sharing and bearing of each others weight within performance. Through using architecture as a stimulus, they with their partners and later group members, will recreate famous architecture landmarks from around the globe.</p> <p>Students will be building upon their strength and flexibility. They should explore how the use of dynamics and contact work can create a visually stunning and creative piece.</p>

### Year 9

Term One - Autumn "Hip-Hop"	Term Two - Spring "A Linha Curva"	Term Three - Summer
<p>Students are learning repertoire from different Hip Hop professional works including The Emancipation of Expressionism by Kenrick H2O Sandy and Thriller by Michael Jackson. They will partake in workshops that teach them fundamental Hip-Hop techniques including krumping, waacking, boogaloo, popping and locking, animation and breaking. They will then use these skills to create their own group dances in a hip hop style.</p>	<p>Year 9 will be introduced to the distinctive styles of samba, contemporary and capoeira, then watch the work A Linha Curva. They will learn some simplified material and perform it in lines with canon introduced. Each row will be numbered and they will learn how to work as a whole class to create a piece using choreographic devices. They will look at weaving and sliding through each other producing this movement using their spatial awareness.</p>	<p>For the final term, students will create a final piece for assessment using everything they have learnt so far in KS3. They will be able to choose their style and choice of aural setting (music) and design a piece that ticks all the boxes in physical, expressive, technical and mental skills.</p>