Subject: Dance

Year 7 - Curriculum Overview

Curriculum Intent: The Year 7 Dance curriculum aims to build strong foundations in performance, choreography and appreciation. Students develop core dance skills through actions, space and movement development before applying these within a range of styles, including Street Dance and Musical Theatre. Throughout the year, students are encouraged to build confidence, creativity, teamwork and performance quality while learning how to respond to stimuli, develop movement ideas and communicate a clear intention. Students also begin to analyse professional repertoire and understand how choreographic and production choices create meaning. The curriculum provides an accessible and progressive introduction to Dance, establishing the practical, creative and analytical skills required for further study at KS3 and future BTEC Performing Arts pathways.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
Core Course Topic:	**Introduction to Core Dance Skills** **Actions, Space and Movement Development**	**Introduction to Dance Styles - Urban Moves** **Street Dance**	**Introduction to Devising in Dance** **Exploration of Stimuli**	**Devising Practice**	**Introduction to Dance Repertoire** **Musical Theatre**	**Introduction to analysis Professional Repertoire**
Additional support links:	Choreographic Devices and Techniques - Fact file	We Are Young - Repertoire Video Choreographic Devices Sheet	Responding to a Stimulus - Supporting Document	Choreographic Devices Sheet	Dance History Fact File Dance Essential Skills and Techniques	Production Elements
Knowledge: Included here is the specific knowledge your child will learn in detail	Your child will learn the core foundations of dance through actions, space and the development of movement material. Students will learn simple teacher-led phrases containing the main action families and develop these through spatial contrast and introductory choreographic devices. **Core Dance Skills:** Actions, travel, turn, jump, gesture, stillness, elevation, levels, directions, pathways, formations, size, focus, repetition, canon, unison, contrast.	Your child will explore Street Dance as an umbrella style and develop an understanding of a variety of styles and genres within it. Students will learn teacher-led choreography and apply appropriate technique, dynamics and performance qualities while developing movement through choreographic devices. **Urban Moves:** Street Dance, hip-hop, breaking, locking, popping, grooves, isolation, rhythm, musicality, dynamics, precision, coordination, performance quality, unison, canon.	Your child will learn how movement ideas can be generated from a stimulus and developed in response to a brief. Students will explore different types of stimuli, identify key information within a brief and make movement choices that communicate an intention. This introduces processes that prepare students for future Level 2 BTEC Component 3 work. **Devising:** Stimulus, brief, intention, theme, target audience, purpose, research, interpretation, motif, movement material, selection, development.	Your child will learn how to create movement material based on a stimulus. Students will formulate an initial idea and develop a short performance work in response. They will rehearse, refine and make decisions about how movement communicates their chosen intention. **Devising Practice:** Respond, plan, create, choreograph, rehearse, refine, structure, motif development, transitions, choreographic devices, performance, reflection.	Your child will develop an understanding of Musical Theatre as a performance style through both video analysis and practical exploration of professional repertoire. Students will consider how dance works alongside acting, characterisation and music and will reproduce repertoire with appropriate stylistic and performance qualities. **Musical Theatre:** Repertoire, characterisation, expression, projection, timing, musicality, gesture, posture, dynamics, ensemble, stylistic qualities, performance skills.	Your child will watch and analyse professional dance repertoire, exploring how choreographic and production choices communicate meaning. Students will consider movement, characterisation, lighting, set, costume and accompaniment and explain their impact on an audience. They will begin to recognise themes, context and deeper meaning within professional work. **Professional Repertoire:** Movement, choreographic intention, production elements, lighting, set, costume, accompaniment, characterisation, theme, context, audience impact, interpretation, analysis.
Skills: Included here is the specific skills your child will learn in detail	Coordination, control, balance, posture, spatial awareness, movement memory, accuracy, timing, teamwork, communication, confidence, creativity, rehearsal and reflection.	Rhythm, musicality, coordination, isolation, dynamic control, precision, movement memory, stylistic accuracy, performance quality, teamwork, confidence and rehearsal discipline.	Idea generation, interpretation, creativity, movement selection, motif creation, problem solving, collaboration, communication, decision making, choreography and reflection.	Planning, choreography, collaboration, rehearsal, refinement, performance, time management, problem solving, decision making, communication, self-evaluation and responding to a brief.	Movement memory, stylistic accuracy, characterisation, expression, projection, musicality, timing, coordination, ensemble awareness, observation, rehearsal and performance confidence.	Observation, analysis, interpretation, explanation, evaluation, justification, use of dance vocabulary, identifying production elements, recognising themes, audience awareness and critical thinking.
Common Lexicon:	Recall, apply, perform, demonstrate, select, develop, contrast, rehearse, refine, create, evaluate, reflect.	Recall, apply, perform, demonstrate, reproduce, stylise, rehearse, refine, develop, evaluate, reflect.	Identify, interpret, explore, generate, select, create, develop, communicate, respond, justify, reflect.	Respond, plan, create, choreograph, rehearse, refine, perform, demonstrate, evaluate, justify, reflect.	Observe, reproduce, apply, perform, characterise, demonstrate, analyse, rehearse, refine, evaluate, reflect.	Observe, identify, describe, explain, analyse, interpret, compare, justify, evaluate, communicate, reflect.