

# Subject: Dance

## Year 8 - Curriculum Overview



Intent: The Year 8 Dance curriculum aims to build upon the foundations established in Year 7, developing students' technical, performance and choreographic skills with increasing confidence and independence. Through exploring Street Dance, Musical Theatre and devising from stimuli such as war poetry, students will broaden their understanding of dance as a form of creative expression and communication. Students will develop their ability to create, perform and refine choreography whilst strengthening their analytical skills through the exploration of professional repertoire. The curriculum encourages creativity, collaboration and critical thinking, preparing students for the increased demands of Year 9 Dance.

|                                                                                       | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | SPRING 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SPRING 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SUMMER 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SUMMER 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                       | Assessment 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessment 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Core Course Topic:</b>                                                             | <b>Developing Core Dance Skills</b><br><br><b>Actions, Space and Movement Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Developing Dance styles Street Dance</b><br><br><b>Teacher-Led Routine</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Developing Devising Skills</b><br><br><b>Creating Choreography</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Devising practice</b><br><br><b>War Poetry Dulce et Decorum Est</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Developing Dance repertoire-</b><br><br><b>Musical Theatre</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Developing analysis of professional repertoire</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Additional support links:</b>                                                      | <a href="#">Choreographic Devices and Techniques - Fact file</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <a href="#">Choreographic Devices Sheet</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <a href="#">Responding to a Stimulus - Supporting Document</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">Responding to a Stimulus - Supporting Document</a><br><br><a href="#">Choreographic Devices Sheet</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <a href="#">Dance Essential Skills and Techniques</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <a href="#">Production Elements</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Knowledge:<br>Included here is the specific knowledge your child will learn in detail | <b>Your child will revisit and extend the core foundations of dance through actions, space and the development of movement material. Students will learn increasingly challenging phrases containing a wider range of action families and develop these through spatial contrast, dynamics and choreographic devices.</b><br><br><b>Actions:</b> travel, turn, jump, gesture, stillness, transfer of weight, balance.<br><b>Space:</b> levels, directions, pathways, size, formations, proximity, focus.<br><b>Development:</b> repetition, contrast, canon, unison, accumulation, retrograde, fragmentation, change of dynamics and spatial variation. | <b>Your child will develop their understanding of Street Dance through a teacher-led routine. Students will explore a range of styles within the Street Dance umbrella and recognise their key stylistic features. They will focus on reproducing choreography accurately while applying appropriate technique, musicality, dynamics and performance qualities.</b><br><br><b>Street Dance:</b> Isolation, rhythm, musicality, dynamics, precision, coordination, stylistic accuracy, performance quality and movement memory. | <b>Your child will develop greater independence when creating movement material and choreography. Students will explore how an initial idea can be transformed into movement, how motifs can be created and developed, and how choreographic devices can structure a piece effectively. They will make purposeful choices to communicate an intention to an audience.</b><br><br><b>Devising:</b> stimulus, intention, motif, motif development, choreographic devices, structure, transitions, collaboration, rehearsal, refinement and audience communication. | <b>Your child will use the First World War poem Dulce et Decorum Est as a stimulus for choreography. Students will explore the imagery, mood and ideas presented within each stanza and translate these into movement material. They will select and develop movement to communicate meaning, using choreographic devices, dynamics, spatial choices and relationships to create a coherent performance response.</b><br><br><b>Stimulus response:</b> interpretation, imagery, mood, theme, stanza, movement generation, motif development, dynamics, relationships, structure, intention and communication. | <b>Your child will develop their understanding of Musical Theatre as a dance style by studying and learning professional repertoire from established musicals. Through video analysis and practical exploration, students will identify stylistic features and apply these accurately within performance. They will consider how movement, characterisation and musicality work together to communicate character and narrative.</b><br><br><b>Musical Theatre:</b> characterisation, expression, projection, gesture, posture, rhythm, musicality, timing, coordination, ensemble work, stylistic accuracy and performance confidence. | <b>Your child will analyse professional dance repertoire in greater depth, exploring how choreographic and production choices create meaning and affect an audience. Students will consider movement content alongside lighting, set, costume, accompaniment, staging and characterisation. They will identify themes and context and begin to justify how individual elements contribute to the overall intention of a work.</b><br><br><b>Analysis:</b> movement, choreographic devices, structure, lighting, set, costume, accompaniment, staging, characterisation, theme, context, intention, audience impact, interpretation and justification. |
| Skills:<br>Included here is the specific skills your child will learn in detail       | Coordination, control, balance, posture, spatial awareness, movement memory, accuracy, dynamic control, timing, creativity, movement development, rehearsal, refinement and performance confidence.                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Rhythm, musicality, coordination, isolation, groove, dynamic control, precision, movement memory, stylistic accuracy, performance quality, confidence, rehearsal and refinement.                                                                                                                                                                                                                                                                                                                                               | Idea generation, motif creation, choreography, movement development, structure, transitions, collaboration, communication, decision making, problem solving, rehearsal, refinement and evaluation.                                                                                                                                                                                                                                                                                                                                                               | Interpretation, creativity, movement generation, choreography, expressive skills, dynamic contrast, spatial awareness, relationships, collaboration, rehearsal, refinement, performance and evaluation.                                                                                                                                                                                                                                                                                                                                                                                                       | Movement memory, stylistic accuracy, characterisation, expression, projection, musicality, timing, coordination, ensemble awareness, observation, reproduction, rehearsal and refinement.                                                                                                                                                                                                                                                                                                                                                                                                                                               | Observation, description, analysis, interpretation, explanation, evaluation, justification, comparison, use of dance vocabulary, identifying production elements, recognising themes and audience awareness.                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Common<br/>Lexicon:</b> | Recall, apply, perform, demonstrate, develop, manipulate, contrast, rehearse, refine, create, evaluate, justify, reflect. | Recall, reproduce, apply, stylise, perform, demonstrate, refine, interpret, evaluate, justify, reflect. | Explore, generate, select, create, choreograph, develop, structure, communicate, refine, justify, evaluate, reflect. | Interpret, explore, respond, translate, create, develop, communicate, rehearse, refine, analyse, justify, evaluate. | Observe, reproduce, apply, perform, characterise, interpret, demonstrate, analyse, rehearse, refine, evaluate, reflect. | Observe, identify, describe, explain, analyse, interpret, compare, evaluate, justify, communicate, reflect. |
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