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To develop physical literacy and skill introduction through a broad range of dance styles. Students will cover the activities below but may do so at different times within terms 1-6.

Curriculum Overview					
Year Group	Sport	Unit of Work	Assessment Content	Vocabulary mapping	
7	1	DANCE Unit title – The Haka & Rugby (Sports) Why this? Why now? Students will be learning the fundamentals of dance, developing physical literacy, understanding of techniques and musicality and how to apply to these to choreographies. Students will learn: (Prior assessment may alter starting point & content) • Basic standards and safety • How to warm up and prepare for dance • Learn about the dance – where it originates, and the theory behind it • How to show actions through movements in different styles • A short dance phrase that they will manipulate through various choreographic devices • How to work with one another to create a dance and perform it. Key skills used: Performance Skills • Basic posture, alignment, and body control • Coordination and balance • Timing and rhythm	Self and peer assessment. Link to the theory of dance and why it is important. Teacher assessment at the start and end of the unit. Record on department trackers. The use of assessment of practical ability, alongside knowledge and understanding, performance and appreciation, to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress	○ Action (What) ○ Space (Where) ○ Dynamics (How) ○ Relationships (Who) ○ Music (Counts) ○ Timing (Unison & canon)	
			Core Dance Terminology (Yrs 7-9) Action ○ What movement is being performed. ○ Examples: jump, turn, gesture, travel, balance. Space	Year 7 Dance Terminology Foundation vocabulary Basic Movement Actions • Travel • Turn • Jump • Gesture • Balance • Roll • Slide • Swing Dance Elements • Space • Time • Dynamics • Relationships Spatial Terms • Levels (high, medium, low) • Direction	

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		- Spatial awareness - Accuracy in movement replication - Introduction to expressive performance Choreography Skills - Creating simple movement motifs - Using actions and gestures to communicate ideas - Working with a stimulus - Introduction to choreographic devices (unison, canon, repetition) - Sequencing movements into short phrases	- Where the movement takes place and how dancers use the performance area. - Examples: levels, pathways, directions, formations. 3. Dynamics - How a movement is performed. - Examples: fast, slow, sharp, smooth, sustained, explosive. 4. Relationships - How dancers interact with one another and the audience. - Examples: unison, canon, mirroring, contact, lead and follow. 5. Choreography - The process of creating and structuring movement into a dance. - Examples: motif, development, repetition, contrast, transition.	- Pathway - Formation - Personal space - General space Performance Skills - Posture - Focus - Facial expression - Timing - Coordination Choreographic Devices - Canon - Unison - Repetition - Contrast
	2	Unit title – Dance through the Decades Why this? Why now?	Self and peer assessment. Link to the theory of dance and why it is important.	- Action - Space - Dynamics - Relationships - Musicality

	Students will be learning the fundamentals of dance actions, developing physical literacy, understanding of techniques, appreciation and how to apply to the choreography of the dance. Students will learn: (Prior assessment may alter starting point & content) - Techniques from various dance genres - Effect of performance skills, such as extension and expression - Learn about styles of dance from different decades, eg: Charlston, Jive Key skills used: Performance Skills - Basic posture, alignment, and body control - Coordination and balance - Timing and rhythm - Spatial awareness - Accuracy in movement replication - Introduction to expressive performance Choreography Skills - Creating simple movement motifs - Using actions and gestures to communicate ideas - Working with a stimulus - Introduction to choreographic devices (unison, canon, repetition) - Sequencing movements into short phrases Appreciation and Evaluation - Using basic dance vocabulary - Identifying strengths in performances - Giving simple peer feedback - Describing movements and performance qualities	Teacher assessment at the start and end of the unit. Record on department trackers. The use of assessment of practical ability, alongside knowledge and understanding, performance and appreciation, to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress Core Dance Terminology (Yrs 7-9) Action - What movement is being performed. - Examples: jump, turn, gesture, travel, balance. Space - Where the movement takes place and how dancers use the performance area. - Examples: levels, pathways, directions, formations. Dynamics - How a movement is performed.	- Timing – unison & canon - Extension - Expression Year 7 Dance Terminology Foundation vocabulary Basic Movement Actions - Travel - Turn - Jump - Gesture - Balance - Roll - Slide - Swing Dance Elements - Space - Time - Dynamics - Relationships Spatial Terms - Levels (high, medium, low) - Direction - Pathway - Formation - Personal space - General space Performance Skills - Posture - Focus - Facial expression
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			- Examples: fast, slow, sharp, smooth, sustained, explosive. 4. Relationships - How dancers interact with one another and the audience. - Examples: unison, canon, mirroring, contact, lead and follow. 5. Choreography - The process of creating and structuring movement into a dance. - Examples: motif, development, repetition, contrast, transition.	- Timing - Coordination Choreographic Devices - Canon - Unison - Repetition - Contrast
	3	DANCE Unit title - Musicals Why this? Why now? Students will be learning the fundamentals of dance, developing physical literacy, understanding of techniques and musicality and how to apply to these to choreographies. Students will learn: (Prior assessment may alter starting point & content) - Show and adhere to standards and safety - Warm up and prepare for dance	Self and peer assessment. Link to the theory of dance and why it is important. Teacher assessment at the start and end of the unit. Record on department trackers. The use of assessment of practical ability, alongside knowledge and understanding, performance and appreciation, to determine whether students are:	- Action - Space - Dynamics - Relationships - Musicality - Timing – unison & canon - Extension - Expression Year 7 Dance Terminology Foundation vocabulary Basic Movement Actions - Travel - Turn

	- Observe a musical and learn a short dance phrase from each of these - How to develop the short phrase and use choreographic devices - Musicals include: Hairspray and The Greatest Showman. Key skills used: Performance Skills - Basic posture, alignment, and body control - Coordination and balance - Timing and rhythm - Spatial awareness - Accuracy in movement replication - Introduction to expressive performance Choreography Skills - Creating simple movement motifs - Using actions and gestures to communicate ideas - Working with a stimulus - Introduction to choreographic devices (unison, canon, repetition) - Sequencing movements into short phrases Appreciation and Evaluation - Using basic dance vocabulary - Identifying strengths in performances - Giving simple peer feedback - Describing movements and performance qualities	- Not making expected progress - Making expected progress - Exceeding expected progress Core Dance Terminology (Yrs 7-9) Action - What movement is being performed. - Examples: jump, turn, gesture, travel, balance. Space - Where the movement takes place and how dancers use the performance area. - Examples: levels, pathways, directions, formations. Dynamics - How a movement is performed. - Examples: fast, slow, sharp, smooth, sustained, explosive. Relationships - How dancers interact with one another and the audience. - Examples: unison, canon, mirroring, contact, lead and follow.	- Jump - Gesture - Balance - Roll - Slide - Swing Dance Elements - Space - Time - Dynamics - Relationships Spatial Terms - Levels (high, medium, low) - Direction - Pathway - Formation - Personal space - General space Performance Skills - Posture - Focus - Facial expression - Timing - Coordination Choreographic Devices - Canon - Unison - Repetition - Contrast
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			5. Choreography - The process of creating and structuring movement into a dance. - Examples: motif, development, repetition, contrast, transition.	
8	1	Unit title: Dance around the World Students will: Why this? Why now? Students will be recalling their learning from year seven and developing the technical demands in dance; developing skills and understanding, communication and areas of teamwork. Developing skills in performance, appreciation and begin to use analysis skills of professional performance works. Students will: Prior assessment may alter starting point & content. - Recap on styles of movement introduced in Yr7 - Links with Geography (cross curricular), eg: where are they in the world – show on a world map - Learn about various cultures in the world - Teach short phrases of dance movements linked to the area of the world Key skills used: Performance Skills - Improved control, flexibility, and stamina - Dynamic qualities (speed, energy, force, flow)	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress Core Dance Terminology (Yrs 7-9) 1. Action - What movement is being performed. - Examples: jump, turn, gesture, travel, balance.	- Action - Space - Dynamics - Relationships - Musicality - Timing – unison & canon - Extension - Expression Year 8 Dance Terminology Developing choreography and performance Movement Vocabulary - Extension - Elevation - Isolation - Control - Alignment - Weight transfer Dynamics - Sharp - Sustained - Percussive

		- Greater precision and technique - Expressive communication of mood and intention - Performance confidence in groups and individually Choreography Skills - Developing and refining movement motifs - Using a wider range of choreographic devices (contrast, mirroring, accumulation) - Creating more complex group structures - Responding creatively to a range of stimuli - Considering relationships and formations within choreography Appreciation and Evaluation - Analysing performance quality - Identifying how movement communicates meaning - Using subject-specific terminology accurately - Reflecting on and refining dance work Personal Skills - Leadership within group tasks - Problem-solving and decision-making - Independence in creative work - Constructive peer assessment	2. Space - Where the movement takes place and how dancers use the performance area. - Examples: levels, pathways, directions, formations. 3. Dynamics - How a movement is performed. - Examples: fast, slow, sharp, smooth, sustained, explosive. 4. Relationships - How dancers interact with one another and the audience. - Examples: unison, canon, mirroring, contact, lead and follow. 5. Choreography - The process of creating and structuring movement into a dance. - Examples: motif, development, repetition, contrast, transition.	- Fluid - Accelerate - Decelerate Choreographic Devices - Motif - Development - Retrograde - Mirroring - Accumulation - Sequencing Relationships - Lead and follow - Contact - Synchronisation - Interaction Performance Skills - Projection - Musicality - Precision - Commitment - Interpretation
	2	Unit title: Professional Dance Works – Chance Dance Students will:	Self and peer assessment. Link to the theory component taught.	- Action - Space - Dynamics - Relationships

	Why this? Why now? Students will be recalling their learning from year seven and developing the technical demands in dance; developing skills and understanding, communication and areas of teamwork. Developing skills in performance, appreciation and begin to use analysis skills of professional performance works. Students will: Prior assessment may alter starting point & content. • Learn about professional dance choreographers • Chance Dance introduced (Merce Cunningham) • Teach six short phrases – students learn these • Chance the order with a simple roll of the dice • Chance the music, formations and relationships • Compare this choreographer to another professional dance work/piece Key skills used: Performance Skills • Improved control, flexibility, and stamina • Dynamic qualities (speed, energy, force, flow) • Greater precision and technique • Expressive communication of mood and intention • Performance confidence in groups and individually Choreography Skills • Developing and refining movement motifs • Using a wider range of choreographic devices (contrast, mirroring, accumulation) • Creating more complex group structures	Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress Core Dance Terminology (Yrs 7-9) 6. Action ○ What movement is being performed. ○ Examples: jump, turn, gesture, travel, balance. 7. Space ○ Where the movement takes place and how dancers use the performance area. ○ Examples: levels, pathways, directions, formations. 8. Dynamics ○ How a movement is performed.	○ Musicality ○ Timing – unison & canon ○ Extension ○ Expression Year 8 Dance Terminology Developing choreography and performance Movement Vocabulary • Extension • Elevation • Isolation • Control • Alignment • Weight transfer Dynamics • Sharp • Sustained • Percussive • Fluid • Accelerate • Decelerate Choreographic Devices • Motif • Development • Retrograde • Mirroring • Accumulation • Sequencing Relationships • Lead and follow
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		- Responding creatively to a range of stimuli - Considering relationships and formations within choreography Appreciation and Evaluation - Analysing performance quality - Identifying how movement communicates meaning - Using subject-specific terminology accurately - Reflecting on and refining dance work Personal Skills - Leadership within group tasks - Problem-solving and decision-making - Independence in creative work - Constructive peer assessment	- Examples: fast, slow, sharp, smooth, sustained, explosive. 9. Relationships - How dancers interact with one another and the audience. - Examples: unison, canon, mirroring, contact, lead and follow. 10. Choreography - The process of creating and structuring movement into a dance. - Examples: motif, development, repetition, contrast, transition.	- Contact - Synchronisation - Interaction Performance Skills - Projection - Musicality - Precision - Commitment - Interpretation
	3	Unit title: Spies! Students will: Why this? Why now? Students will be recalling their learning from year seven and developing the technical demands in dance; developing skills and understanding, communication and areas of teamwork. Developing skills in performance, appreciation and begin to use analysis skills of professional performance works. Students will: Prior assessment may alter starting point & content. Recap on performance skills	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: ➤ Not making expected progress	- Action - Space - Dynamics - Relationships - Musicality - Timing – unison & canon - Extension - Expression Year 8 Dance Terminology Developing choreography and performance Movement Vocabulary

	- Build on Parkour style movement – linking to the theme of the dance (eg: James Bond introductions) - Stealth like movement with floorwork, rolls, twists and turns. Key skills used: Performance Skills - Improved control, flexibility, and stamina - Dynamic qualities (speed, energy, force, flow) - Greater precision and technique - Expressive communication of mood and intention - Performance confidence in groups and individually Choreography Skills - Developing and refining movement motifs - Using a wider range of choreographic devices (contrast, mirroring, accumulation) - Creating more complex group structures - Responding creatively to a range of stimuli - Considering relationships and formations within choreography Appreciation and Evaluation - Analysing performance quality - Identifying how movement communicates meaning - Using subject-specific terminology accurately - Reflecting on and refining dance work Personal Skills - Leadership within group tasks - Problem-solving and decision-making - Independence in creative work	➤ Making expected progress ➤ Exceeding expected progress Core Dance Terminology (Yrs 7-9) 11. Action - What movement is being performed. - Examples: jump, turn, gesture, travel, balance. 12. Space - Where the movement takes place and how dancers use the performance area. - Examples: levels, pathways, directions, formations. 13. Dynamics - How a movement is performed. - Examples: fast, slow, sharp, smooth, sustained, explosive. 14. Relationships - How dancers interact with one another and the audience. - Examples: unison, canon, mirroring, contact, lead and follow. 15. Choreography	- Extension - Elevation - Isolation - Control - Alignment - Weight transfer Dynamics - Sharp - Sustained - Percussive - Fluid - Accelerate - Decelerate Choreographic Devices - Motif - Development - Retrograde - Mirroring - Accumulation - Sequencing Relationships - Lead and follow - Contact - Synchronisation - Interaction Performance Skills - Projection - Musicality - Precision - Commitment - Interpretation
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		Constructive peer assessment	- The process of creating and structuring movement into a dance. - Examples: motif, development, repetition, contrast, transition.	
9	1	Unit title: Refinement and Preparation – Dance Unit: Social Issues Why this? Why now? Students will be developing their learning from year seven and eight, enhancing their techniques in performance, choreography, techniques and appreciation of the performance. They will also be developing their understanding of evaluation, alongside leadership of a variety of areas. Students will: Prior assessment may alter starting point & content. - Learn about the social media effects and how these can apply to the image of the body - Look at how self-image is portrayed and how this can be shown through movement - Revisiting safety, standards, movement techniques, choreographic devices and more - Be discussing the insecurities bought about by social media - Showing the insecurities through dance movement in emotion, performance, motif development, relations and musicality	Self and peer assessment. Link to the theory component taught in the dance unit. Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress KS3 End Point by the End of Year 9 Students should be able to: - Perform confidently with technical control and expressive quality.	Additional Key Terms for Progression - Performance Quality - Motif - Canon - Unison - Expression - Interpretation - Timing - Coordination - Formation - Evaluation - Appreciation Year 9 Dance Terminology Analysing and creating more complex dance Choreographic Processes - Improvisation - Manipulation - Structure - Transition - Fragmentation - Embellishment Movement Qualities

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	- Confidence in performance, assessment and appreciation of others performance - Some will begin leading warm ups and cool downs to the class - Most will develop leadership roles when choreographing their own sections of the dance - Understanding of the fitness requirements specific to dance. Key skills used: Performance Skills - Consistent technical accuracy - Advanced control and coordination - Projection and performance presence - Interpretation of artistic intent - Sustaining quality throughout longer performances Choreography Skills - Creating sophisticated movement material - Selecting and applying choreographic devices purposefully - Structuring complete dance works - Developing narrative and abstract concepts - Refining and editing choreography independently Appreciation and Evaluation - Detailed analysis of dance performances - Understanding style, genre, and choreographic intention - Evaluating strengths and areas for development - Confident use of dance terminology	- Create and develop choreography using a range of stimuli and choreographic devices. - Demonstrate an understanding of different dance styles, genres, and cultural influences. - Analyse, evaluate, and refine dance work using appropriate dance terminology. - Work independently and collaboratively while demonstrating creativity, resilience, and confidence as young performers and creators.	- Tension - Release - Suspension - Collapse - Resistance - Momentum Dance Structures - Binary - Ternary - Narrative - Episodic - Cyclic Performance Skills - Spatial awareness - Technical accuracy - Expressive capacity - Communication of intent - Characterisation Analytical Vocabulary - Mood - Atmosphere - Theme - Stimulus - Interpretation - Audience impact
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	- Comparing and discussing professional dance works Personal Skills - Independent learning - Leadership and mentoring peers - Creative risk-taking - Resilience through rehearsal and refinement - Preparation for future Dance qualifications and performance opportunities		
2	Unit title: Refinement and Preparation – Dance Unit: Stimulus Based (eg: Circles and Lines) Why this? Why now? Students will be developing their learning from year seven and eight, enhancing their techniques in performance, choreography, techniques and appreciation of the performance. They will also be developing their understanding of evaluation, alongside leadership of a variety of areas. Students will: Prior assessment may alter starting point & content. - Explore circles and lines through movement and spatial design. - Create and develop motifs inspired by a stimulus. - Use choreographic devices to structure dance phrases. - Develop performance skills including focus, projection and timing.	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment. The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress KS3 End Point by the End of Year 9	Additional Key Terms for Progression ○ Performance Quality ○ Motif ○ Canon ○ Unison ○ Expression ○ Interpretation ○ Timing ○ Coordination ○ Formation ○ Evaluation ○ Appreciation Year 9 Dance Terminology Analysing and creating more complex dance Choreographic Processes • Improvisation • Manipulation • Structure

	- Analyse and evaluate choreography using appropriate dance terminology. - Communicate meaning and intention through movement and performance. Creative exploration and movement of intent: - Students will investigate how circles and lines can symbolise themes such as connection, journeys, division or unity. - They will use improvisation and choreographic devices including motif development, retrograde and fragmentation to create original dance work. - Students will refine their performance skills and evaluate how effectively their choreography communicates their artistic intentions to an audience. Key skills used: Performance Skills - Consistent technical accuracy - Advanced control and coordination - Projection and performance presence - Interpretation of artistic intent - Sustaining quality throughout longer performances Choreography Skills - Creating sophisticated movement material - Selecting and applying choreographic devices purposefully - Structuring complete dance works - Developing narrative and abstract concepts	Students should be able to: - Perform confidently with technical control and expressive quality. - Create and develop choreography using a range of stimuli and choreographic devices. - Demonstrate an understanding of different dance styles, genres, and cultural influences. - Analyse, evaluate, and refine dance work using appropriate dance terminology. - Work independently and collaboratively while demonstrating creativity, resilience, and confidence as young performers and creators.	- Transition - Fragmentation - Embellishment Movement Qualities - Tension - Release - Suspension - Collapse - Resistance - Momentum Dance Structures - Binary - Ternary - Narrative - Episodic - Cyclic Performance Skills - Spatial awareness - Technical accuracy - Expressive capacity - Communication of intent - Characterisation Analytical Vocabulary - Mood - Atmosphere - Theme - Stimulus - Interpretation - Audience impact
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		- Refining and editing choreography independently Appreciation and Evaluation - Detailed analysis of dance performances - Understanding style, genre, and choreographic intention - Evaluating strengths and areas for development - Confident use of dance terminology - Comparing and discussing professional dance works Personal Skills - Independent learning - Leadership and mentoring peers - Creative risk-taking - Resilience through rehearsal and refinement - Preparation for future Dance qualifications and performance opportunities		
	3	Unit title: Refinement and Preparation – Dance Unit: Dance Qualification Preparation Why this? Why now? Students will be developing their learning from year seven and eight, enhancing their techniques in performance, choreography, techniques and appreciation of the performance. They will also be developing their understanding of evaluation, alongside leadership of a variety of areas. Students will:	Self and peer assessment. Link to the theory component taught. Teacher assessment at the start and end of the unit. Linking in both formative and summative assessment.	Additional Key Terms for Progression - Performance Quality - Motif - Canon - Unison - Expression - Interpretation - Timing - Coordination - Formation

	Prior assessment may alter starting point & content. • Learn about the dance qualification and how these can apply to the expectations of the course • Revisiting safety, standards, movement techniques, choreographic devices and more • Developing confidence in performance, assessment and appreciation of others performance • Some will begin leading warm ups and cool downs to the class • Most will develop leadership roles when choreographing their own sections of the dance • Understanding of the fitness requirements specific to dance. Key skills used: Performance Skills • Consistent technical accuracy • Advanced control and coordination • Projection and performance presence • Interpretation of artistic intent • Sustaining quality throughout longer performances Choreography Skills • Creating sophisticated movement material • Selecting and applying choreographic devices purposefully • Structuring complete dance works • Developing narrative and abstract concepts • Refining and editing choreography independently	The use of assessment of practical ability, alongside knowledge and understanding to determine whether students are: ➤ Not making expected progress ➤ Making expected progress ➤ Exceeding expected progress KS3 End Point by the End of Year 9 Students should be able to: • Perform confidently with technical control and expressive quality. • Create and develop choreography using a range of stimuli and choreographic devices. • Demonstrate an understanding of different dance styles, genres, and cultural influences. • Analyse, evaluate, and refine dance work using appropriate dance terminology. • Work independently and collaboratively while demonstrating creativity, resilience, and confidence as young performers and creators.	○ Evaluation ○ Appreciation Year 9 Dance Terminology Analysing and creating more complex dance Choreographic Processes • Improvisation • Manipulation • Structure • Transition • Fragmentation • Embellishment Movement Qualities • Tension • Release • Suspension • Collapse • Resistance • Momentum Dance Structures • Binary • Ternary • Narrative • Episodic • Cyclic Performance Skills • Spatial awareness • Technical accuracy • Expressive capacity • Communication of intent • Characterisation
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	Appreciation and Evaluation • Detailed analysis of dance performances • Understanding style, genre, and choreographic intention • Evaluating strengths and areas for development • Confident use of dance terminology • Comparing and discussing professional dance works Personal Skills • Independent learning • Leadership and mentoring peers • Creative risk-taking • Resilience through rehearsal and refinement • Preparation for future Dance qualifications and performance opportunities		Analytical Vocabulary • Mood • Atmosphere • Theme • Stimulus • Interpretation • Audience impact
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