

Department	Dance	 Heath Park EVERY PUPIL ALWAYS IN FOCUS
Key Stage	Key Stage 3/ Year 8	

Date Delivered	Unit Title	End Point	Substantive Knowledge What will they learn about in this topic?	Disciplinary Knowledge What subject concepts will be developed through this topic?	Assessment Method	Key Course Guides & Reading
Term 1	Street Dance	<ul style="list-style-type: none"> To explore the movements street dance; discovering them practically in the body. To develop choreographic skills, linking and using these set phrases to create dance sequences. To perform a street dance sequence. 	History of street dance and key performance skills required.	<ul style="list-style-type: none"> History of street dance Learn different actions <ul style="list-style-type: none"> – Top rock – kick ball change – down and up - slide – jump cross turn <i>Independently:</i> Put actions into a sequence What performance skills are they able to show? 	Performance: -Hand out assessment sheets and discuss their current grade and targets. -Perform 2 groups at a time for assessment Peer evaluation: Buddy up with another group, watch and evaluate Give pointers for improvement	
			Stylistic qualities of street dance.	<ul style="list-style-type: none"> Discuss the stylistic qualities of the style. <i>Teacher Led:</i> teach phrase that students must add to previous week's sequence. Develop: Worm Baby freeze 		
			Developing a sequence using relationships.	<ul style="list-style-type: none"> <i>Teacher taught:</i> movements in street dance style numbered 1-5. Students then put them in their own order and add to their sequence. Students to develop this using what they know from previous lessons <ul style="list-style-type: none"> • Formations • Contact • Canon • Unison 		

Term 1/2	African Dance	<ul style="list-style-type: none"> To explore the movements African dance; discovering them practically in the body. To develop choreographic skills, linking and using these set phrases to create dance sequences. To perform an African dance sequence. 	African dance history and key actions of the style.	<ul style="list-style-type: none"> African – Where the style originated. Background and History. <i>Teacher Led:</i> Key mmts of African dance. Using an African drum to freeze students into 'still images' Teacher Taught: Body Position Knee bends Arm Swings Side Steps Woodcutter Leg Curls 	<p>Performance: -Hand out assessment sheets and discuss their current grade and targets.</p> <p>-Perform 2 groups at a time for assessment</p> <p>Peer evaluation: Buddy up with another group, watch and evaluate Give pointers for improvement</p>
			Stylistic qualities of African dance.	<ul style="list-style-type: none"> Q&A the history of the style. (Quiz/Kahoot etc.) <i>Teacher Led:</i> teach phrase that students must add to previous week's sequence. Focus on the stylistic qualities of the style. Are students embodying the style correctly? 	
			Developing a sequence using dynamics.	<ul style="list-style-type: none"> Q&A the stylistic qualities of the style. Using the dynamic energy line, develop sequences using a variety of different dynamics. 	
Term 2	BREAK DANCE	<ul style="list-style-type: none"> To explore Basic Movements To create a Short Sequence To develop learnt moves To present Choreographic Devices for Assessment. 	Introduction to Breakdance. History of Dance Style	<ul style="list-style-type: none"> What is Breakdance? Where did it originate from? Discussion of different styles of street dance Discuss the basic moves and watch clip performed by professional Learn basic moves:- Top Rock- rocking back and forth Arm worm- rippling of arms Six step- stepping around feet Step ball change Freeze- taking a position 	<p>Performance: -Hand out assessment sheets and discuss their current grade and targets.</p> <p>-Perform 2 groups at a time for assessment</p> <p>Peer evaluation: Buddy up with another group, watch and evaluate Give pointers for improvement</p>

			<p>Lifts and aerials Creating own skilful moves</p>	<ul style="list-style-type: none"> • Discuss use of lifts and jumps, what effect do they give • Learn:- Leap Frog, roll over back, arm around neck pull around, jumps in different formations 		
			<p>Choreographic Devices Assessment</p>	<ul style="list-style-type: none"> • Discussion of developments and the importance. Students to add these to sequences canon unison levels formations travel • Discuss performance quality • Watch professional work 		
Term 3	CAPOEIRA	<ul style="list-style-type: none"> • To develop an understanding of the History of Dance Style. • To create Basic Movements. • To apply basic movements in a Short Sequence. 	<p>Introduction to Capoeira.</p>	<ul style="list-style-type: none"> • What is Capoeira? • Where did it originate from? • Discussion of martial arts Capoeira's purpose and technique • Learn basic moves:- Ginga- rocking back and forth Esquiva Dodge-rock with a dodge Quebrada- rock with dodge to back Passe Pé- low kick around & back Esquiva Throw- sweeping of arm • Discussion of attack and defence. 	<p>Performance: -Hand out assessment sheets and discuss their current grade and targets.</p> <p>-Perform 2 groups at a time for assessment</p> <p>Peer evaluation: Buddy up with another group, watch and evaluate Give pointers for improvement</p>	
			<ul style="list-style-type: none"> • More advanced movements • How to outwit your opponent and win the game. 	<ul style="list-style-type: none"> • Discuss skills and impressive movements in Capoeira Queda de rins- squatting, hands to floor legs up Passe pe armada- kick around with spin into another kick Capoeira au- low cartwheel (advanced only) 		
			<p>Assessment. Recap and rehearse sequences.</p>	<ul style="list-style-type: none"> • Discuss performance quality Watch professional work and discuss • Peer evaluation • Performance: 		