



Key Stage 3 Framework for Learning Year 8 2018-2019: Creative Foundations

Curriculum Area: Dance









Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge Pupils will explore using traditional fairy tales as a stimulus for choreography. Using Zoo Nation's repertoire as inspiration. Students will select and develop appropriate choreography, music and dance style to create their group performance.	'Urban Fairy Tales' Pupils will explore using traditional fairy tales as a stimulus for choreography. Using Zoo Nation's repertoire as inspiration. Students will select and develop appropriate choreography, music and dance style to create their group performance.	'Approaches to choreography' Pupils will explore the use of different stimuli available to create new choreography. Over the half term pupils will respond to visual and auditory stimuli in addition to using text as a stimulus.	'It's Our Planet' - 'Swansong' Pupils will explore the use of Non Verbal Communication and body language, to express the emotions involved within Physical Theatre to convey themes of intimidation and bullying to an audience. Pupils will learn and understand how to perform, safely, movements from the style of Physical Theatre, using 'Swansong' and Guantanamo Bay as a stimulus.	"International Culture" - 'Professional Works' Pupils will be looking at professional Dance works from Choreographers around the world, researching their Stimuli and learning key motifs as a basis for their own choreography.	"Tourism & Heritage" - 'Cross Channel' Pupils will develop their choreography skills further, understand the history of British Dance and know how to use specific dance styles as a basis for Choreography. Pupils will explore the work of British Choreographer Lea Anderson.	"Tourism & Heritage" - 'Road signs' Pupils will use road signs as a stimulus for choreography. This unit of work will develop choreography skills as well as providing opportunities to explore their interpretative skills.
Skills Social skills: Through group based activity Understand and physically demonstrate: a specific choreography linked to given stimulus Develop: Choreography skills.	Social skills: Through group based activity Understand and physically demonstrate: a specific street dance style Develop: Choreography skills.	Social skills: Through group based activity Understand and physically demonstrate: a specific street dance style Develop: Choreography skills. Understand: Different job roles and responsibilities.	Develop: Choreography skills Understand: how to use specific themes as a basis for choreography Performing with sensitivity: According to the subject matter.	Choreography: Use specific themes and dance styles appropriately. Knowledge and demonstration: Learn and perform a range of repertoire from current dance companies and make links to a range of stimuli.	Choreography: Understand the history of British Dance and know how to use specific dance styles as a basis for choreography. Understand and demonstrate: Key features of Pedestrian movement performance and choreography.	Choreography: Understand and demonstrate the choreographic process with a given stimulus. Understand and demonstrate: -Motif development, choreographic devices
Assessment	Marking Point 1 <i>Choreography Extended Writing Task (Home Learning)</i> Marking Point 2 <i>End of half term practical assessment.</i> Through performance and Choreography work in class during the final week of this half term Focus: Urban/street styles/choreography	Marking Point 1 <i>'Choreography' Progress Test - Practical</i> Marking Point 2 <i>'Choreography Journal' Extended Writing & Appreciation Task (Home Learning)</i> Through performance and Choreography work in class during the final week of this half term Focus: Choreography skills	Marking Point 1 <i>'Guantanamo Bay' Research & Extended Writing Task (Home Learning)</i> Marking Point 2 <i>End of half term practical assessment.</i> Through performance and Choreography work in class during the final week of this half term Focus: Alleged torture in prisons/character/empathy	Marking Point 1 <i>'Choreography' Progress Test - Practical</i> Marking Point 2 <i>Motionhouse Home learning</i> Through performance and Choreography work in class during the final week of this half term Focus: Professional work factfile/review/genre study	Marking Point 1 <i>'Cross Channel Pedestrian Movement' Progress Test - Practical</i> Marking Point 2 <i>'Cross Channel' Review & Extended Writing Task (Home Learning)</i> Through performance and Choreography work in class during the final week of this half term	Marking Point 1 <i>'Choreography' Extended Writing Task (Home Learning)</i> Marking Point 2 <i>End of half term practical assessment.</i> Through performance and Choreography work in class during progress week Focus: Choreographic and selecting a stimulus

ELE - 1 Day:

ELE - 3 Days



CHORLTON HIGH SCHOOL: DANCE

					Focus: Professional work factfile/review/genre study	
Cultural Enrichment	<p>READ Your favourite children's story</p> <p>WATCH ZooNation productions (on YouTube)</p> <p>VISIT Visit the Lowry Theatre</p> <p>-Access to dance workshops by visiting artists -Opportunity to attend theatre visits -Opportunity to be part of the cast for the school musical which will be performed in December. -Access to information regarding dance initiatives and opportunities in Greater Manchester.</p>	<p>READ The information regarding upcoming dance performances at the Lowry Theatre</p> <p>WATCH TED Talk – Wayne McGregor (find this via google)</p> <p>VISIT Visit the Royal Exchange</p> <p>Access to dance workshops by visiting artists -Opportunity to attend theatre visits -Opportunity to be part of the cast for the school musical which will be performed in December. -Access to information regarding dance initiatives and opportunities in Greater Manchester.</p>	<p>READ The Human Rights Act</p> <p>WATCH Excerpts of Swansong by Christopher Bruce (available on YouTube)</p> <p>VISIT Visit HOME Theatre</p> <p>-Access to dance workshops by visiting artists -Opportunity to attend theatre visits -Access to information regarding dance initiatives and opportunities in Greater Manchester. -Opportunity to join a KS3 dance club and perform in department shows</p>	<p>READ A theatre review of a BoyBlue Entertainment, Rambert Dance or MotionHouse production</p> <p>WATCH BoyBlue Entertainment, Rambert Dance or MotionHouse production all available on YouTube</p> <p>VISIT Visit the Contact Theatre</p> <p>-Access to dance workshops by visiting artists -Opportunity to attend theatre visits -Access to information regarding dance initiatives and opportunities in Greater Manchester. -Opportunity to join a KS3 dance club and perform in department shows -Opportunity to be involved in the Composers and Choreographers project (Café)</p>	<p>READ www.visitbritain.com</p> <p>WATCH YouTube- 'Margaret Williams – Cross Channel'</p> <p>VISIT Visit Z-Arts (Zion Centre, Hulme)</p> <p>-Access to dance workshops by visiting artists -Opportunity to attend theatre visits -Access to information regarding dance initiatives and opportunities in Greater Manchester. -Opportunity to join a KS3 dance club</p>	<p>READ The Highway code</p> <p>WATCH BoyBlue Entertainment, Rambert Dance or MotionHouse production all available on YouTube</p> <p>VISIT The Manchester Day Parade</p> <p>-Access to dance workshops by visiting artists -Opportunity to attend theatre visits -Access to information regarding dance initiatives and opportunities in Greater Manchester. -Opportunity to join a KS3 dance club</p>
Character	 <p>QoS – Optimism</p> <p>Optimism: Pupils will explore new ideas in a trial and error manner</p>	 <p>QoS – Empathy</p> <p>Empathy: Pupils work together to create a piece of performance work. Pupils must develop communication skills in order to work well together and share ideas effectively.</p>	 <p>QoS – Creativity & Curiosity</p> <p>Creativity & Curiosity: Pupils will need to explore sensitive subject content and a different style of movement to produce a good quality piece of performance work.</p>	 <p>QoS – Responsibility & Reflection</p> <p>Responsibility & Reflection: Pupils will need to be responsible for working in teams, and choreographing their own movements using a specific stimulus. They will need to reflect upon the choreographic approach used in the original work and their own.</p>	 <p>QoS – Motivation</p> <p>Pupils will need to motivate themselves during this unit to ensure they meet or exceed their Y8 target grade in Dance using all the skills provided. Pupils will need to be positive independent learners and ask for assistance where necessary to help them to get their target grades.</p>	 <p>QoS – Practice & Resiliency</p> <p>Pupils will need to work in small groups to create a performance piece which includes a number of new skills (contact work). Pupils will need to rehearse these skills to be competent and will need resiliency to push through and overcome the challenging content.</p>