Dance Intent	Year 7

The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of **'believe and achieve'** and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of: dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and a number of performance opportunities the department has to offer.

The Dance department aims to deliver a curriculum that enables pupils to experience a wide range of styles of dance as well as developing their physical technique and expressive skills. Pupils are given opportunities to develop their choreographic and collaborative skills through creative tasks and projects. Pupils are encouraged to attend Dance and Performing Arts clubs to extend their learning outside the classroom and further develop their versatility and confidence as dancers. This is encouraged to enable students to access more easily Key Stage 4 Performing arts and Dance courses, additional Dance qualifications and post-16 courses in Dance and the Performing arts.

Term 1 & 2 — Introduction to Dance

Big Picture
What are the main ideas and big questions in this topic?

This unit provides an introduction to dance, focusing on understanding class expectations, the importance of warming up, and the value of collaboration. Pupils will explore key concepts such as performance skills, characterisation, and teamwork through learning a whole-class choreography to *Thriller*. Taking on the role of zombies, pupils will develop their ability to perform with expression, timing, and confidence while being introduced to the FEET key performance skills.
The unit focuses on building confidence, creativity, collaboration, and ensemble skills while introducing pupils to the expectations of dance lessons and performance work. By the end of the unit, pupils will apply the elements of FEET, movement memory and rehearsal techniques to perform characters and choreography inspired by Michael Jackson's *Thriller*.
Throughout the unit, students will develop their understanding of:

- Focus
- Energy
- Expressions
- Timing

Big Questions

- Why is warming up important in dance?
- How can character and performance skills enhance a choreography?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

In this unit, pupils will build their understanding of the key performance skills needed to portray and communicate a character effectively. They will learn what each skill means, how it can be used in performance, and how to reflect on its impact on an audience.
Pupils will explore these skills step by step through practical workshops, rehearsal tasks and performances inspired by Michael Jackson's *Thriller* dance routine.

Substantive Knowledge

Pupils will know:

- Focus helps actors stay in role and direct the audience's attention.
- Energy helps performers show commitment, emotion and character intention.
- Expressions used in dance include facial expressions and body language.
- Facial expression is the use of the face to show emotion, mood and character.
- Body language communicates how a character feels, thinks or behaves.
- Timing ensures performers can work in unison and produce accurate performances.
- Movement memory allows performers to remember the movements accurately.

Disciplinary Knowledge

Pupils will learn how to:

- Apply performance skills to create a believable character.
- Make deliberate performance choices to communicate meaning.
- Stay focused and committed during practical dance work.
- Rehearse, refine and improve a performance.
- Perform confidently to an audience.
- Reflect on their own work and the work of others using dance vocabulary.

Key Vocabulary

Focus, Energy, Expression, Timing, Warm-up, Movement memory, Rehearsal

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This is the pupils' first Dance unit at New Line Learning, so the course begins by introducing the foundations of performance and classroom expectations within Dance. Pupils with previous dance experience are encouraged to share prior knowledge and performance skills

Pitch Up
How will we challenge ourselves?

To develop depth and challenge within this unit, pupils will be encouraged to move beyond simply identifying performance skills and begin making purposeful and sophisticated performance

during introductory lessons, helping to build confidence and collaboration within the class. Pupils who are new to Dance will be introduced to the core performance skills through practical activities and group tasks. Pupils will also draw upon prior learning from PE, particularly their understanding of: • Warming up • Cooling down • Stamina • Agility • Collaboration This prior knowledge supports pupils in developing their skills when participating in physical activity.	choices. Pupils will experiment with combining multiple elements of FEET to portray detailed and believable characters inspired by the characters shown in Michael Jackson's music video of *Thriller*. Challenge will be added through: • applying performance skills while performing set choreography • exploring how small changes in movement or energy can completely change the performance • analysing the impact of performance choices on an audience • refining and improving performances through peer and self-evaluation • sustaining character consistently throughout longer performances Deeper Thinking Questions • How can a performer communicate emotion without speaking? • What makes a character believable rather than exaggerated? • How do performers control audience focus? • How can movements be interpreted in different ways? • What performance choices have the greatest impact on an audience and why? Pupils will also have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
This unit provides pupils with the foundational performance skills that underpin all future learning in Dance. Through developing the core elements of FEET — Focus, Energy, Expressions (facial and body language) and Timing — pupils begin to understand how performers portray characters, understand of the importance of connecting expression and movement and communicate meaning to an audience.	Pupils will deepen their understanding of dance by exploring Michael Jackson's *Thriller* within the wider context of popular music, music videos and performance culture. They will consider how choreography, costume, facial expression,

These skills are revisited and developed throughout every Dance unit across KS3, forming the basis for:

- character portrayal
- choreographing
- set choreography
- varying dance styles and techniques
- rehearsal techniques
- performance evaluation

As pupils progress through the curriculum, they will apply these skills with increasing control, creativity and sophistication in a wider range of dance styles and performance contexts. This unit also supports progression into KS4 Performing Arts pathways, particularly Component 2 of BTEC Performing Arts (Dance Approach), where pupils are required to develop, rehearse and perform choreography using effective physical, technical and choreographic skills. Establishing confidence in these foundational techniques early in Year 7 ensures pupils are equipped with the practical vocabulary, performance discipline and creative understanding needed for future success in Dance and Performing Arts.

characterisation and horror-inspired imagery are combined to communicate a clear narrative and create an engaging performance for an audience.

Pupils will develop an appreciation of ensemble performance by recognising the importance of collaboration, spatial awareness, timing and shared responsibility within a group. They will also explore how professional dancers use warm-ups, rehearsals and movement memory to prepare their bodies, improve performance quality and work safely.

Watching live and recorded performances, music videos and examples of character-based choreography will help pupils recognise how dancers use focus, energy, expression and timing to create believable characters. Opportunities through after-school Performing Arts clubs and the School of Excellence programme will allow pupils to build confidence, develop their performance skills and experience working as part of a wider creative ensemble.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The Dance curriculum links significantly to the KS3 PE National Curriculum, promoting pupils to have a healthy and active lifestyle.
Students will develop transferrable life skills such as the ability to present themselves, creativity (independently and collaboratively) and the ability to work as an ensemble.

They will be looking at using historical contexts of pop culture to support knowledge of the Performing Arts industry.
The students will be working as an ensemble in a whole-class piece to improve their social abilities.
Students will be raising their self-esteem through learning how to present themselves and performing as a class.

The dance curriculum can powerfully link to social, emotional, and mental health (SEMH) by nurturing skills and personal growth relevant beyond the studio. Dance develops discipline, creativity, teamwork, and confidence. At the same time, engaging in dance supports SEMH by offering an expressive outlet for emotions, reducing stress, and building resilience and self-esteem.
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Dance

The dance curriculum provides a strong foundation for careers in the performing arts industry, equipping students with technical skills in movement, choreography, and performance, as well as knowledge of staging, production, and artistic expression. Beyond preparing dancers, choreographers, or teachers, the curriculum fosters transferable skills valuable in any job, such as discipline, time management, teamwork, communication, creativity, and resilience.

Resources *What books, websites, videos and materials will support our learning?*	Assessment *How will we show what we know, remember and can apply?*
https://www.elementsofdance.org/ https://www.youtube.com/watch?v=T4tMebZ2mRs&utm https://www.youtube.com/watch?v=9pAU6j8LZ2U https://www.youtube.com/playlist?list=PL2Sgf3OgsGndyregZtaI9XwaVk1SET1zh&utm National curriculum in England: PE programmes of study - GOV.UK	Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments. The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills and movement memory and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit.

Term 3 and 4 Topic/Theme/Enquiry	**Musical Theatre**

Big Picture
What are the main ideas and big questions in this topic?

This unit introduces Musical Theatre and how Dance is incorporated into the style and performances into musical theatre, developing subject knowledge of musical theatre, developing creative skills, and the value of collaboration. Pupils will explore key concepts such as performance skills, characterisation, dynamics and teamwork through learning a whole-class choreography in a musical theatre style and exploring how to add their own elements of choreography. Pupils will also develop an understanding of what a musical is, the stylistic qualities involved, and the performance skills required for a successful musical theatre performance.

By exploring the style of Musical Theatre, pupils will develop their ability to perform and choreograph with expression, timing, and confidence along with the FEET performance skills adding dynamics and projection to their key skills.
The unit focuses on building stylistic qualities, creativity, choreographing and confidence, creativity, collaboration, and ensemble skills while introducing pupils to the style of musical theatre. By the end of the unit, pupils will apply the elements of FEET, characterisation, dynamics, movement memory and rehearsal techniques to perform characters and choreography inspired by different musical theatre productions including *Oliver* and *Matilda*.
Throughout the unit, students will develop their understanding of:

- Focus
- Energy
- Expressions
- Timing
- Projection
- Characterisation

Big Questions

- What is musical theatre?
- How do characters enhance choreography?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

In this unit, pupils will build their understanding of the key performance skills needed to portray and communicate a character effectively in a musical theatre performance. They will develop their knowledge of the performance skills, learn new skills such as projection and dynamics, develop the practical ability to perform the skills, and how to reflect on its impact on an audience.

Pupils will explore these skills step by step through practical workshops, rehearsal tasks and performances inspired by different musical theatre productions.

Substantive Knowledge
Pupils will know:

- Focus helps actors stay in role and direct the audience's attention.
- Energy helps performers show commitment, emotion and character intention.
- Expressions used in dance include facial expressions and body language.
- Facial expression is the use of the face to show emotion, mood and character.

- Body language communicates how a character feels, thinks or behaves.
- Timing ensures performers can work in unison and produce accurate performances.
- Movement memory allows performers to remember the movements accurately.
- Characterisation is the physical and emotional portrayal of a specific role, narrative, or cultural style. It transforms movement into storytelling by using posture, facial expressions, gesture, and movement quality to convey a character's personality, emotions, and background to the audience.
- Dynamics is how the movements are performed.
- A choreographer is a creative artist who designs and directs the sequence of steps, movements, and patterns for dancers in a performance.
- Stylistic qualities define *how* movements are executed and communicate a specific genre, choreographer's vision, or cultural tradition.

Disciplinary Knowledge
Pupils will learn how to:

- Apply performance skills to create a believable character.
- Make deliberate performance choices to communicate meaning.
- Stay focused and committed during practical dance work.
- Rehearse, refine and improve a performance.
- Perform confidently to an audience.
- Reflect on their own work and the work of others using dance vocabulary.

Key Vocabulary
Musical theatre, Characterisation, Dynamics, Choreographer, Practitioner, Stylistic qualities

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

This is the students' second unit of work within Dance at New Line Learning, so the pupils have already learnt the foundations of performance and classroom expectations within Dance.

Students have previously explored performance skills and the importance of FEET as well as movement memory and rehearsal techniques.

Pupils with previous dance experience are encouraged to share prior knowledge and performance skills during introductory lessons, helping to build confidence and collaboration within the class. Pupils who are new to Dance will be introduced to the core performance skills through practical activities and group tasks.

Pupils will also draw upon prior learning from PE, particularly their understanding of:

- Warming up

Pitch Up
How will we challenge ourselves?

To develop depth and challenge within this unit, pupils will have an added complexity of choreography and deepen their knowledge of the stylistic qualities involved in Musical Theatre.

Pupils will experiment with combining multiple elements of FEET, dynamics and projection to portray detailed and believable characters in a Musical Theatre style.
Challenge will be added through:

- applying performance skills while performing set choreography
- exploring how small changes in movement or energy can completely change the performance

- Cooling down
- Stamina
- Agility
- Collaboration

This prior knowledge supports pupils in developing their skills when participating in physical activity.

- analysing the impact of performance choices on an audience
- refining and improving performances through peer and self-evaluation
- sustaining character consistently throughout longer performances

Deeper Thinking Questions

- How can a performer communicate emotion without speaking?
- What makes a character believable rather than exaggerated?
- How do performers control audience focus?
- How can movements be interpreted in different ways?
- What performance choices have the greatest impact on an audience and why?

Pupils will also have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further.

Wider Framework

How does this learning connect to future topics and bigger goals?

This unit develops pupils' foundational performance skills that underpin all future learning in Dance. As they have learnt the core elements of FEET, pupils begin to understand how performers portray characters, understand of the importance of connecting expression and movement and communicate meaning to an audience through learning characterisation, dynamics and projection.

These skills are revisited and developed throughout every Dance unit across KS3, forming the basis for:

- character portrayal
- choreographing
- set choreography
- varying dance styles and techniques
- rehearsal techniques

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

Pupils will deepen their understanding of musical theatre by exploring how dance works alongside acting, music and storytelling to create a complete performance. Through examples from productions such as *Oliver!* and *Matilda the Musical*, they will consider how choreography, characterisation, dynamics, costume, staging and ensemble work help communicate narrative, mood and meaning to an audience.

They will develop an appreciation of the varied roles involved in creating a musical theatre production, including performers,

- performance evaluation

As pupils progress through the curriculum, they will apply these skills with increasing control, creativity and sophistication in a wider range of dance styles and performance contexts. This unit also supports progression into KS4 Performing Arts pathways, particularly Component 2 of BTEC Performing Arts (Dance Approach), where pupils are required to develop, rehearse and perform choreography using effective physical, technical and choreographic skills. Establishing confidence in these foundational techniques early in Year 7 ensures pupils are equipped with the practical vocabulary, performance discipline and creative understanding needed for future success in Dance and Performing Arts.

choreographers, directors, musicians, designers and technicians. Watching live and recorded performances will allow pupils to recognise the stylistic qualities of musical theatre and compare how different productions use movement and performance skills to represent characters, relationships and themes.

Pupils should extend their learning beyond the classroom by engaging with theatre visits, school productions, after-school Performing Arts clubs and the School of Excellence programme. These experiences will help them build confidence, creativity and collaboration while developing their understanding of professional rehearsal processes, performance expectations and future opportunities within the Performing Arts industry.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The Dance curriculum links significantly to the KS3 PE National Curriculum, promoting pupils to have a healthy and active lifestyle.
Students will develop transferrable life skills such as the ability to present themselves, creativity (independently and collaboratively) and the ability to work as an ensemble.

They will be looking at using historical contexts of musical theatre to support knowledge of the Performing Arts industry.
The students will be working as an ensemble in duets and solos to improve their social abilities.
Students will be raising their self-esteem through learning how to present themselves and performing as a class.

The dance curriculum can powerfully link to social, emotional, and mental health (SEMH) by nurturing skills and personal growth relevant beyond the studio. Dance develops discipline, creativity, teamwork, and confidence. At the same time, engaging in dance supports SEMH by offering an expressive outlet for emotions, reducing stress, and building resilience and self-esteem.

The dance curriculum provides a strong foundation for careers in the performing arts industry, equipping students with technical skills in movement, choreography, and performance, as well as knowledge of staging, production, and artistic expression. Beyond preparing dancers, choreographers, or

teachers, the curriculum fosters transferable skills valuable in any job, such as discipline, time management, teamwork, communication, creativity, and resilience.

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
	National curriculum in England: PE programmes of study - GOV.UK https://www.studysmarter.co.uk/explanations/music/musical-performance/musical-theatre-dance/ https://www.youtube.com/watch?v=uMnmlfgtByE https://www.youtube.com/watch?v=tRWLy9vFRns&utm https://www.youtube.com/playlist?list=PLN1yQieXINisI-OmZMGwH93je5DcIJPRp		Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments. The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills and movement memory and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit.

Term 5 and 6 Topic/Theme/Enquiry		**Dance Actions**
	Big Picture *What are the main ideas and big questions in this topic?*	

This unit introduces the six key dance actions and how they develop into choreography using choreographic devices. Musical Theatre and how Dance is incorporated into the style and performances into musical theatre, developing their subject knowledge of musical theatre, developing their creative skills, and the value of collaboration.
Pupils will explore key concepts such as performance skills, characterisation, dynamics and teamwork through learning a whole-class choreography in a musical theatre style and exploring how to add their own elements of choreography. Pupils will also develop an understanding of what a musical is, the stylistic qualities involved, and the performance skills required for a successful musical theatre performance.
By exploring the six key dance actions, pupils will develop their ability to perform and choreograph with expression, timing, and confidence along with the FEET performance skills adding dynamics and projection to their key skills. They will also explore the choreographic devices to improve their own choreography.
The unit focuses on building stylistic qualities, creativity, choreographing and confidence, creativity, collaboration, and ensemble skills while introducing pupils to the style of musical theatre. By the end of the unit, pupils will apply the elements of FEET, characterisation, dynamics, movement memory and rehearsal techniques to perform characters and choreography created by the teacher and themselves.
Throughout the unit, students will develop their understanding of:

- Mirroring
- Relationships in dance
- Contact work
- Levels
- Canon
- Unison
- Directions

Big Questions

- How can the six dance actions develop into choreography?
- What role does a performer and choreographer have in dance?
- What are the choreographic devices that can be used to create choreography?
- How can the choreographic devices improve choreography?

This unit allows pupils to develop their creative skills and their understanding of roles in the performing arts industry (performer and choreographer). Pupils will workshop and explore the 6 dance actions through a teacher-led choreography and workshop tasks to develop their use of choreographic devices within a choreography.

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

In this unit, pupils will build their understanding of the key performance skills needed to portray and communicate a character effectively in their own choreography. They will develop their knowledge of the performance skills, learn the choreographic devices, develop the practical ability to perform the skills, develop the ability to choreograph and how to reflect on its impact on an audience.
Pupils will explore these skills step by step through practical workshops, rehearsal tasks and performances inspired by different musical theatre productions.

Substantive Knowledge

Pupils will know:

- Mirroring is copying movements through reflection.
- Relationships is the connection a dancer has to space, music and others.
- Contact work involves continuous physical touch between dancers e.g. lifts.
- Levels are the different heights a dancer can move e.g. high, medium and low.
- Canon means to perform identical movements one after the other.
- Unison means to perform the same movements at the same time.
- Direction is the dancer's movement in relation to the room/stage.

Disciplinary Knowledge

Pupils will learn how to:

- Apply performance skills to create a believable character.
- Apply choreographic devices to make effective choreography.
- Make deliberate choreographic and performance choices to communicate meaning.
- Stay focused and committed during practical dance work.
- Rehearse, refine and improve a performance.
- Perform confidently to an audience.
- Reflect on their own work and the work of others using dance vocabulary.

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
	This is the students' third and final unit of work in year 7 within Dance at New Line Learning, so the pupils have already learnt the foundations of performance and classroom expectations within Dance. Students have previously explored performance skills and the importance of FEET as well as movement memory and rehearsal techniques., Pupils with previous dance experience are encouraged to share prior knowledge and performance skills during introductory lessons, helping to build confidence and collaboration within the class. Pupils who are new to Dance will be introduced to the core performance skills through practical activities and group tasks.		To develop depth and challenge within this unit, pupils will have an added complexity of choreography and deepen their knowledge of the stylistic qualities involved in Musical Theatre. Pupils will experiment with combining multiple elements of FEET, dynamics, projection and choreographic devices to perform a choreography. Challenge will be added through: • applying performance skills while performing set choreography

<table>
<tr>
<td colspan="2">Pupils will also draw upon prior learning from PE, particularly their understanding of:
• Warming up
• Cooling down
• Stamina
• Agility
• Collaboration
This prior knowledge supports pupils in developing their skills when participating in physical activity.</td>
<td colspan="2">• exploring how small changes in movement or energy can completely change the performance
• analysing the impact of performance choices on an audience
• refining and improving performances through peer and self-evaluation
• sustaining character consistently throughout longer performances
Deeper Thinking Questions
• How can a performer communicate emotion without speaking?
• What makes a character believable rather than exaggerated?
• How do performers control audience focus?
• How can movements be interpreted in different ways?
• What performance choices have the greatest impact on an audience and why?
Pupils will also have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further.</td>
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<td> </td>
<td>Wider Framework
How does this learning connect to future topics and bigger goals?</td>
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<td>Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?</td>
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<td colspan="2">This unit provides pupils with the foundational choreographic skills that underpin all future learning in Dance. They have developed their elements of dance through developing core skills and gaining knowledge of the choreographic devices and through this, pupils begin to understand how performers portray characters, develop choreography, understand of the importance of connecting expression and movement, creating effective choreography and communicate meaning to an audience.
These skills are revisited and developed throughout every Dance unit across KS3, forming the basis for:
• character portrayal
• choreographing</td>
<td colspan="2">Pupils will deepen their understanding of dance by exploring how fundamental dance actions can be developed into meaningful choreography. They will consider how professional performers and choreographers manipulate movement through devices such as canon, unison, mirroring, levels, directions, relationships and contact work to create variety, communicate ideas and maintain audience interest.

Through examples from musical theatre and professional dance works, pupils will explore how movement works</td>
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- set choreography
- varying dance styles and techniques
- rehearsal techniques
- performance evaluation

As pupils progress through the curriculum, they will apply these skills with increasing control, creativity and sophistication in a wider range of dance styles and performance contexts.
This unit also supports progression into KS4 Performing Arts pathways, particularly Component 2 of BTEC Performing Arts (Dance Approach), where pupils are required to develop, rehearse and perform choreography using effective physical, technical and choreographic skills. Establishing confidence in these foundational techniques early in Year 7 ensures pupils are equipped with the practical vocabulary, performance discipline and creative understanding needed for future success in Dance and Performing Arts.

alongside music, acting, characterisation, costume and staging to communicate narrative and emotion. They will recognise that successful choreography is created through a process of experimenting, selecting, developing, rehearsing and refining movement material.

Watching live and recorded performances will allow pupils to identify how choreographers use spatial relationships, group formations, dynamics and ensemble work. Opportunities through school productions, after-school Performing Arts clubs and the School of Excellence programme will enable pupils to extend their creative and technical skills, build confidence and develop a wider understanding of professional rehearsal and choreographic processes.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The Dance curriculum links significantly to the KS3 PE National Curriculum, promoting pupils to have a healthy and active lifestyle.
Students will develop transferrable life skills such as the ability to present themselves, creativity (independently and collaboratively) and the ability to work as an ensemble.

The students will be working as an ensemble in group and solo pieces to improve their social abilities.
Students will be raising their self-esteem through learning how to present themselves and performing as a class.
The dance curriculum can powerfully link to social, emotional, and mental health (SEMH) by nurturing skills and personal growth relevant beyond the studio. Dance develops discipline, creativity, teamwork, and confidence. At the same time, engaging in dance supports SEMH by offering an expressive outlet for emotions, reducing stress, and building resilience and self-esteem.

The dance curriculum provides a strong foundation for careers in the performing arts industry, equipping students with technical skills in movement, choreography, and performance, as well as knowledge of staging, production, and artistic expression. Beyond preparing dancers, choreographers, or teachers, the curriculum fosters transferable skills valuable in any job, such as discipline, time management, teamwork, communication, creativity, and resilience.

	Resources *What books, websites, videos and materials will support our learning?*		**Assessment** *How will we show what we know, remember and can apply?*
https://www.youtube.com/watch?v=TuYtVOmrKUc https://www.youtube.com/watch?v=qcshIKDpAtc&utm https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study		Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson. • Exit tickets at the end of every lesson. • Peer and self-assessment. • End of unit assessment via practical and theory assessments. The end of unit assessment will involve practical performance. **Substantive Knowledge – 36%** Students will be assessed via rapid recalls and exit tickets in each lesson and an end of unit theory assessment involving multiple choice and open-ended questions. **Disciplinary Knowledge – 64%** Students will be assessed via a practical assessment observing their performance skills and movement memory and a reflection questionnaire involving open-ended questions based on their strengths, weaknesses and targets for the next unit.	