Intent	Year 8

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 — Repertoire (street dance)

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

This unit develops pupils' understanding of dance repertoire and the role of the choreographer. Pupils will explore core concepts such as style, performance quality, choreography, and the professional dance industry through the study of a range of professional works.
By learning and performing choreography from a different dance genre, pupils will identify and apply distinctive stylistic qualities while developing the performance skills required for each style.
The unit focuses on continuing to build confidence, creativity and collaboration, and well as developing the students' knowledge of the technical skills required in dance. By the end of the unit, pupils will apply the elements of FEET, movement memory, technical skills and rehearsal techniques to perform choreography with the correct stylistic qualities in the form of street dance.
Throughout the unit, students will develop their understanding of:

- Technique
- Stamina
- Posture
- Agility
- Flexibility
- Spatial awareness
- Extension

Big Questions

- What is repertoire and why is it important in dance?
- How does a choreographer create and communicate artistic intention?
- How do stylistic qualities influence the way a dance is performed and interpreted?

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:

- Technique
- Co-ordination
- Flexibility
- Posture
- Accuracy
- Agility
- Extension
- Spatial awareness
- Stamina

Disciplinary Knowledge

Pupils will learn how to:

- Apply performance skills and stylistic qualities to explore repertoire further.
- Make deliberate choreography and performance choices to communicate meaning.
- Stay focused and committed during practical dance work.
- Rehearse, refine and improve a performance.
- Perform and share their work/ ideas.
- Reflect on their own work and the work of others using dance vocabulary.

Key Vocabulary

Technique, Co-ordination, Flexibility, Posture, Accuracy, Agility, Extension, Spatial Awareness, Stamina

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 pupils' first Dance unit in year 8 at New Line Learning, so the course begins by reinforcing the foundations of performance and classroom expectations within dance. Pupils will apply the skills they have learnt throughout dance in year 7 such as FEET, movement memory and rehearsal techniques. 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.			To develop depth and challenge within this unit, pupils will be encouraged to move beyond simply identifying key dance skills and begin making purposeful and sophisticated performance choices. Pupils will experiment with combining elements of performance skills, technical skills and rehearsal techniques to portray stylistic qualities of street dance. Challenge will be added through: • applying performance skills while performing set choreography • analysing the impact of performance choices on an audience • refining and improving

	performances through peer and self-evaluation • sustaining character consistently throughout longer performances • Pushing the pupil's versatility, building and taking on different style. • Analysing the dance style and its influences • Applying performance skills whilst performing set choreography • Challenge of the technical skills required to execute set choreography • Refining and improving performances

	through peer and self-evaluation Deeper Thinking Questions • How do professional performers communicate key themes/ideas /characters to the audience? • 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 reminder of the foundational performance skills. Pupils will learn to understand how performers portray characters, understand of the importance of connecting expression and movement and communicate meaning to an audience. These skills are revisited and developed throughout dance 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.		Pupils will deepen their understanding of dance repertoire by exploring street dance within its wider social, cultural and historical context. They will consider how street dance developed through hip-hop culture and community-based forms of expression, and how different styles have evolved and influenced contemporary dance, music videos, theatre and popular culture. Through watching and analysing professional works,

	pupils will explore how choreographers use movement, formations, musicality, dynamics and relationships to create distinctive stylistic qualities. They will also develop an awareness of the physical demands placed on professional dancers and the importance of technique, stamina, posture, agility, flexibility, spatial awareness and extension in producing a safe and successful performance. Pupils should extend their learning beyond the classroom by watching live and recorded dance performances, engaging with professional companies and choreographers, and exploring careers within the dance industry.

	Opportunities through after-school Performing Arts clubs and the School of Excellence programme will allow pupils to further develop their technical ability, performance confidence, creativity and understanding of professional rehearsal and performance practices.

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 the style of street dance 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.

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.breakinconvention.com/education https://www.youtube.com/watch?v=wiGJEq6DgRg https://www.youtube.com/playlist?list=PLINKCb4v6BJnLeyL6jeLRTb5Wzco2HkI-&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 & 4		**Dance around the world**

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

This unit introduces pupils to dance culture around the world. Pupils will develop their understanding of the dance styles from around the world including line dancing, Bollywood, Zumba and Haka.
Pupils will have an opportunity to learn techniques from each culture and develop their performance and technical skills within learning the set choreography.
Pupils will develop skills and understanding of the following skills:

- Social content of each dance
- Techniques of each dance style
- Stylistic qualities
- Performance quality

Big Questions:

- What influenced this dance style?
- What is the social context of this dance style?
- What does each dance style mean to the country of origin?

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 the stylistic qualities of a performer executing a street dance routine. They will develop their knowledge of the performance skills and technical skills, 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 dance cultures from around the world.
Substantive Knowledge
Pupils will know:

- Different performance techniques for each dance culture.
- 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 and stylistic qualities to explore repertoire further.
- Make deliberate choreography and performance choices to communicate meaning.
- Stay focused and committed during practical dance work.
- Rehearse, refine and improve a performance.
- Perform and share their work/ ideas.
- Reflect on their own work and the work of others using dance vocabulary.

Key Vocabulary

Line dancing, Bollywood, Zumba, Haka, Stylistic qualities

	Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*		**Pitch Up** *How will we challenge ourselves?*
	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. Students have also begun to learn different dance styles so can expand their knowledge of stylistic qualities. 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.		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 different dance cultures around the world. Pupils will experiment with combining multiple elements of FEET, dynamics and projection to portray

	dances from the different cultures. 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 • What has been the key influences of this dance? • Analyse the social context of the dance. • Can you explain the varying

	techniques of this style? • What performance/ choreographer 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 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.	Pupils will deepen their understanding of dance by exploring how movement reflects the history, traditions, values and

	identities of different communities around the world. Through line dancing, Bollywood dance, Zumba and haka, they will consider how dance can be used for storytelling, celebration, fitness, social connection and cultural expression. Pupils will explore the origins and wider contexts of each style, including the influence of country and social dance traditions on line dancing, the relationship between Bollywood dance and Indian cinema, the Latin-inspired rhythms used within Zumba, and the cultural significance of haka within Māori communities. This will encourage pupils to approach cultural dance forms with curiosity, accuracy and respect while

	recognising that each has its own purpose, techniques and stylistic qualities. Watching authentic live and recorded performances, attending cultural events and participating in after-school Performing Arts clubs or the School of Excellence programme will help pupils broaden their experience beyond the classroom. These opportunities will support the development of their technical ability, performance confidence and appreciation of dance as a global form of communication and cultural identity.

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.

Dance

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 differing dance styles from cultures around the world and how they have influenced dance.

The students will be working as an ensemble in groups 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://thedancefacts.com/dance-list/line-dancing/?utm
https://artsandculture.google.com/story/dancing-on-film-museum-of-art-photography/lAXhraLnXaAv1Q?hl=en&utm
https://www.youtube.com/watch?v=h5rVZLPZSn8
https://www.newzealand.com/us/feature/haka/

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		**DEVISING FROM A STIMULUS – PULL, PUSH, CATCH**

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

This unit allows pupils to develop their creative skills and their understanding of stimulus. Pupils will workshop and explore the 4 types of dance stimuli, finally focusing on a kinaesthetic stimulus for their assessment (Pull, Push, Catch). Pupils will learn a teacher-led choreography introducing them to the idea (stimulus) and then develop the sequence with their own choreographic ideas, applying their knowledge of how to devise from a stimulus (MR CLOUD & kinaesthetic stimulus).
By exploring the different stimuli, 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 choreography skills, confidence, creativity, collaboration, and ensemble skills while introducing pupils to the stimuli. By the end of the unit, pupils will apply the elements of FEET, characterisation, dynamics, movement memory and rehearsal techniques to perform choreography created by the teacher and themselves.
Throughout the unit, students will develop their understanding of:

- Visual stimulus
- Auditory stimulus
- Abstract stimulus
- Kinaesthetic stimulus
- MR CLOUD

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?

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 stimulus 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 and rehearsal tasks.

Substantive Knowledge

Pupils will know:

- Collaborative skills required when creating, exploring, rehearsing choreography.
- Focus required of performers when committing to learning and developing skills.
- The role of a performer and choreographer.

Disciplinary Knowledge

Pupils will learn how to:

- Apply choreography skills of motif development and MR CLOUD to explore the professional work further.
- Make deliberate choreography and performance choices to communicate meaning.
- Stay focused and committed during practical dance work.
- Rehearse, refine and improve a performance.
- Perform and share their work/ ideas.
- 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?

This is the students' third and final unit of work in year 8 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 and the choreographic devices as well as movement memory and rehearsal techniques.
Pupils will also draw upon prior learning from PE, particularly their understanding of:

- Warming up
- Cooling down
- Stamina
- Agility
- Collaboration

Pitch Up
How will we challenge ourselves?

To develop depth and challenge within this unit, pupils will have an added complexity of choreography and how choreography can be inspired by different stimuli.
Pupils will experiment with combining

This prior knowledge supports pupils in developing their skills when participating in physical activity.	multiple elements of FEET, dynamics, projection and choreographic devices to perform a choreography. Challenge will be added through: • applying performance skills while performing set and own 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 • Analysing the use of stimuli. Deeper Thinking Questions • How can the stimulus be communicated through dance? • 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 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.			Pupils will deepen their understanding of choreography by exploring how professional dance makers use different sources of inspiration to generate and develop movement. They will consider how visual, auditory, abstract and kinaesthetic stimuli can influence movement choices, dynamics, spatial relationships and the overall meaning communicated to an audience. Through watching and analysing live and recorded dance works, pupils will

	identify how choreographers transform an initial idea into a complete performance. They will recognise choreography as a creative process involving experimentation, selection, development, rehearsal and refinement, while applying frameworks such as MR CLOUD and choreographic devices to structure their ideas effectively. Pupils should extend their learning beyond the classroom by observing movement, sounds, images, objects and everyday interactions that could inspire choreography. Opportunities through after-school Performing Arts clubs, theatre visits and the School of Excellence programme will allow

	them to experiment with new stimuli, collaborate with others and further develop their confidence, originality and understanding of professional choreographic practice.

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 duet 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.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study https://human.libretexts.org/Bookshelves/Dance/Dance_Studies%3A_Choreographing_Dance_and_Life_%28Worth%29/09%3A_Choreography_and_Production/9.07%3A_Movement_Stimuli https://www.nsw.gov.au/education-and-training/nesa/curriculum/creative-arts/dance-7-10-2003/sample-work-stage-5-stimulus-response https://www.youtube.com/watch?v=9g-8dSepSc4 https://www.youtube.com/watch?v=A9AWAKAVx3A			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.