New Line Learning Academy
Believe and Achieve

Dance

Dance Intent	Year 9
	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	**Professional Repertoire (Zoonation's Mad Hatter's Tea Party)**

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

This unit introduces pupil to a professional piece of dance, developing their understanding of repertoire, stimulus and roles and responsibilities of a performer and choreographer. This unit starts to introduce ideas and concepts that are developed in further depth with BTEC.
Pupils will explore the professional work of Zoonation's 'Mad Hatters Tea Party' focusing on the key themes, stylistic qualities and fusion techniques and how they are communicated to the audience. They will achieve this by learning repertoire/ motif from the professional work and then explore and develop their own choreographic skills through motif development skills.
Pupils will develop skills and understanding of the following skills:

- Set work- developing understanding of key themes within a dance piece and how they are communicated through movement.
- Roles and responsibilities of a choreographer.
- Repertoire- develop technical accuracy and stylistic qualities.
- Choreography skills of motif development and communicating a stimulus.

Big Questions:

- What is repertoire?
- How does the choreographer communicate a stimulus?
- What are the stylistic qualities within the repertoire?
- What is a motif?
- How can i develop a motif?

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 elements needed within professional choreography. They will learn the key themes and stimuli that initiates choreography and how that is communicated within a choreography. They will explore the stylistic qualities and techniques of the piece through set repertoire/motif and then continue to explore the piece further through motif development 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?

Pupils will also draw upon prior learning from Year 7 and 8.

- Warming up
- Rehearsal skills.
- Performance skills (FEET)
- Choreography/collaborative skills (MR CLOUD)

Pitch Up
How will we challenge ourselves?

To develop depth and challenge within this unit, pupils will be encouraged to understand beyond dance within the studio but within professional work within the performing arts industry. Pupils will develop understanding of the creative process of professionals and explore their work with the challenge of learning set repertoire and developing it.

Challenge will be added through:

- Applying performance skills whilst performing set choreography
- Analysing professional work, considering its intentions and use of stimuli.
- Analysing the impact of choreographic and performance choices to the audience.
- Challenge of the technical skills required to execute professional work

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- Challenge of collaborating and creating complex choreography.
- Refining and improving performances through peer and self-evaluation

Deeper Thinking Questions

- How has the chorographer communicated the stimulus?
- 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/ choreographer choices have the greatest impact on an audience and why?
- How have you communicated the stimulus?
- Explain the choreographic ideas behind your motif development

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></tr>
<tr><td> </td><td>Wider Framework
How does this learning connect to future topics and bigger goals?</td><td> </td><td>Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?</td></tr>
<tr><td colspan="2">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 ensures pupils are equipped with the practical vocabulary, performance discipline and creative understanding needed for future success in Dance and Performing Arts.</td><td colspan="2">Pupils will broaden their understanding of professional dance by exploring ZooNation's The Mad Hatter's Tea Party within the wider context of contemporary dance theatre. They will consider how the company combines hip-hop, physical theatre, characterisation and storytelling to reinterpret familiar characters and themes from Alice's Adventures in Wonderland. This will help pupils understand how choreographers use stimulus, movement, music, costume and staging to communicate meaning to an audience.

Pupils should engage with professional dance beyond the classroom by watching live and recorded performances, exploring the work of different choreographers and companies, and recognising the range of roles and responsibilities involved in creating a production. Opportunities such as theatre visits, after-school Performing Arts clubs and the School of</td></tr>
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	Excellence programme will allow pupils to develop their technical, creative and performance skills while expanding their knowledge of the professional Performing Arts industry. Through these wider experiences, pupils will develop a greater appreciation of dance as a form of storytelling, communication and creative expression, while beginning to explore future pathways within dance and the wider creative industries.

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 exploring professional choreography of Zoonations 'Mad Hatters Tea Party' developing their understanding of the performing arts industry and their roles with in.
The students will be working as an ensemble in a whole-class piece and creative group task 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.

Skillsbuilder Framework:

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	Throughout the topic, students will be assessed via: • Rapid recalls at the start of every lesson. • Visual assessment and feedback throughout each lesson.

https://zoonation.co.uk/production/the-mad-hatters-tea-party https://www.youtube.com/watch?v=sFxHfNK4bis https://www.youtube.com/watch?v=u-YkNia9a0U https://www.youtube.com/watch?v=I5rXKRh2od4	• 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		**Dance through the Eras**

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

This unit introduces pupils to Dance history, focusing on the social context of dance within the 20th century. Pupils will develop their understanding of the dance styles used within the 1920s, 1950s, 1970s and 1990s applying and developing skills within Charleston, rock n roll, disco and hip-hop.
Pupils will have an opportunity to learn techniques from each era and develop their creative skills within choreographic tasks.
Pupils will develop skills and understanding of the following skills:

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

Big Questions:
What influenced this dance style? (music, culture, world events)
What is the social context of this Dance style?
How can a dancer develop their physical technique?

Dance

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

In this unit, pupils will build their understanding of Dance history and social context of each dance style. Pupils will develop the key techniques and performance skills needed within each style. They will learn the varying techniques from each style and how it can be used in performance .
Pupils will explore these skills step by step through practical workshops, rehearsal and creative tasks and performances inspired by Dances of the 20th century.

Substantive Knowledge

Pupils will know:

- The techniques and stylistic qualities of 1920s Charleston, 1950s rock n roll, 1970s Disco,1990s Hip-hop.
- Choreography skills within creative tasks (MR CLOUD)
- 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 varying dance techniques
- Apply varying stylistic qualities.
- Collaborate by develop choreography skills within each Dance style.
- 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

Social Context, Stylistic qualities, Charleston, Rock n roll, Disco, Hip-hop, Choreography

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

Pupils have already explored some of the dance styles: street dance and rock n roll dance within Year 8 Musical theatre SOL (Grease)

Pitch Up
How will we challenge ourselves?

To develop depth and challenge within this unit, pupils will be encouraged to understand beyond dance within the studio but to develop their understanding of the social context of dance and the

	evolution of social dance throughout history. Pupils will develop understanding of the varying techniques and stylistic qualities as well as the context and influences of each era. Challenge will be added through: • Pushing the pupil's versatility, building and taking on different styles and techniques from each era. • Analysing the dance style and its influences. • Analysing the impact of each Dance style • Applying performance skills whilst performing set choreography • Challenge of the technical skills required to execute professional work • Challenge of collaborating and creating complex choreography. • Refining and improving performances through peer and self-evaluation Deeper Thinking Questions • What has been the key influences of this Dance Style? • Analyse the social context of the Dance era. • Can you explain the varying techniques of this style? • What performance/ choreographer choices have the greatest impact on an audience and why?
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 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 social, cultural and historical change influenced popular dance styles throughout the twentieth century. They will consider how styles such as Charleston, rock and roll, disco and hip-hop developed in response to changes in music, fashion, technology, youth culture and society. This wider context will help pupils recognise dance as a reflection of the time in which it was created and understand how movement can express identity, freedom, celebration and social change. Pupils should engage with examples of dance from each era through archive footage, films, music videos, live performances and recorded professional work. They will explore the cultural origins of each style, including the influence of African American communities on the development of jazz,

	rock and roll, disco and hip-hop, and consider how these styles have continued to influence contemporary dance and popular culture. Opportunities beyond the classroom, including after-school Performing Arts clubs, theatre visits and the School of Excellence programme, will allow pupils to develop their technical and performance skills further while broadening their knowledge of dance history and the wider 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 exploring the evolution of social dance within the 20th century and the influences of each era, from music, culture, events.
The students will be working as an ensemble in a whole-class piece and creative group task 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://secretsofsolo.com/2020/08/how-to-do-the-charleston https://www.youtube.com/watch?v=TRvelle4uAs https://www.libraryofdance.org/dances/1950s-rock-n-roll https://socialdance.stanford.edu/Syllabi/70s_dances.htm https://www.breakinconvention.com/our-hip-hop-guide	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		**Hamilton**

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

This scheme of learning draws upon the pupils ability to analyse professional work but explore the piece through practical workshops, rehearsals and creative tasks. Pupils will develop their understanding of the social context/history of the musical and the skills and techniques used to communicate the narrative to the audience, delving into the plot, purpose and style (key elements of BTEC criteria)
Pupils will develop skills and understanding of the following skills:

- Musical theatre (Hamilton)
- Social context and history of the piece (American revolution/Founding Fathers)
- Dance Techniques
- Stylistic qualities
- Performance quality.

Big Questions:
How does the choreography communicate the narrative?
Can you explain the techniques and stylistic qualities used within the piece?

Can you identify and explain the expressive skills used within the piece?

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

In this scheme of learning, pupils will build their understanding of the key elements of professional piece/musical and explore the repertoire, stylistic qualities and techniques within the musical. They will explore the piece and its context combining and developing their understanding of taking on professional repertoire and exploring a stylistic qualities and techniques of the piece.

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.

The skills required of musical theatre performers.

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.

Key Vocabulary:

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

Pupils will also draw upon prior learning from Year 7 and 8.

- Warming up
- Rehearsal skills.
- Performance skills (FEET)
- Choreography/collaborative skills (MR CLOUD)

Pitch Up
How will we challenge ourselves?

To develop depth and challenge within this unit, pupils will be encouraged to understand beyond dance within the studio but within professional work within the performing arts industry- Musical theatre. Pupils will develop understanding of the plot, purpose and style of the work, exploring

• Term 1 and 2, exploring professional work. • Stylistic qualities of musical theatre.	their work with the challenge of learning set repertoire and developing it through creative tasks and workshops. Challenge will be added through: • Applying performance skills whilst performing set choreography • Analysing professional work- plot, purpose and style. • Analysing the impact of choreographic and performance choices to the audience. • Challenge of the technical skills required to execute professional work • Challenge of collaborating and creating choreography. • Refining and improving performances through peer and self-evaluation Deeper Thinking Questions • Can you explain the plot/ key themes within Hamilton? • Analyse the purpose of Hamilton the musical • Analyse the stylistic qualities of the piece • How has the choreographer communicated the narrative. • How to 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/ choreographer choices have the greatest impact on an audience and why? • How have you communicated the stimulus? 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 scheme of learning also supports progression into KS4 Performing Arts pathways, particularly Component 1 of BTEC Performing Arts (Dance Approach), where pupils are required to analyse professional work and delve into the plot purpose and style. They will develop, rehearse and perform choreography using effective physical, technical and	Pupils will deepen their understanding of musical theatre by exploring *Hamilton* within its wider historical, social and cultural context. They will develop knowledge of the American Revolution, the Founding Fathers and the events that inspired the musical, allowing them to consider how historical figures and political ideas have been reinterpreted for a contemporary audience.

choreographic skills. Establishing confidence in these foundational techniques ensures pupils are equipped with the practical vocabulary, performance discipline and creative understanding needed for future success in Dance and Performing Arts.	Pupils will explore how *Hamilton* combines musical theatre with hip-hop, R&B, acting, movement and choreography to communicate narrative, character and emotion. They will consider how performance techniques, stylistic qualities, lyrics, costume, staging and ensemble work contribute to the purpose and impact of the production. Through watching professional performances, attending live theatre and participating in practical workshops, rehearsals and creative tasks, pupils will strengthen their ability to analyse professional repertoire and apply their understanding in performance. After-school Performing Arts clubs and the School of Excellence programme will provide further opportunities to develop their technical skills, performance confidence and knowledge of the wider 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 exploring world renowned musical- Hamilton and developing their understanding of the plot, purpose and style of the piece and its significance.

The students will be working as an ensemble in a whole-class piece and creative group task 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://hamilton.gilderlehrman.org/ https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study https://www.si.edu/spotlight/american-revolutionary-war https://www.youtube.com/watch?v=Ml_oY_zTFJA&utm https://www.youtube.com/watch?v=gb67f2HLVGM		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.