| **Dance** | |
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| 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. | |
| **Year 8 Implementation** | |
| **Big Picture** | **Term 1 and Term 2 (Musical Theatre)-**<br>This unit allows pupils to develop their performance skills by exploring a musical theatre piece. Pupils will take on the key skills required for a musical and focus on the key techniques within a performance (**FEET** - Focus, Energy, Expression and Timing). Pupils will also develop their understanding of combining both performance and technical skills together to develop their knowledge of a performer. |
| | **Term 3 and Term 4 (Repertoire)-**<br>This unit allows pupils to develop their subject knowledge of repertoire and the role of a choreographer. Pupils will develop an understanding of different styles through exploration of professional repertoires and the stylistic qualities involved, as well as the performance skills required. Pupils will achieve this by learning various choreographies from different dance genres, embracing stylistic qualities, and deepening their knowledge of the dance industry. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>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). |
| **Zoom in** | **rm 1 and Term 2 (Musical Theatre)-**<br>Pupils will: explore a number of key performance skills, gain the knowledge of what they are, develop the practical ability to perform them, and develop the ability to reflect on their performances. These skills are: focus, energy, expression, timing, characterisation, projection, exaggeration, audience, expression, spatial awareness<br>chnique, coordination, flexibility, posture, accuracy |
| | **Term 3 and Term 4 (Repertoire)-**<br>Pupils will: explore a number of key skills, gain the knowledge of what they are, develop the practical ability to perform them, and develop the ability reflect on their performances. These skills are: stylistic qualities/choreographers, practitioner, accuracy, technique<br>focus, energy, expression, timing, characterisation, projection, repertoire, theme. |

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| | **Term 5 and Term 6 (Devising from a Stimulus)**<br>Pupils will: explore a number of key choreographic skills, gain the knowledge of what they are, develop the practical ability to use them to create a dance, and develop the ability reflect on the process. These skills are: stimulus, creative intention, contact work, creative exploration. kinaesthetic stimuli<br>mirror, relationships, contact, levels, canon, unison, direction |
| **Pitch it up** | Teachers will have high expectations of pupils and will be pushing their practical skills to reach their full potential. All schemes of learning are designed to ensure pupils gain a practical knowledge of a range of key performance and devising skills and key terminology, also ensuring that they are able to apply these in different contexts. Pupils have the opportunity to take part in the School of Excellence programme, through which their skills will be developed even further. |
| **Pre-requisite knowledge** | **Term 1 and Term 2 (Musical Theatre)-**<br>Pupils have previously explored performance skills in year 7 and the importance of expression and technique as dancers; however, this unit raises the complexity of the choreography and deepens their knowledge of performance and technical skills. |
| | **Term 3 and Term 4 (Repertoire)-**<br>Pupils have previously explored performance skills and the importance of FEET as trainee dancers; however, this unit raises the complexity of the choreography and deepens their knowledge of the stylistic qualities of professional repertoire and the key roles involved in the industry. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>As this is the final scheme of work for Year 8, pupils are encouraged to retrieve prior knowledge of skills from previous projects and apply those to their performance. This links to the role of a performer and choreographer by exploring creative intention and expressing this as a performer. |
| **Wider framework next steps** | **Term 1 and Term 2 (Musical Theatre)-**<br>Pupils will develop and use this strand of skills in every unit of work as they are basic key skills within the subject area. This also has a direct link with component 2 of BTEC Performing Arts. |
| | **Term 3 and Term 4 (Repertoire)-**<br>Pupils will develop their use of performance skills, technical range and develop their confidence in contact work.<br>They will continue development within the subject area such as: timing, movement memory, confidence, focus within a performance.<br>Pupils' knowledge of musical theatre will support them in component 1 of BTEC Performing Arts when looking at exploring styles of dance. |
| | **Term 5 and Term 6 (Devising from a Stimulus)-**<br>Pupils will develop their use of action and dynamics in every unit; however, the aim of this unit is to support the pupils' creative ability when they create their own choreography in future works. This unit will ensure key development within the subject area such as: timing, movement memory, confidence, focus within a performance, energy, and creativity. |

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| | This unit links in with component 3 of BTEC Performing Arts, in which they will need to choregraph a performance based upon a brief. |
| **Curriculum hinterland** | Pupils will be immersed in a rich culture of dance and physical expression. They will have the opportunity to explore the long-standing tradition of communicating through physicality. |
| **Authentic connections inc SMSC** | The Dance curriculum links significantly to the KS3 PE National Curriculum, promoting pupils to have a healthy and active lifestyle. By exploring different styles of dance, pupils are exposed to a range of different contexts and cultures; pupils are encouraged to understand and appreciate the perspective of others. Through regular group work and collaboration, pupils will be encouraged to be respectful of other's ideas.<br>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.<br><br>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** |
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| - PowerPoints<br>- Pupil 360s<br>- Whiteboards and pens<br>- YouTube clips<br>- Chalk and paper<br>- Pupils laptops<br>- Images<br>- National Curriculum - Physical education key stages 3 and 4 (publishing.service.gov.uk) |
| **Assessments** |
| In key stage 3, pupils learn a broad spectrum of Performing Arts skills. The schemes of work delivered are aimed to progress pupils' knowledge and understanding, as well as building four key life skills: confidence, creativity, teamwork, and communication skills.<br>Pupils will be formatively assessed in all lesson against the lesson outcome grading criteria.<br>Pupils will have a formal summative assessment at the end of each unit, three times a year, in |

line with the school's data drops.
Pupils will be assessed against three key performance indicators (KPIs):

| KPI | In Lesson | End of unit assessment |
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| 8.1- Knowledge | - Rapid Recaps<br>-Discussion tasks<br>-Questioning | -Microsoft form |
| 8.2- Practical | -Practical task<br>-Peer assessment<br>-Teacher assessment | -Practical assessment |
| 8.3- Reflection | - Reflection section<br>- AFL<br>-Questioning | -Microsoft form |