



Overview of KS3 Dance

Year 7		Year 8	
8 Week Block	<p><u>Autumn or Spring</u></p> <ul style="list-style-type: none"> • Exploring Dance Styles/stylistic features of Street Dance e.g. Hip hop, Hot stepping, b-points and Breakin' • Learn about the 4 components of Dance - Actions, space, dynamics and relationships • Developing dance technique • Learn choreographic devices such as unison, formations, transitions, canon, accumulation, mirror image & motif development. • Mini performances at the end of every lesson to showcase their understanding of the learning objective(s). • Developing physical and interpretative skills • Investigating stylistic features of other Street Dance influences (African, Dancehall, Waacking, Commercial) • Applying dance technique and interpretative skills to performance • End of unit performance, group by group, with teacher and student feedback. • Reflecting as an individual and as a group on own, peer work - including strengths, weaknesses and targets for improvement. 	8 Week Block	<p><u>Autumn or Spring</u></p> <ul style="list-style-type: none"> • Exploring Dance Styles/stylistic features of Street Dance e.g. Hip hop, Hot stepping, b-points and Breakin' • Learn about the 4 components of Dance - Actions, space, dynamics and relationships • Developing dance technique • Learn choreographic devices such as unison, formations, transitions, canon, accumulation, mirror image & motif development. • Mini performances at the end of every lesson to showcase their understanding of the learning objective(s). • Developing physical and interpretative skills • Investigating stylistic features of other Street Dance influences (African, Dancehall, Waacking, Commercial) • Applying dance technique and interpretative skills to performance • End of unit performance, group by group, with teacher and student feedback. • Reflecting as an individual and as a group on own, peer work - including strengths, weaknesses and targets for improvement.

Long Term Plan for KS3 Dance

Green Font= AFL



Year and Unit	8 Week Block Foci	Character Education (BEST Habits)
<p>Year 7</p>	<p>Week 1: Unison <i>Unison - Two or more dancers performing the same movement at the same time, in time with the music.</i></p> <p><u>Learning Objectives:</u> <i>- To know and understand what unison is.</i> <i>- To be able to demonstrate unison through Street Dance</i></p> <p>Use of Hot Stepping resource to learn motif and self-discover what performing in unison looks like. <i>Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</i></p> <p>Week 2: Formations & Transitions <i>Formations – Shapes or patterns dancers stand in within space.</i> <i>Transitions – To move from one formation to another and link dance phrases or sections.</i></p> <p><u>Learning Objectives:</u> <i>- To know and understand what formations and transitions are.</i> <i>- To be able to demonstrate formations and transitions through Street Dance.</i></p> <p>Use of Hot Stepping resource to learn new motif. Then use of Formations & Transitions resource to practise routine - This task allows students to self-discover what both formations and transitions are. <i>Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</i></p> <p>Week 3: Canon <i>Canon - When the same movements overlap in time</i></p> <p><u>Learning Objectives:</u> <i>- To know and understand what canon is.</i> <i>- To be able to demonstrate Canon through Street Dance.</i></p>	<p>Year 7</p> <ul style="list-style-type: none"> • Courage • Curiosity • Hardworking • Managing Distractions • Practising • Concentration • Energy • Collaboration • Listening



	<p>Use of Hot Stepping resource to learn new motif. Then use the idea of 'Mexican wave' to practise routine - This task allows students to self-discover what canon is. Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</p> <p><u>Week 4: Mirror Image</u> <i>Mirror Image - Movement which is reversed to look like the reflection in a mirror.</i></p> <p><u>Learning Objectives:</u> - To know and understand what mirror image is. - To be able to demonstrate mirror image through Street Dance.</p> <p>Use of B-Points resource to learn new gesture motif. Students asked how can motif be adapted to portray a mirror reflection? (Some students to perform the motif in reverse) - Students then given time to self-discover what mirror image looks like. Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</p> <p><u>Week 5: Accumulation & Motif Learning</u> <i>Accumulation - When a dancer performs a series of movements and others join in at different times until all perform in unison.</i> <i>Motif - A movement phrase encapsulating an idea that is repeated and developed throughout the dance.</i></p> <p><u>Learning Objectives:</u> - To know and understand what accumulation is. - To be able to demonstrate accumulation through Street Dance.</p> <p>Use of B-Points resource to learn new gesture motif. Students to use accumulation resource to self-discover what accumulation looks like (One dancer starts movement, others join in at the current part of the dance) Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</p>	
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Week 6: Motif Development, Fragmentation & Creative Task

Motif development - Ways in which a movement phrase can be varied.

Fragmentation - A choreographic device where only a part of the movement sequence/motif is manipulated

Learning Objectives:

- To know and understand what motif development is.
- To be able to demonstrate motif development through Street Dance.

Teacher is to teach students a new motif – Students are then to adapt the motif using one of the choreographic devices learnt previously. They are then to put the original motif and their motif development together and perform them back-to-back.

If time, students will be set a creative task to create 2(8)s of their own choreography. This allows them to express their creativity and have creative freedom.

Mini performances at the end of every lesson to showcase their understanding of the learning objective(s). Teacher can start to structure the performance and give students an order to perform their choreography in – This will start to piece together the final performance.

Week 7: Rehearsal

Rehearsals - A time for perfecting the performance

Learning Objectives:

- To know and understand why rehearsals are important before a performance.
- To be able to demonstrate good rehearsal skills in preparation for a performance such as commitment, systematic repetition, teamwork, responsibility and effective use of time.

Teacher is to guide students through a rehearsal for the final performance. Students can work in their groups on their individual choreographies but will come together to practise the whole performance. Teacher will look at in entrances, exits, overlaps, formations as well as the start/end of the performance.



Students will start to show their understanding of rehearsal etiquette as the lesson progresses.
Whole class performance at the end of the lesson to showcase their understanding of the learning objective(s). There should be noticeable improvements and progress made due to the rehearsal process.

Week 8: Rehearsal, Refining & Performance

Rehearsals - A time for perfecting the performance.

Refining - Make minor changes to improve or clarify.

Performance - The presentation of dance to an audience.

Learning Objectives:

- To know and understand the importance refining dance work prior to a final performance.
- To be able to demonstrate existing knowledge of choreographic devices and physical/interpretative skills within final performance.

Teacher is to guide students through a rehearsal for the final performance. Students are to reflect on their rehearsal last lesson and come up with two targets/areas for improvement that they are going to work on in their groups – Teacher can facilitate this.

Whole class performance practise at the end of the lesson - There should be noticeable improvements and progress made from their previous rehearsal performance.

Final performance performed to teacher as their Assessment for Dance.



<p><u>Year 8</u></p>	<p><u>Week 1: Unison</u> <i>Unison - Two or more dancers performing the same movement at the same time, in time with the music.</i></p> <p><u>Learning Objectives:</u> <i>- To recap what unison is.</i> <i>- To be able to demonstrate unison through Street Dance</i></p> <p>Teacher to teach students two Hip Hop social grooves (Bart Simpson & Reebok) and then teach 1-2(8)s of choreography with the Hip Hop social grooves incorporated it in. Students are then to practise performing the choreography in unison with their group. <i>Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</i></p> <p><u>Week 2: Formations & Transitions</u> <i>Formations – Shapes or patterns dancers stand in within space.</i> <i>Transitions – To move from one formation to another and link dance phrases or sections.</i></p> <p><u>Learning Objectives:</u> <i>- To recap what formations and transitions are.</i> <i>- To be able to demonstrate formations and transitions through Street Dance.</i></p> <p>Teacher to teach students two Hip Hop social grooves (Smurf & ATL Stomp) and then teach 1-2(8)s of choreography with the Hip Hop social grooves incorporated it in. Students are then to practise performing the choreography in a formation with their group and add at least 1 transition within the choreography. If time, this week's choreography can be added to previous week(s) choreography <i>Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</i></p> <p><u>Week 3: Canon</u> <i>Canon - When the same movements overlap in time</i></p> <p><u>Learning Objectives:</u></p>	<p><u>Year 8</u></p> <ul style="list-style-type: none"> • Optimism • Openness • Practising • Energy • Creativity • Collaboration • Fairness • Humility
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<p>- To recap what canon is. - To be able to demonstrate Canon through Street Dance.</p> <p>Teacher to teach students two Hip Hop social grooves (The Wop & The Fila) and then teach 1-2(8)s of choreography with the Hip Hop social grooves incorporated it in. Students are then to practise performing the choreography in canon with their group. If time, this week's choreography can be added to previous week(s) choreography Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</p> <p><u>Week 4: Mirror Image</u> <i>Mirror Image - Movement which is reversed to look like the reflection in a mirror.</i></p> <p><u>Learning Objectives:</u> - To recap what mirror image is. - To be able to demonstrate mirror image through Street Dance.</p> <p>Teacher to teach students two Hip Hop social grooves (Rooftop & Prep) and then teach 1-2(8)s of choreography with the Hip Hop social grooves incorporated it in. Students are then to practise performing the choreography with half their group performing the choreography in mirror image. If time, this week's choreography can be added to previous week(s) choreography Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</p> <p><u>Week 5: Accumulation</u> <i>Accumulation - When a dancer performs a series of movements and others join in at different times until all perform in unison.</i></p> <p><u>Learning Objectives:</u> - To recap what accumulation is. - To be able to demonstrate accumulation through Street Dance.</p>	
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Teacher to teach students two Hip Hop social grooves (Steve Martin & Cabbage Patch) and then teach 1-2(8)s of choreography with the Hip Hop social grooves incorporated it in. Students are then to practise performing the choreography in accumulation with their group.
If time, this week's choreography can be added to previous week(s) choreography
Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).

Week 6: Fragmentation

Fragmentation - A choreographic device where only a part of the movement sequence/motif is manipulated

Learning Objectives:

- To recap what motif development is.
- To be able to demonstrate motif development through Street Dance.

Teacher to teach students two Hip Hop social grooves (Monestary & Biz Markie) and then teach 1-2(8)s of choreography with the Hip Hop social grooves incorporated it in. Students are to fragment the choreography and then perform it in a formation with their group.
If time, this week's choreography can be added to previous week(s) choreography
Mini performances at the end of every lesson to showcase their understanding of the learning objective(s). Teacher can start to structure the performance and give students an order to perform their choreography in – This will start to piece together the final performance.

Week 7: Student Choreography - Creative Task

Creative - A time for perfecting the performance

Learning Objectives:

- To know and understand all choreographic devices available to assist in creating an aesthetically pleasing performance.
- To be able to demonstrate good rehearsal skills in preparation for a performance such as commitment, systematic repetition, teamwork, responsibility and effective use of time.



	<p>Teacher to recap all 12 Hip Hop social grooves. Students are to use these social grooves or their own moves to create choreography. Teacher can also give students parts of previous choreography to recall, adding to the final performance. Mini performances at the end of every lesson to showcase their understanding of the learning objective(s).</p> <p><u>Week 8: Rehearsal, Refining & Performance</u> <i>Rehearsals - A time for perfecting the performance.</i> <i>Refining - Make minor changes to improve or clarify.</i> <i>Performance - The presentation of dance to an audience.</i></p> <p><u>Learning Objectives:</u> - To recap the importance refining dance work prior to a final performance. - To be able to demonstrate existing knowledge of choreographic devices and physical/interpretative skills within final performance.</p> <p>Teacher is to guide students through a rehearsal for the final performance. Students are to reflect on their creative task from last lesson and come up with two targets/areas for improvement that they are going to work on in their groups – Teacher can facilitate this. Repeat whole class performance practise a few times - There should be noticeable improvements and progress made from their previous rehearsal performance. Final performance performed to teacher as their Assessment for Dance.</p>	
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SMSC

Spiritual:

- Students encouraged to be creative and express their ideas and emotions through dance
- Students experience a sense of wonder and curiosity through a variety of dance styles
- Students create and learn dance using a variety of stimuli including auditory, kinaesthetic, visual and ideational forms that inspire and nurture creativity
- Students have the freedom to express and create as both an individual and group without judgement; there is no right or wrong answer within choreography
- Students embody different characters and intentions through the use of interpretative skills
- Students interpret, analyse and evaluate their own, professional and peer work to develop their understanding of dance appreciation, choreographic intention, technical, performance and creative skills
- Students empathise with topical issues, beliefs, stimuli and the work of others as audience members, encouraging them to form opinions, offer feedback and inspire their own work
- Students continually reflect on their own development using video and engaging in reflective writing to identify strengths, weaknesses and targets for improvement

Moral:

- Strong communication and collaboration are required to research, learn, perform, create and rehearse in groups
- Students must work to tight deadlines to ensure work is performance ready
- Students must be disciplined, resilient and committed to be able to progress and perform to a high level
- Students are required to continually reflect on their own, peer and professional work and must therefore offer opinions and feedback whilst being respectful of the artistry of others
- Students must be sensitive to the ability of others when collaborating in groups and as audience members. There is a no tolerance policy to mocking and all students at Barking Abbey School support each other to make maximum progress in Dance across KS3, 4 and 5.

Social:

- Collaborating with others to research, plan, learn, perform, create and analyse dance
- Engaging with target audiences to support planning for performance and gain feedback
- Leading workshops and performing to students across the school and within local primary schools
- Termly performances open to members of the community
- Annual showcase at the Barking Broadway Theatre



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- Extensive extra-curricular programme including partnerships with Boy Blue, IMD Legion, Trinity Laban, The Place and The Royal Academy of Dance to develop social skills across all year groups and with external artists
- Students are continually exposed to careers within the industry through trips, extracurricular and adopting habits of mind to develop transferable skills to become experts in Dance including; the performer, choreographer, rehearsal director, critic, technician, journalist

Cultural:

- Students are continually exposed to a variety of stimuli that explore culture
- Exploring topical issues such as racism, BLM, Black History Month through dance
- Students learn, create and perform in a variety of world dance genres such as hip hop, contemporary, commercial, afro, dance hall, ballet and jazz and are required to investigate the history, origins and social context of the style including music. This explores themes such as migration and the development of dance through time.
- Students study professional dance work to inspire their own work and develop physical and interpretative skills all of which require students to engage with historical and cultural themes and the choreographer's own context and how this influences choreographic decisions and intention.



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