



# Year 8 Dance

**Subject Leader: Mrs Carly Howard**

The Dance department has high expectations of all of our students. We aim to encourage and engage students to be creative and become confident in developing and performing work they have generated through enquiry, exploration and evaluation. The curriculum and enrichment provision provide students with the opportunity to explore and experience a broad spectrum of dance, developing their knowledge and understanding of dance as an art form and developing life-long learning skills for independence, collaboration and communication. Using a holistic approach, our goal is to challenge young people, through the act of 'play' allowing them to explore ideas from different perspectives, develop empathy and a greater sense of the world around them.

## Topics to be covered in Year 8

|                                                            | Term 1                                                                                                                                                                                                                                                                                                              | Term 2                                                                                                                                                                                                                                                                                                                                                              | Term 3                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Topics to be covered</b>                                | <b>Hip Hop</b> <ul style="list-style-type: none"> <li>Features of Hip Hop/Street Dance</li> <li>Use of performing skills relevant to the style</li> <li>Creating and developing a motif</li> <li>Accompaniment/dynamics</li> <li>Use of relationships – working as an ensemble (canon/unison/formations)</li> </ul> | <b>Matthew Bourne</b> <ul style="list-style-type: none"> <li>Physical skills/technical study</li> <li>Creating and developing movement ideas</li> <li>Creating character</li> <li>Choreographic intention</li> <li>Dance analysis</li> </ul>                                                                                                                        | <b>Thematic Stimulus—Conflict</b> <ul style="list-style-type: none"> <li>Responding to a stimulus</li> <li>Exploring elements of dance</li> <li>Physical skills/technical study</li> <li>Structure form and sequencing of movement</li> <li>Dance analysis</li> </ul>                                                                           |
| <b>Key vocabulary</b>                                      | Physical skills – control, accuracy, extension, strength, mobility, spatial awareness.<br>Actions – fall, roll, press, shift.<br>Space – levels, directions, pathways.<br>Dynamics.<br>Relationships – Formations, canon and unison.<br>Identify, evaluate, explain, effect, audience, communication.               | Actions<br>Space – levels, direction, pathways<br>Dynamics.<br>Relationships – Formations<br>Performing skills – control, accuracy, extension, strength, mobility, spatial awareness.<br>Expressive skills – timing, projection.<br>Devices – motif and development, canon and unison, transitions<br>Identify, evaluate, explain, effect, audience, communication. | Actions – Isolations.<br>Space – levels, direction, pathways<br>Dynamics.<br>Relationships –contact<br>Performing skills – control, accuracy, extension, strength, mobility, spatial awareness.<br>Expressive skills – timing, projection.<br>Devices – contrast, transitions.<br>Identify, evaluate, explain, effect, audience, communication. |
| <b>Skills to be developed</b>                              | <ul style="list-style-type: none"> <li>Selecting and refining elements of dance.</li> <li>Analysis of dance work – describing and explaining elements.</li> <li>Perform extended movement sequences.</li> <li>Use of choreographic dances.</li> </ul>                                                               | <ul style="list-style-type: none"> <li>Safe and accurate demonstration of stylistic features.</li> <li>Demonstrating relevant mental skills and attributes.</li> <li>Awareness of others in a range of relationships.</li> <li>Awareness of accompaniment.</li> <li>Identify and describe performance features.</li> </ul>                                          | <ul style="list-style-type: none"> <li>Safe and accurate demonstration of stylistic features.</li> <li>Demonstrating relevant mental skills and attributes.</li> <li>Awareness of others in a range of relationships.</li> <li>Awareness of accompaniment.</li> <li>Identify and describe performance features.</li> </ul>                      |
| <b>Opportunities for revisiting previous learning</b>      | Questioning and discussion to recap previous learning. Low stakes quizzes. Practical tasks require repetition and refinement of ideas through rehearsal.                                                                                                                                                            | Questioning and discussion to recap previous learning. Low stakes quizzes. Practical tasks require repetition and refinement of ideas through rehearsal.                                                                                                                                                                                                            | Questioning and discussion to recap previous learning. Low stakes quizzes. Practical tasks require repetition and refinement of ideas through rehearsal.                                                                                                                                                                                        |
| <b>When will formal assessment of progress take place?</b> | Students are assessed on the skills they are developing every lesson. An overall average is taken at the end of the term to inform their flightpath.                                                                                                                                                                | Students are assessed on the skills they are developing every lesson. An overall average is taken at the end of the term to inform their flightpath.                                                                                                                                                                                                                | Students are assessed on the skills they are developing every lesson. An overall average is taken at the end of the term to inform their flightpath.                                                                                                                                                                                            |

## Year 8 Useful Resources

### Website Links:

[www.bbc.co.uk/blast](http://www.bbc.co.uk/blast) - Site for young people and the arts (page dedicated to dance)

[www.yde.org.uk](http://www.yde.org.uk) – Youth Dance England

[www.artsaward.org.uk](http://www.artsaward.org.uk) - Arts Award, a new accreditation which supports young artists and young arts leaders and leads to qualifications at level 1, 2 and 3.

[www.nationaldancecats.co.uk](http://www.nationaldancecats.co.uk) – Centre for Advance Training (CATS). Local centre based at Dance East in Ipswich.

### Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as is typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

### Homework

Is not set for dance, however students are expected to remember what they have learnt in previous lessons.

Students are also encouraged to watch a broad range of dance, from the suggested watch list and outside of school.

### Contact Information:

If you would like to contact the Dance Department please email: [dance@gilberd.com](mailto:dance@gilberd.com).

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