



The Department aims to give all pupils an understanding of and enthusiasm for Dance as both a new learning style and as an Art Form. Pupils are encouraged to use individual exploration, improvisation, group work, discussion, choreography, appreciation and performance to enable them to explore a variety of personal, social and cultural issues. Pupils are encouraged to gain an understanding of the skills and techniques needed to create effective dance performances in a variety of genres. Structuring ideas, performance skills and choreographic tasks.

TERM 1	TERM 2	TERM 3
KNOWLEDGE • Dance keywords linked to SOW • Expressions, Facial Expression • Deciding on a character • Understanding Keywords • Using appropriate facial expressions to create a narrative in dance • Building a character within a dance • Perform a dance with focus • Using keywords in context • Developing and creating facial expressions to fit the dance narrative • Developing a character • Perform with confidence in performance	KNOWLEDGE • Dance keywords linked to SOW • Develop an understanding of Olympic sports • Choreograph a section of dance using sports Motifs • Understand and use keywords • Develop your movement memory and learn the new set piece for the 'Olympics' dance. • Choreograph a new section of dance using both individual and group sporting motifs • Use keywords in context • Lead others through the set dance and refine movements to ensure a secure and precise performance. • Choreograph a dance using sporting motifs using a combination of skills such as levels, canon, unison and formations.	KNOWLEDGE • Keywords linked to the SOW • Understanding the key features of Musical theatre • Staying in character • Understanding and using keywords • Use the three different art forms to develop a musical theatre performance • Perform in character • Use keywords in context • Develop your own choreographic ideas for musical theatre and remain in character • Perform a set MT work and demonstrate your own choreography with consistent performance and stylistic qualities.
SKILLS Students develop disciplined, safe and increasingly independent studio practice, including effective warm-ups, spatial awareness, personal management and safe contact work with partners. They learn to select, combine and refine movement, techniques and choreographic ideas in response to music, mood and emotion, using devices such as motifs, unison, group shapes, stillness, changes of speed and flow, and contact manipulation. Through individual and		



Subject: **Dance**

Year Group: **7**

Curriculum/Subject Leader: **Dance**

Academic Year: **26/27**

collaborative work, students create imaginative and original choreography, applying dance skills with growing precision, control, fluency and technical understanding across contrasting styles. They develop focus, expression, confidence and flair in performance, using space effectively and communicating character and creative intention clearly to an audience. Students also learn to recognise and discuss dance skills and choreographic techniques, observe and evaluate their own and others' work, identify strengths and areas for development, and make independent judgements about how performance can be improved. Throughout rehearsal and performance, they apply their knowledge of health, fitness and safe practice while demonstrating co-operation, creativity and consistently high standards of control, originality and communication.

KEY ASSESSMENTS	KEY ASSESSMENTS	KEY ASSESSMENTS
HALF TERM 1 - Start of Unit test - Dance warm-up assessment HALF TERM 2 - Practical Performance of 'Cartoon' Dance - End of term keywords test.	HALF TERM 1 - Start of unit test - Olympics practical HALF TERM 2 - Olympics practical assessment - End of term Keywords test.	HALF TERM 1 - Start of unit test - Musical Theatre practical HALF TERM 2 - End of term keywords test. - Musical Theatre Practical assessment

Extended Reading suggestions and links to external resources:

Students are encouraged to read a wide range of fiction books throughout their time at MPA, in order to gain an understanding of perspectives outside of their frame of reference.

In addition, we would recommend the following Dance specific books to our students:

Key Stage 3 Dance Reading List (Ages 11–14) – A clear and accessible vocabulary guide to help students build confidence, understanding, and strong foundational knowledge in dance. Non-Fiction

- AQA Subject Specific Vocabulary - <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subjects-specific-vocabulary>