

Dance Key Stage 3 Programme of Study



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Introduction to Dance	Graffiti	Gymnastics	Cartoon Capers	Cog	World Dance
	Students will have an introduction to the overview of Dance at BFS. Students will focus on the Active Healthy Lifestyles acquiring skills and understanding of areas they will be developing over the year.	Students will have a basic introduction to the key skills required to compose, perform and appreciate dance at KS3. Basic introduction to hip hop/ street dance style.	Pupils will learn a variety of balances from basic to more complex (e.g. arabesque, shoulder/ handstand). They will explore the use of linking movements and low level apparatus. They will incorporate create and perform individual, paired and group sequences.	Inspired by Looney Tunes Cartoons. Students will explore common features of cartoons. With a focus on extreme dynamic contrasts to develop the expressive skills needed for dance performance.	Based on the Honda Accord advert- students will explore ideas, such as how to create mechanical movement and the theoretical understanding of choreographing a dance.	Students will learn a selection of African dance actions and techniques focusing on rhythms and various forms of the cultural dances of Africa.
ICT	Presentation - warm-up routines – poster and ppt	Research - what is hip-hop and street dance?	Multi-media	Multi-media – Film cartoon-strip performance	Research – analysis of Honda Accord advert	Research/presentation – different dance styles, origins and cultural influence
Year 8	Guernica	Urban	Coliseum	Cyber	Choreographers	Project Piece (Bronze Arts Award)
	Inspired by Pablo Picasso’s painting of Guernica (1937) students will explore how other art forms and historic events can be a powerful stimuli for dance. (Cross- Curricular links: Art and History)	Students explore dance considering different landscapes. The contrast between urban and countryside forms the stimuli for this unit. The unit taps into aspects of youth culture such as: popular music, street dance and Parkour.	This unit is inspired by the images of gladiators in film. Students will focus on contact work, such as safe lifting techniques, and will be challenged to use a variety of contact ideas to suggest a dramatic storyline through their dance work.	This unit challenges the students to perform and create movement that uses the body in unconventional ways. The focus for this unit is on the composing and appreciation/ evaluation of both their own work and that of others.	Students will explore, learn and create work based on professional works of a variety of choreographers- Christopher Bruce, Lea Anderson, and Matthew Bourne. (Cross Curricular link with Year 8 Drama Storytelling- Narrative dance)	Students will plan a dance workshop appropriate to deliver to primary school year 5/6 pupils. They will plan and compose the different practical elements of a workshop with the opportunity to lead this workshop- taking on a dance leadership role.
ICT	Presentation – annotation and presentation of paintings	Research – history and origins of parcour	Presentation	Presentation	Research	Multi-media
Year 9	Grease Monkey	My Name is Cocaine	Broadway/ Musical Theatre	Physical Theatre (Enter Achilles)	Clash	Project Piece
	Based on the opening scene of Carman, this unit combines aspects of musical theatre with contemporary dance. Students have the opportunity to use props, acting skills and dance movements all together.	This unit uses the poem entitled ‘My Name is Cocaine’ as its stimulus. Students learn how to create and develop material that communicates a powerful message, such as the dangers of drug addiction.	Students will be introduced to the jazz, modern musical theatre style of dance associated with Broadway and the West End.	This unit allows students to re- cap contact work and develop their confidence and techniques. Using DV8’s professional works as its stimuli this unit provides the opportunity to combine drama skills with dance work to produce a performance based on pedestrian movement.	Students will develop their skills in choreography and technical skill by exploring different dance styles in detail and challenging their dance language by performing and producing longer sequences.	Students have the opportunity to become the choreographer and performers of a dance video. They have full responsibility in the choice of: style of dance, where they will perform the dance, music, and videoing and editing of the dance. (Cross- Curricular ICT)
ICT	Presentation and multimedia	Research	Research	Presentation and research	Research and presentation	Multimedia