

The Creative Arts Department at Wexham School
Dance Curriculum Map



Term	Year 7	Year 8	Year 9
Autumn 1	<p>Dance Actions Learning basic six dance actions (Jump, turn, travelling, transference of weight, balance and gesture) Safe working practises (studio safety, warm ups and cool downs, jewellery, clothing). A healthy lifestyle (nutrition and food, hydration). Motif and motif development. (Relationships, Actions, dynamics and space) and the effect this has on a dance performance.</p>	<p>The London Riots Portray a choreographic intention clearly to the audience. The background and history related to The London Riots. The legal information surrounding the court cases linked to the riots. Understanding of fundamental British Values</p>	<p>The London Riots Portray a choreographic intention clearly to the audience. The background and history related to The London Riots. The legal information surrounding the court cases linked to the riots. Understanding of fundamental British Values</p>
Autumn 2	<p>Musicals Dance styles – variety of styles studied. Key signature movements used to portray a particular dance style. Characterisation – key features of a character and the effect this has on a dance performance. Use of prop within dance and the positive effect that this can have on a piece.</p>	<p>The Nutcracker – Matthew Bourne Understanding how to portray a choreographic intention and a narrative (story) to an audience. Look at a dance style influenced by a choreographer. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space).</p>	<p>Knowledge: Martial Arts Safe practise with partners and within the studio. How to warm up and cool down safely to prepare students for a dance lesson. Developing diversity. Knowledge on a variety of Martial Arts focussing on a variety of movements.</p>
Spring 1	<p>The Hunger Games Understanding how to portray a choreographic intention and a narrative (story) to an audience. Physical skills used to be an effective performer and what they are (stamina, co-ordination, balance, strength, flexibility, mobility) and how to improve this over time. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space).</p>	<p>War A variety of symbolic movements of dance used to portray a specific stimulus (marching, shooting targets, crawling). Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Physical skills used to be an effective performer and what they are (stamina, co-ordination, balance, strength, flexibility, mobility) and how to improve this over time. Understanding of fundamental British Values. The history and background related to War.</p>	<p>Emancipation of Expressionism. Understanding how to portray a choreographic intention and a narrative (story) to an audience. Look at a dance style influenced by a choreographer. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Look at constituent features of the Dance piece. Costume, lighting, physical setting, aural setting. An insight into GCSE Dance.</p>
Spring 2	<p>Choreography Understanding how to portray a choreographic intention and a narrative (story) to an audience. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Using a stimulus to create a piece of dance.</p>	<p>Matilda the Musical Dance styles – variety of styles studied. Key signature movements used to portray a particular dance style. Characterisation – key features of a character and the effect this has on a dance performance. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Understanding how to portray a choreographic intention and a narrative (story) to an audience.</p>	<p>War A variety of symbolic movements of dance used to portray a specific stimulus (marching, shooting targets, crawling). Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Physical skills used to be an effective performer and what they are (stamina, co-ordination, balance, strength, flexibility, mobility) and how to improve this over time. Understanding of fundamental British Values. The history and background related to War.</p>

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<p>Summer 1</p>	<p>Around the World A variety of symbolic movements of dance used to portray culture within a variety of countries. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Broadens knowledge of the different styles of Dance used within the modern day. Understanding of fundamental British Values.</p>	<p>Fortnight Characterisation – key features of a character and the effect this has on a dance performance. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Understanding how to portray a choreographic intention and a narrative (story) to an audience. A variety of symbolic movements of dance used to portray a specific stimulus (flossing). Physical skills used to be an effective performer and what they are (stamina, co-ordination, balance, strength, flexibility, mobility) and how to improve this over time.</p>	<p>A Linha Curva Understanding how to portray a choreographic intention and a narrative (story) to an audience. Look at a dance style influenced by a choreographer. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Look at constituent features of the Dance piece. Costume, lighting, physical setting, aural setting. An insight into GCSE Dance.</p>
<p>Summer 2</p>	<p>Street Key and signature movements used to portray a specific style of dance. The history and originality of the dance style. Motif and motif development. (Relationships, Actions, dynamics and space) and the effect this has on a dance performance. Broadens knowledge of the different styles of Dance used within the modern day.</p>	<p>Choreography Understanding how to portray a choreographic intention and a narrative (story) to an audience. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Using a stimulus to create a piece of dance.</p>	<p>Choreography Understanding how to portray a choreographic intention and a narrative (story) to an audience. Choreography (choreographic process, stimuli and the types, RADS – Relationships, Actions, Dynamics and Space). Using a stimulus to create a piece of dance.</p>