

# Physical Education

## Dance

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Self and Peer assessment tasks during lessons.</p> <p>End of topic summative assessment reflection from student and assessment from teacher.</p>	<p>Regular use of Tier 2 and 3 vocabulary.</p> <p>Key words on board every lesson.</p> <p>Homework tasks of different styles and choreography</p>	<p>Opportunities to lead others.</p> <p>Different role opportunities in the lesson such as judge, choreograph and coach.</p>

### Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

## Year 7 Dance Scheme of Work

**Prior Learning:** The majority of pupils will have little or no experience of Dance.

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

#### Motor Competence

- Dance through the ages/ Ghostbusters
- Correct posture and alignment
- Ability to copy, repeat and perform movements
- Movement memory from lesson to lesson
- Basic choreographic skills; creating short motifs
- Ability to perform in front of an audience
- Introduction to basic dance actions (turn, travel, fall, stillness, jump, gesture)
- To learn the set motif and perform all basic actions
- To understand different stimuli for dance and be able to use a painting as a stimulus for dance.
- To explore a range of actions to develop movement vocabulary
- To explore space in dance and stage directions Introduction to basic choreographic devices in a group dance; canon, unison, copy, contrast.
- To use success criteria to choreograph and perform for assessment.

#### Rules, Tactics and Strategies

- Formation
- 8 counts/ beats
- Development of motifs
- Repetition
- Phases of the dance

#### Healthy Participation

Please see Healthy Participation SOL

## Year 7 Dance Scheme of Work

<p><b>Risk Assessment</b></p> <ul style="list-style-type: none"> <li>Check equipment</li> <li>Check area and surface</li> <li>Appropriate footwear</li> <li>Appropriate kit</li> <li>No chewing gum</li> <li>Long hair tied back</li> <li>No jewellery</li> <li>Sufficient warm up</li> <li>Teach pupils how to move nets safely.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Music</li> <li>Cones</li> <li>Mats</li> <li>visual resources/task cards</li> <li>Video/ICT software</li> <li>Ribbons/ ball/hoops</li> <li>Information on local club</li> </ul>
<p><b>Language for Learning/Key Words/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Aesthetic- how something looks.</li> <li>Canon- requires performers to take it in turns to perform a movement that is then identically copied and performed by others</li> <li>Unison- this technique requires performers to move at the same time as each other.</li> <li>Flight- allowing your body to leave the ground completely.</li> <li>Balance- an even distribution of weight enabling someone or something to remain upright and steady</li> <li>Travel- movement from one space to another.</li> <li>Formation- how a pair or group is set up and structured</li> <li>Mirror- his technique requires performers to do the same travel, jump, shape or balance at exactly the same time</li> <li>Levels- the vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep.</li> </ul>	<p><b>Assessment Methods</b></p> <p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>I can statements, class discussion, quizzes, Q&amp;A, recall activities, observation, peer-assessment, self-assessment, retrieval practice</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>Data collect, school report, summative assessment topic specific</li> </ul>
<p><b>Adaptive teaching- SEN/G&amp;T</b></p> <ul style="list-style-type: none"> <li>By task and outcome, consider how pupils are grouped, mixed ability, HAP, LAP, planning in relation to ongoing formative assessment, SEND provision, G&amp;T provision, time to practice, revisit where necessary, different/modified equipment, LSA support where applicable</li> </ul>	<p><b>Extension and Enrichment</b></p> <ul style="list-style-type: none"> <li>Take part in afterschool Dance club</li> <li>Opportunities for intra and inter school competition</li> <li>Dance regularly outside of school</li> <li>Watch Dance documentaries/ films to analyse dances on YouTube</li> </ul>
<p><b>Cross Curricular Links</b></p> <ul style="list-style-type: none"> <li>Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>iPads, YouTube, Video Analysis</li> </ul>

## Year 8 Dance Scheme of Work

**Prior Learning:** Pupils will have prior knowledge and skills from Year 7

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

#### Motor Competence

Aladdin/ Thriller

- Correct posture and alignment
- Ability to copy, repeat and perform movements
- Movement memory from lesson to lesson
- Basic choreographic skills; creating short motifs
- Ability to perform in front of an audience
- Introduction to basic dance actions (turn, travel, fall, stillness, jump, gesture)
- To learn the set motif and perform all basic actions
- To explore a range of actions to develop movement vocabulary
- To explore space in dance and stage directions Introduction to basic choreographic devices in a group dance; canon, unison, copy, contrast.
- Learning the set moves, creating their own duets based on action reaction.
- Choreography duets; working on contact work and the theme of relationships
- Choreographic devices to develop rhythms; levels, directions, turns, jumps Choreographic knowledge in order to create own rhythm.

#### Rules, Tactics and Strategies

- Formation
- 8 counts/ beats
- Development of motifs
- Repetition
- Phases of the dance
- What are the stylistic qualities of the style musical theatre?
- Identify technical skills.
- Add stylistic qualities and technical skills to movements
- Implementing actions (gesture, turn, jump, balance, travel, transfer of weight).
- Transitions & formations
- Character creation

#### Healthy Participation

Please see Healthy Participation SOL

## Year 8 Dance Scheme of Work

<p><b>Risk Assessment</b></p> <p>Check equipment          Check area and surface          Appropriate footwear          Appropriate kit          No chewing gum          Long hair tied back          No jewellery          Sufficient warm up          Teach pupils how to move nets safely.</p>	<p><b>Resources</b></p> <p>Music          Cones          Mats          visual resources/task cards          Video/ICT software          Ribbons/ ball/hoops          Information on local club</p>
<p><b>Language for Learning/Key Words/Vocabulary</b></p> <p>Aesthetic- how something looks.          Canon- requires performers to take it in turns to perform a movement that is then identically copied and performed by others          Unison- this technique requires performers to move at the same time as each other.          Flight- allowing your body to leave the ground completely.          Balance- an even distribution of weight enabling someone or something to remain upright and steady          Travel- movement from one space to another.          Formation- how a pair or group is set up and structured          Mirror- his technique requires performers to do the same travel, jump, shape or balance at exactly the same time          Levels- the vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep.</p>	<p><b>Assessment Methods</b></p> <p><b>Formative Assessment</b>          I can statements, class discussion, quizzes, Q&amp;A, recall activities, observation, peer-assessment, self-assessment, retrieval practice</p> <p><b>Summative Assessment</b>          Data collect, school report, summative assessment topic specific</p>
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<p><b>Cross Curricular Links</b></p> <p>Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>	<p><b>ICT</b></p> <p>iPads, YouTube, Video Analysis</p>

## Year 9 Dance Scheme of Work

**Prior Learning:** Pupils will have prior knowledge and skills from Year 7 and 8

**Expectations:** Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

### 3 Pillars of Progress

<u>Motor Competence</u>	<u>Rules, Tactics and Strategies</u>	<u>Healthy Participation</u>
<p><u>Street Dance/ Sport</u></p> <ul style="list-style-type: none"> <li>• Correct posture and alignment</li> <li>• Ability to copy, repeat and perform movements</li> <li>• Movement memory from lesson to lesson</li> <li>• Basic choreographic skills; creating short motifs</li> <li>• Ability to perform in front of an audience</li> <li>• Introduction to basic dance actions (turn, travel, fall, stillness, jump, gesture)</li> <li>• To learn the set motif and perform all basic actions</li> <li>• To understand different stimuli for dance and be able to use a painting as a stimulus for dance.</li> <li>• To explore a range of actions to develop movement vocabulary To explore space in dance and stage directions Introduction to basic choreographic devices in a group dance; canon, unison, copy, contrast. To use success criteria to choreograph and perform for assessment.</li> <li>• Choreographic devices to develop rhythms; levels, directions, turns, jumps Choreographic knowledge in order to create own rhythm.</li> <li>• Performing set phrase of dance – working with lyrics and beats</li> <li>• Choreographing entrances and formations</li> <li>• Develop part of a set phrase using selection of skills and choreographic devices; repetition, canon, unison.</li> <li>• Creating own dance ideas for performance as part of a group; Group shape, speed, levels, directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Formation</li> <li>• 8 counts/ beats</li> <li>• Development of motifs</li> <li>• Repetition</li> <li>• Phases of the dance</li> <li>• What are the stylistic qualities of the style street?</li> <li>• Identify technical skills.</li> <li>• Add stylistic qualities and technical skills to movements</li> <li>• Implementing actions (gesture, turn, jump, balance, travel, transfer of weight).</li> <li>• Transitions &amp; formations</li> <li>• Character creation</li> </ul>	<p>Please see Healthy Participation SOL</p>

## Year 9 Dance Scheme of Work

<p><b>Risk Assessment</b></p> <p>Check equipment          Check area and surface          Appropriate footwear          Appropriate kit          No chewing gum          Long hair tied back          No jewellery          Sufficient warm up          Teach pupils how to move nets safely.</p>	<p><b>Resources</b></p> <p>Music          Cones          Mats          visual resources/task cards          Video/ICT software          Ribbons/ ball/hoops          Information on local club</p>
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