



**Pathway  
'2-4'**

**Year 7 Dance**

**Term 'Rotation carousel' Performing Arts  
3 term rotation with Art and Drama**

**Learning Intention: Character Dance**

The purpose of this project is to

Learn a foundation of Dance etiquette and Health and Safety. Pupils learn how to develop flexibility, strength, technique, control and balance, through exploration of movement. This project focuses on the different movement qualities of a range of cartoon characters. Students are encouraged to mimic movement patterns and develop on the routines by making their own within small groups.

Key knowledge that should be learned during this SoW

All (Pathway 2)

Most (Pathway 3)

Some (Pathway 4)

**Concept:**

To encourage and support pupils to:

- explore basic movement using both upper and lower body in coordination
- dance with their peers within small groups
- sequence short dance routines
- build confidence by interacting with others through games and group idea

To encourage greater independence and decisions making through guidance in:

- learn how to mimic movement from a character to dance like
- evaluate the characters movement and suggest dance moves to
- create longer dance phrases and sequence them in order
- responding appropriately to others

To develop independent thinking, decision making, basic leadership skills and problem solving in group work by:

- plan movement and suggest more detailed ideas to shape the routine in the style/ theme of the character
- to lead on rehearsing within their team and support peers in sequencing dance
- reflecting on their performance skills

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|                    | mapping.   | in group games or work<br>- develop performance skills and awareness   | and self analyse their movement to select areas to develop<br>-  |
| <b>Knowledge:</b>  | <p>Develop a basic understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> <li>- Understand the rules in the Dance room and how to warm up their bodies</li> <li>-Gain knowledge of dance moves and actions</li> </ul>   | <p>Develop a competent understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> <li>-Be aware of health and safety within Dance and understand why we warm up before exercise</li> <li>-Improve knowledge of dance moves and actions</li> </ul>   | <p>Develop a confident understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> <li>-Know the ways to be safe for themselves and other</li> <li>-Demonstrate how to warm up using cardiovascular movement and appropriate stretches</li> <li>-Improve knowledge of a broad range of dance moves and actions</li> </ul>                                |
| <b>Key Skills:</b> | <p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> <li>-Improve and refine movement skills through character dance</li> <li>-Dance with peers developing teamwork and good sportsmanship</li> <li>-Develop an awareness for health and safety within the Dance room and understand the importance of exercise</li> </ul> | <p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> <li>-Improve and refine movement skills through character dance</li> <li>-Dance with peers developing teamwork and good sportsmanship</li> <li>-Develop an awareness for health and safety within the Dance room and understand the importance of exercise</li> </ul> | <p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> <li>-Improve and refine movement skills through character dance</li> <li>-Dance with peers developing teamwork and good sportsmanship</li> <li>-Develop an awareness for health and safety within the Dance room and understand the importance of exercise</li> </ul> |

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|  | -Develop basic rehearsing and performance skills using some of the following to a basic ability: voice, actions or reactions  | -Develop consistent rehearsing and performance skills using voice, actions or reactions   | -Develop rehearsing and performance skills exploring range in voice, actions and reactions   |
| <b>Language and/or communication skills:</b> | <p>To develop confidence in subject related language and begin to use a range from the following keywords independently and mostly accurately sharing ideas verbally when prompted.</p> <p><b>Character</b><br/><b>Movement</b><br/><b>Body Parts</b><br/><b>Team</b><br/><b>Health and safety</b><br/><b>Warm up</b><br/><b>Cool down</b><br/><b>Stretches</b><br/><b>Feelings</b></p>   | <p>To improve use of subject related language and appropriate application of the below keywords and to share a range of new descriptions and their own keywords with the class:</p> <p><b>Size</b><br/><b>Speeds</b><br/><b>Rehearse</b><br/><b>Emotion</b><br/><b>Body Actions</b><br/><b>Levels</b></p> | <p>To explore use of subject related language using broad and appropriate application for the most of the below keywords and regularly sharing own additional language</p> <p><b>Imitate</b><br/><b>Expression</b><br/><b>Repeat</b><br/><b>Expand</b><br/><b>Refine</b></p> |
| <b>Curricular Links</b>                      | <p>A practical based project with a cross curricular Drama focus on developing mimicking movement , exploring dance moves, changing size and speeds of movement.</p> <p>SMSC/PSHE- Health and safety and social emotional well being, being able to recognize emotions and expression, social group work activities and team building</p> <p>Literacy- Expressing own ideas, logging routines and thoughts, Keyword exercises, word games, word frames, vocabulary quiz's..</p> <p>Numeracy is encouraged through counts of dances, Timings and Formations/Shapes,</p> <p>Science- Evaluating and looking at the body parts of each character</p> <p>ICT- Use of research to watch character movement and choosing own music</p> <p>Music- Selecting music to suit a mood and emotion of the character</p> <p>MDT- Fine motor skills for cutting, colouring in character and Gross motor planning when dancing and sequencing movement</p> <p>PE- Learning body parts, muscle groups and warm ups</p> |   |  |

## Talking points (Intent)

Pupils are encouraged to engage in discussions around different upbringings/childhood memories, films/cartoons/programs, watched when younger as well as music interests now joining secondary school. Students should identify key health and safety links to PE Fitness, healthy lifestyle, warming up and stretching giving them the basic awareness of the structure within dance lessons.

## Implementation

Students share group discussions, watching videos of characters acting within their program/film to discuss natural movement as well as focussed scenes to link their emotions to be portrayed. Students select their own dance moves and learn how to plan a routine with a structure. They regularly take pictures to pose like their character and have opportunities to self reflect on their movement. Students get to select their own choice of character to choreograph a routine around within their end of term project.

## Impact

- Developing understanding of importance of Health and safety knowledge within Dance professional practice
- Safety awareness within other practical lessons within school
- Career Links - understanding and developed confidence within the Arts
- Career Links- to improve their understanding of choreography and dance