



**Pathway
'2-4'**

Year 8 Dance

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

Learning Intention: Jazz Dance

The purpose of this project is for pupils to learn to perform dances using a range of movement patterns. This project focuses on the style and technique of Jazz dance and developing pupils' performance qualities. Students are taught two different Jazz choreographers, Bob Fosse and Jerome Robbins and how each of their styles shaped musical theatre history.

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:

- develop strengthening movement using both upper and lower body in coordination
- name dance moves and watch more dance videos linked to a style
- collaborate towards creating short dance routines
- build confidence by encouraging more performances to peers/others
- play and explore with movement

To encourage greater independence and decisions making through guidance in:

- learn how to sequence Jazz dance moves
- evaluate the choreographers performances and understand their style
- create longer dance routines in the style of a choreographer using their signature dance moves

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

- performing dance Jazz dance moves with the correct technique and style
- evaluate and analyse the dynamics used within the choreographers performances and other factors to emphasise their movement
- embed choreographic devices into

	<p>using props</p> <p>-watch others perform their work</p>	<p>- watch peers appropriately and comment on their performance</p> <p>- extend development on performance skills and awareness of musical theatre elements</p>	<p>their own dance routines</p> <p>- watch and support peers by giving specific feedback</p> <p>-to lead on supporting their team and suggest theatrical elements to included within their performance</p> <p>-reflecting on their performance skills and self analyse their movement to select areas to develop</p>
Knowledge:	<p>Develop a basic understanding of the following Core Knowledge:</p> <p>- Be aware of of the Jazz era and the music dancers would perform to within theatres</p> <p>-Gain knowledge of Jazz dance moves and musical theatre terminology</p>	<p>Develop a competent understanding of the following Core Knowledge:</p> <p>-Gain understanding of the Jazz era and how musical theatre conducts Jazz dance</p> <p>-Improve knowledge of Jazz style and technique</p> <p>- Understand the role of a choreographer and the roles of both influential practitioners in Dance history</p>	<p>Develop a confident understanding of the following Core Knowledge:</p> <p>-Know the musicals and Jazz instruments from the Jazz era</p> <p>-Develop awareness for technique and analysing performances within the same style</p> <p>-Differentiate between the key characteristic s of two influential choreographers</p>
Key Skills:	<p>what will they actually be able to do as a result of this learning</p> <p>-Develop movement skills through</p>	<p>what will they actually be able to do as a result of this learning</p> <p>-Develop movement skills through</p>	<p>what will they actually be able to do as a result of this learning</p> <p>-Develop movement skills through</p>

	<p>Jazz dance including coordination, balance and posture</p> <ul style="list-style-type: none"> -Develop teamwork skills and good sportsmanship with peers -Develop muscle memory and sequencing longer routines more independently -Develop basic rehearsing and performance skills using some of the following to a basic ability: timing, sequencing and accuracy 	<p>Jazz dance including coordination, balance and posture</p> <ul style="list-style-type: none"> -Develop teamwork skills and good sportsmanship with peers -Develop muscle memory and sequencing longer routines more independently -Develop consistent rehearsing and performance skills using timing, sequencing and accuracy 	<p>Jazz dance including coordination, balance and posture</p> <ul style="list-style-type: none"> -Develop teamwork skills and good sportsmanship with peers -Develop muscle memory and sequencing longer routines more independently -Develop rehearsing and performance skills exploring range in timing, sequencing and accuracy
<p>Language and/or communication skills:</p>	<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> <ul style="list-style-type: none"> •Jazz •History •Style •Theatre •Musicals Jazz hands Slide 	<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> <ul style="list-style-type: none"> •Bob Fosse •Jerome Robbins •Chicago •West side story 	<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>Technique</p> <ul style="list-style-type: none"> •Levels Choreographer
<p>Curricular Links</p>	<p>A practical based project with a cross curricular Music focus on Musical theatre and Jazz music, developing an understanding of the history of dance on stage.</p>		

	<p>SMSC/PSHE- Through learning a technical style of dance students develop skills in self management and discipline. Group work is encouraged to improve social skills and teamwork. Appreciation of the Arts and learning how to encourage/support peers through modelled feedback using appropriate speaking.</p> <p>Literacy- Keyword exercises, word games, word frames, vocabulary quiz's..</p> <p>Numeracy is encouraged through counts of dances, Timings and Formations/Shapes</p> <p>Music- use of timings, responding to music and dancing to the mood of a style</p> <p>PE- Developing balance and coordination whilst performing challenging moves such as the box step and pas de bourrees</p> <p>History- Understanding Jazz era and importance of theatre during the early 1900s.</p> <p>Spiral Learning through the Arts carousel as many themes revisited and developed</p>
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Talking points (Intent)

Pupils are encouraged to discuss their own personal interests in musicals/shows/pantos, Interests in styles of music. This should link onto their knowledge and understanding of staging ideas and settings for performances, Costumes/ Makeup ideas, Choreographers with Dance, Musical directors. The intent is for students to have awareness of musical theatre and the origins of jazz dance.

Implementation

Through a range of group discussions, research into other musicals, opportunities to mimic movement from famous musicals students are encouraged to link their own interests into their work. The end of term project to explore one's own gang style and use of a prop, set and staging areas explored around the school is to allow students to experiment with their own movement and mimic the same style.

Impact

- Develop confidence within performance work
- Improve creativity and dancing with others
- Understanding and knowledge of musical theatre history and of famous works
- Career Links-Work experience/ jobs or further education with the Arts- Backstage work, Media, Makeup artistry, Set and Costume design