



**Pathway  
'2-3'**

**Year 9 Dance**

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

## **Learning Intention: Contemporary Dance**

**In this unit pupils learn to develop and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. This project focuses on the different ways to communicate through movement and expressing emotions. Students are encouraged to create dance routines using different emotions and to perform them using choreographic devices.**

**Key knowledge that should be learned  
during this SoW**

**All**

**Most**

**Some**

### **Concept:**

**To encourage and support pupils to:**

- develop strengthening movement using both upper and lower body in coordination, balance and placement
- develop awareness of body positioning and control
- collaborate towards creating short dance routines with a theme
- express and share their own experiences of particular emotions
- play and explore with movement to

**To encourage greater independence and decisions making through guidance in:**

- learn how to perform contemporary dance exercises (Graham and Cunningham)
- evaluate the choreographers performances and understand their style/ethos towards contemporary dance
- create longer dance routines in the style of a choreographer using their

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

- performing contemporary dance moves/exercises with the correct technique and style
- evaluate and analyse the expressions used within the choreographers performances and other factors to emphasise their movement such as staging, music and costume

	<p>different moods and music</p> <p>-watch others perform their work</p>	<p>signature style or ethos</p> <p>- watch peers appropriately and comment on their performance</p> <p>- extend development on performance skills and awareness of choreographic devices</p>	<p>- embed choreographic devices into their own dance routines</p> <p>- watch and support peers by giving specific feedback</p> <p>-to lead on supporting their team and suggest own movement phrases to suit the emotions of a performance</p> <p>-reflecting on their performance skills and self analyse their movement to select areas to develop</p>
<b>Knowledge:</b>	<p>Develop a basic understanding of the following Core Knowledge:</p> <p>- Be aware of of the style and basic breakdown of what Contemporary dance is</p> <p>-Gain knowledge of Contemporary dance moves and expressive dance exercises</p>	<p>Develop a competent understanding of the following Core Knowledge:</p> <p>-Gain understanding of Contemporary dance and how it alters from other styles</p> <p>-Improve knowledge of Contemporary style and technique</p> <p>- Understand how role of a choreographer has influenced a new way of dancing and developed its own movement within Dance history</p>	<p>Develop a confident understanding of the following Core Knowledge:</p> <p>-Know the techniques and positions that practitioners used in contemporary dance</p> <p>-Develop awareness for technique and analysing performances within the same style</p> <p>-Differentiate between the key characteristics of influential choreographers</p>
<b>Key Skills:</b>	what will they actually be able to do	what will they actually be able to do	what will they actually be able to do

	<p>as a result of this learning</p> <ul style="list-style-type: none"> <li>-Develop movement skills through Contemporary dance including coordination, balance and positioning</li> <li>-Develop teamwork skills and good sportsmanship with peers</li> <li>-Develop own confidence and self awareness</li> <li>-Develop muscle memory and sequencing longer routines more independently</li> <li>-Develop basic performance skills using some of the following to a basic ability: expression, dynamics and focus</li> </ul>	<p>as a result of this learning</p> <ul style="list-style-type: none"> <li>-Develop movement skills through Contemporary dance including coordination, balance and positioning</li> <li>-Develop teamwork skills and good sportsmanship with peers</li> <li>-Develop own confidence and self awareness</li> <li>-Develop muscle memory and sequencing longer routines more independently</li> <li>-Develop consistent rehearsing and performance skills using expression, dynamics and focus</li> </ul>	<p>as a result of this learning</p> <ul style="list-style-type: none"> <li>-Develop movement skills through Jazz dance including coordination, balance and positioning</li> <li>-Develop teamwork skills and good sportsmanship with peers</li> <li>-Develop own confidence and self awareness</li> <li>-Develop muscle memory and sequencing longer routines more independently</li> <li>-Develop rehearsing and performance skills exploring range in expression, dynamics and focus</li> </ul>
<p><b>Language and/or communication skills:</b></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> <p><b>Feelings</b> <b>Pose</b> <b>Body Language</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>Style</b> <b>Technique</b> <b>Emotions</b> <b>Display</b> <b>Theme</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>Dynamics</b> <b>Stimulus</b> <b>Expression</b> <b>Represent</b></p>

	<b>Mood</b> <b>Actions</b> <b>Speed</b> <b>Colour</b>		
<b>Curricular Links</b>	<p>A practical based project with a cross curricular Drama focus on developing expression of different emotions, facial expressions and use of gesture.</p> <p>SMSC/PSHE-understanding social settings which provoke different emotions and discussions around personal experiences. Students are guided to understand their emotions</p> <p>Literacy- Keyword exercises, word games, word frames, vocabulary quiz's to develop emotive language Numeracy is encouraged through counts of dances, timings and Formations/Shapes</p> <p>Music- Different styles of music should be explored to represent emotions. Opportunities for own choice of students favourite songs to be encouraged and discussed linked to personal interests</p> <p>PE- Stamina developed through learning longer choreographed dances and working within a team to support rehearsals</p> <p>Spiral Learning through the Arts carousel as many themes revisited and developed</p>		

## Talking points

Pupils are encouraged to learn how to develop skills to work in a team, building on trust and developing skills to solve problems, either individually or as a group. This project focuses on the different ways to communicate through movement and expressing emotions. The intent is to develop discussion around their own personal interests in emotions, pandemic and personal experiences, art, drama, film scenes, musical scores and mood, dance themes and stimuli ideas from other choreographers pieces

## Implementation

Through own research of dance pieces and group discussions, research into other choreographers, opportunities to mimic movement from famous choreographers. Students are encouraged to create their own dance routines using different emotions and to perform them using a range of choreographic devices. End of term project to explore own expressive performance and explore what emotion interests them to develop movement into. Students have the freedom to explore an area that interests them and the movement related to it with time to expand through choreographic devices.

Differentiation- one to one support, blue screen separating away from others, space to rehearse away from others, non participant worksheets, Higher ability research tasks, lower ability worksheets, visual support tools, simpler steps and small routines

Assessment- Midterm theory assessments. End of term theory assessments, regular small performances, end of term dance performance, own research and presentations

# Impact

-Core outcomes- creating a dance to match different themes to music which reflects the emotion

Wider impact

-Developing more work on 'Myself' and what things are important to the individual

-Emotional regulation (SCERTS) tools discussed

-Dance for enjoyment/destressing/expression and outlet

-Self awareness and impact on others

-Interests and hobbies to be explored and their positive impact

-Wellbeing

Career Links-Selecting Dance/Performing arts as Options in upper year groups, Work experience/ jobs or further education with the Arts, Backstage work, Media, Makeup artistry, Set and costume design, Art or performing arts technician