



**Pathway
'2-3'**

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	Most	Some
<p>Concept:</p>	<p>To encourage and support pupils to:</p> <ul style="list-style-type: none"> - 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 using props 	<p>To encourage greater independence and decisions making through guidance in:</p> <ul style="list-style-type: none"> - 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 - watch peers appropriately and 	<p>To develop independent thinking, decision making, basic leadership skills and problem solving in group work by:</p> <ul style="list-style-type: none"> - 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 their own dance routines - watch and support peers by giving

	<ul style="list-style-type: none"> -watch others perform their work 	<ul style="list-style-type: none"> comment on their performance - extend development on performance skills and awareness of musical theatre elements 	<ul style="list-style-type: none"> specific feedback -to lead on supporting their team and suggest theatrical elements to included within their performance -reflecting on their performance skills and self analyse their movement to select areas to develop
Knowledge:	<p>Develop a basic understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> - Be aware of of the Jazz era and the music dancers would perform to within theatres -Gain knowledge of Jazz dance moves and musical theatre terminology 	<p>Develop a competent understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> -Gain understanding of the Jazz era and how musical theatre conducts Jazz dance -Improve knowledge of Jazz style and technique - Understand the role of a choreographer and the roles of both influential practitioners in Dance history 	<p>Develop a confident understanding of the following Core Knowledge:</p> <ul style="list-style-type: none"> -Know the musicals and Jazz instruments from the Jazz era -Develop awareness for technique and analysing performances within the same style -Differentiate between the key characteristics of two influential choreographers
Key Skills:	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> -Develop movement skills through Jazz dance including coordination, balance and posture 	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> -Develop movement skills through Jazz dance including coordination, balance and posture 	<p>what will they actually be able to do as a result of this learning</p> <ul style="list-style-type: none"> -Develop movement skills through Jazz dance including coordination, balance and posture

	<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 	<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 	<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>		

	Literacy- Keyword exercises, word games, word frames, vocabulary quiz's.. Numeracy is encouraged through counts of dances, Timings and Formations/Shapes Music- use of timings, responding to music and dancing to the mood of a style PE- Developing balance and coordination whilst performing challenging moves such as the box step and pas de bourrees History- Understanding Jazz era and importance of theatre during the early 1900s. Spiral Learning through the Arts carousel as many themes revisited and developed
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Talking points (Intent)

Pupils are encouraged to discuss their own personal interests in musicals/shows/pantos as well as their own 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. Students will have an opportunity to perform their work to a small audience if they wish or have their work showcased via recording.

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- mimicking movement with the correct jazz technique

Wider impact

- Develop confidence within performance work
- Improve creativity and dancing with others
- Improve coordination and gross motor skills whilst using objects
- 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