

## Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content:</b>	<p><b>Key Knowledge/Skills:</b> Safe Dance Practice (warm-up/cool-down.)</p> <p>The 5 Basic Dance Actions: Turn, Jump, Travel, Stillness, Gesture.</p> <p>Chance Choreography.</p>	<p><b>Key Knowledge/Skills:</b> The 4 Key Dance Elements: Relationships, Actions, Dynamics and Space.</p> <p>Different Dance Styles/Fusions: Contemporary, Urban, Jazz, Ballet.</p>	<p><b>Key Knowledge/Skills:</b> Dance styles from different decades, from the 1920's – present day.</p> <p>Exploration of the stylistic features of each style including: RADS and features of production, such as the aural setting and costumes worn by the dancers.</p>	<p><b>Key Knowledge/Skills:</b> Study of 'The Nutcracker' by Matthew Bourne.</p> <p>Exploration of the narrative and key themes within the work, and how these are communicated through the choreography and features of production including: set, lighting, costume, props, aural setting.</p>	<p><b>Key Knowledge/Skills:</b> Cheerleading and its history.</p> <p>The key components that make up a Cheerleading routine.</p> <p>Different Cheerleading categories: Stunt, Pom and Urban.</p> <p>Introduction to choreographic devices.</p>	<p><b>Key Knowledge/Skills:</b> Exploring and revisiting key knowledge and skills acquired throughout the year, through a range of different sporting contexts.</p>
<p><b>Assessment:</b> <u>KS3 Dance Assessments take place at the end of every half-term.</u></p>	<ul style="list-style-type: none"> <li>✓ Describe an effective dance warm-up/cool-down and explain their importance.</li> <li>✓ Identify the 5 basic dance actions.</li> <li>✓ Describe and explain the method of Chance Choreography.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify and describe the 4 key elements of dance.</li> <li>✓ Explain how RADS can be used to enhance dance performance.</li> <li>✓ Identify different dance styles and the stylistic features of each style.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the correct decade for each style.</li> <li>✓ Discuss the key features of each style including RADS.</li> <li>✓ Discuss the features of production associated with each style including: the aural setting (music) and costumes worn by the dancers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall key facts and information about 'The Nutcracker' and Matthew Bourne.</li> <li>✓ Describe the story of The Nutcracker in detail.</li> <li>✓ Identify the key RADS associated with each of the different characters.</li> <li>✓ Identify the key themes in the work and explain how these are communicated through the choreography and features of production.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the key components that make up a cheerleading routine.</li> <li>✓ Describe the different categories of cheerleading and identify their stylistic features.</li> <li>✓ Define choreographic devices and identify where these are used in cheerleading routines.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Select appropriate RADS for choreography based on a range of different sporting contexts.</li> <li>✓ Select and apply appropriate choreographic devices.</li> </ul>

## Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Key Knowledge/Skills:</b> Stimuli that can be used as a starting point for choreography including: music, themes/ideas, props, artwork and texts.</p> <p>How to develop different ideas from a stimulus.</p>	<p><b>Key Knowledge/Skills:</b> Musical Theatre and the different genres of musical: book, jukebox, concept, rock/pop etc.</p> <p>Further develop knowledge of features of production.</p>	<p><b>Key Knowledge/Skills:</b> Study of 'Swansong' by Christopher Bruce.</p> <p>Exploration of the narrative and key themes within the work, and how these are communicated through the choreography and features of production including: set, lighting, costume, props, aural setting.</p>	<p><b>Key Knowledge/Skills:</b> Urban dance styles. Exploration of hip hop, popping and locking, krumping, breaking, voguing* and waacking*.</p> <p>*Developing knowledge of the links between these styles and the LGBTQ community.</p>	<p><b>Key Knowledge/Skills:</b> Dance styles from around the world: Bollywood (India), Capoeira (Brazil), Haka (New Zealand), Gumboots (Africa).</p> <p>The historical and social context of each style.</p>	<p><b>Key Knowledge/Skills:</b> Dance styles from around the world: Flamenco/Tango (Spain), CanCan (France), Samba (Brazil), Waltz (Austria).</p> <p>The historical and social context of each style.</p>
<p><b>Recovery:</b> Essential Knowledge from previous term(s) that needs revisiting</p>	<p>Working from different stimuli (from A Sporting Chance).</p> <p>Skill such as communication, leadership and the ability to work as part of a group.</p> <p>How to safely incorporate props within choreography.</p>	<p>RADS – in particular, gestures.</p> <p>How to use RADS effectively to communicate a narrative, for example: through the use of different dynamics.</p> <p>Expressive skills and how to apply these within performance.</p>	<p>What repertoire is.</p> <p>Key vocabulary in relation to dance appreciation (critical appreciation of own and professional work.)</p>	<p>Key RADS and how these differ across different styles of dance.</p> <p>Historical and social contexts of each of the different styles.</p> <p>Expressive skills and how to apply these within performance.</p>	<p>Key RADS and how to select and apply relevant RADS dependant on the style.</p> <p>Historical and social and cultural contexts of each dance style.</p> <p>Expressive skills and how to apply these effectively within performance.</p>	<p>Key RADS and how to select and apply relevant RADS dependant on the style.</p> <p>Historical and social and cultural contexts of each dance style.</p> <p>Expressive skills and how to apply these effectively within performance.</p>
<p><b>Assessment:</b></p> <p><u>KS3 Dance Assessments take place at the end of every half-term.</u></p>	<ul style="list-style-type: none"> <li>✓ Identify the different stimuli that can be used as a starting point for choreography.</li> <li>✓ Describe different dance ideas in response to a range of different stimuli.</li> <li>✓ Explain selection and use of RADS in relation to different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify the different types of musical.</li> <li>✓ Describe and explain the stylistic features of musical theatre.</li> <li>✓ Describe different features of production and explain how they support the dance idea.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall key facts and information about 'Swansong' and Christopher Bruce.</li> <li>✓ Identify the key RADS used in the choreography.</li> <li>✓ Identify the key themes in the work and explain how these are communicated through the choreography and features of production.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall key facts and information about each of the different styles.</li> <li>✓ Identify the stylistic features of each Urban dance style.</li> <li>✓ Explain how Voguing and Waacking are connected to the LGBTQ community.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall key facts and information about the historical and social context of each style.</li> <li>✓ Identify the key RADS associated with each of the different styles.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recall key facts and information about the historical and social context of each style.</li> <li>✓ Identify the key RADS associated with each of the different styles.</li> </ul>

## Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content:</b> <b>Priority Essential knowledge and skills</b> that will be taught.	<b>Key Knowledge/Skills:</b> Developing dance technique.	<b>Key Knowledge/Skills:</b> Developing dance technique.  Workshops in different styles of dance: Ballet, Contemporary, Hip Hop, Commercial, Musical Theatre and Jazz.	<b>Key Knowledge/Skills:</b> Whole-class performance piece to develop knowledge and understanding of the choreographic process.	<b>Key Knowledge/Skills:</b> Whole-class performance piece to develop knowledge and understanding of the choreographic process.	<b>Key Knowledge/Skills:</b> Choreography workshops.  Developing the ability to create own work.	<b>Key Knowledge/Skills:</b> Choreography workshops.
<b>Recovery:</b> Essential Knowledge from previous term that needs revisiting	Safe working practices in dance (process and in performance.)  Stylistic features of different dance styles.  Physical, technical and expressive skills – their definitions and how to develop these in practice.	Dance styles from around the world and their stylistic features.  Social, historical and cultural contexts of each style.  Physical, technical and expressive skills – their definitions and how to develop these in practice.	Principles of choreography – how to develop ideas from a stimulus, selecting appropriate RADS, how to structure a piece of choreography.  The importance of the rehearsal process.  Applying physical, technical and expressive skills.	Principles of choreography – how to develop ideas from a stimulus, selecting appropriate RADS, how to structure a piece of choreography.  The importance of the rehearsal process.  Applying physical, technical and expressive skills.	Principles of choreography – how to develop ideas from a stimulus, selecting appropriate RADS, how to structure a piece of choreography.	Principles of choreography – how to develop ideas from a stimulus, selecting appropriate RADS, how to structure a piece of choreography.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>✓ Describe safe dance practices referring to process and product.</li> <li>✓ Identify, describe and explain physical, technical and expressive skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify, describe and explain the stylistic features of each style.</li> <li>✓ Describe/explain the social, historical and cultural contexts of each style.</li> <li>✓ Identify, describe and explain physical, technical and expressive skills appropriate to each dance style.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ability to select and apply relevant physical, technical and expressive skills within rehearsal and performance.</li> <li>✓ Ability to demonstrate rehearsal discipline and collaboration skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ability to reflect on own performance: identifying strengths/areas for improvement and what they most enjoyed/found most challenging.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ability to choreograph dances in response to different stimuli.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ability to select and apply relevant movement vocabulary.</li> <li>✓ Knowledge and understanding of how to cater to a target audience.</li> </ul>

## Recovery Curriculum Overview for Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Curriculum Content:</b>  <b>Priority Essential knowledge and skills</b> that will be taught.	<b>Key Knowledge/Skills:</b> Developing dance technique and performance skills - preparation for a dance audition.	<b>Key Knowledge/Skills:</b> CAPA229: Ensemble Dance  Developing appropriate knowledge and technical dance skills in a chosen dance style. Performing short sequences in this style.	<b>Key Knowledge/Skills:</b> CAPA2229: Ensemble Dance  Final performance(s) in chosen dance style.  Reflecting on own performance.	<b>Key Knowledge/Skills:</b> CAPA2229: Ensemble Dance  Final performance(s) in chosen dance style.  Reflecting on own performance.	<b>Key Knowledge/Skills:</b> Preparation for a Live Performance (Mock)  Researching performance ideas, exploring personal aims and image, equipment, Health and Safety, selecting and applying appropriate dance repertoire for the performance, dance techniques.	<b>Key Knowledge/Skills:</b> Preparation for a Live Performance (Mock)  Performance skills, communication skills, Live performance production/management.  Reflecting on mock Live Performance.
<b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.	Knowledge and understanding of principles of choreography.	Technical and physical dance skills. Definitions and how to apply these within performance.	Performance skills in dance. Definitions and how to apply these within performance.	Performance skills in dance. Definitions and how to apply these within performance.	Research skills. Generating ideas from a stimulus. Principles of choreography.	Health and safety. Repertoire. Evaluation skills.
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>✓ Perform a dance audition and demonstrate key skills</li> <li>✓ Reflect on own performance within the dance audition.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 1.1 Work collaboratively to rehearse a dance piece.</li> <li>✓ 1.2 Perform in the chosen dance genre demonstrating:               <ul style="list-style-type: none"> <li>-Knowledge and understanding of the technique and technique and vocabulary of the chosen genre</li> <li>-Co-ordination</li> <li>-Musicality</li> <li>-Physical awareness and control</li> <li>-Spatial awareness.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ 2.1 Reflect on the performance and their own contribution and identify strengths and areas for development.</li> <li>✓ 2.2 Describe what they most enjoyed and found most challenging about the style.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 2.1 Reflect on the performance and their own contribution and identify strengths and areas for development.</li> <li>✓ 2.2 Describe what they most enjoyed and found most challenging about the style.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 1 Be able to plan for a live performance.</li> <li>✓ 2 Be able to demonstrate the skills for a live performance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 3.1 Review performance in the light of feedback.</li> <li>✓ 3.2 Suggest ways to improve future performances.</li> </ul>

## Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Curriculum Content:</b></p> <p><b>Priority Essential knowledge and skills</b> that will be taught.</p>	<p><b>Key Knowledge/Skills:</b> Preparation for a Live Performance.</p> <p>Researching performance ideas, exploring personal aims and image, equipment, Health and Safety, selecting and applying appropriate dance repertoire for the performance, dance techniques.</p>	<p><b>Key Knowledge/Skills:</b> Rehearsing for a Live Performance.</p> <p>Describing personal aims, proposing ideas for the dance performance, work with others to plan and rehearse the performance.</p>	<p><b>Key Knowledge/Skills:</b> Rehearsing for a Live Performance.</p> <p>Produce a production plan to meet the needs of an agreed brief, analyse Health and Safety issues in the context of a live performance. Work with others to plan and rehearse the performance.</p>	<p><b>Key Knowledge/Skills:</b> Final Live performances.</p> <p>Work with others to rehearse the performance, present the performance to a target audience, demonstrate dance skills during the performance.</p>	<p><b>Key Knowledge/Skills:</b> Reflecting on Live Performance.</p> <p>Review live performance in light of feedback.</p> <p>Suggest ways to improve future performances.</p>	<p><b>Key Knowledge/Skills:</b> Reflecting on Live Performance.</p> <p>Review live performance in light of feedback.</p> <p>Suggest ways to improve future performances.</p>
<p><b>Recovery:</b> Essential Knowledge from previous term that needs revisiting.</p>	<p>Communication skills. Evaluation skills – setting targets for improvement.</p>	<p>Research skills. Own image. Health and Safety. Repertoire. Dance techniques.</p>	<p>Personal aims. Rehearsal skills.</p>	<p>Production planning. Health and Safety.</p>	<p>Target audience. Rehearsal skills. Dance skills.</p>	<p>Evaluation skills – identifying strengths and areas for improvement. Setting targets to improve.</p>
<p><b>Assessment:</b></p>	<p>✓ 1.1 Describe personal aims in relation to the live performance including: own image, repertoire and audience expectation.</p>	<p>✓ 1.2 Propose ideas for the performance that incorporates your chosen discipline (dance.)</p>	<p>✓ 1.3 Produce a production plan to meet the needs of an agreed brief.</p> <p>✓ 1.4 Analyse Health and Safety issues in the context of a live performance.</p>	<p>✓ 2.1. Work with others to plan and rehearse the performance.</p> <p>✓ 2.2 Present a performance to a target audience.</p> <p>✓ 2.3 Demonstrate dance skills during the performance</p>	<p>✓ 3.1 Review performance in light of feedback.</p> <p>✓ 3.2 Suggest ways to improve future performances.</p>	<p>✓ 3.1 Review performance in light of feedback.</p> <p>✓ 3.2 Suggest ways to improve future performances.</p>