

Year 7 Dance

| Term | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|--|--|--|--|---|---|---|
| <p>1</p> <p>Theme- Identity Topic- Choreographic Devices</p> <p>SMSC- Communication Team work Moral value</p> | <p>Ice breakers Introduction to the space, changing and necessary health and safety rules.</p> <p>Cover the elements of a warm up.</p> | <p>What is a warm up? Identity- Discuss their own fitness and lifestyle</p> <p>Preparation for the baseline assessment. The elements and order of a successful warm up. 32 counts of movement.</p> | <p>Baseline assessment Performance to show the order of a successful warm up. Completion of trackers/MRI's. Teacher assessment PM1-PM3 PC1-PC3</p> <p>Isolation Identity- Create motif using the letters of their name</p> | <p>Choreographic Devices Pupils routine- Choreograph 16 counts of isolation movement (Groups 4/5)</p> <p>Introduce Choreographic Devices- Levels/ formations/unison</p> <p>Add two of each of these into your choreography.</p> | <p>Choreographic Devices Teacher to introduce the remaining devices- Dynamics and Canon. Two of each into their choreography.</p> <p>Isolation Pupils to perform to peers for feedback.</p> <p>Peer assessment PM1-PM3 PC1-PC3 CSCD1-CSCD3 Completion of trackers/MRI's.</p> | <p>Choreographic Devices Summative assessment.</p> <p>Using the Choreographic Devices performance a motif of isolated movement.</p> <p>Teacher assessment PM1-PM3 PC1-PC3 CSCD1-CSCD3</p> <p>MRI's.</p> |
| <p>2</p> <p>Theme- Identity Topic-Characterisation</p> <p>SMSC- Communication Team work Moral value</p> | <p>Characterisation: Nutcracker</p> <p>Youtube clip, gobstoppers. Identity- Taking on another characters identity How do we show a character and another person's identity through dance? Teacher routine Groups of 3/4.</p> | <p>Characterisation</p> <p>Continue to learn choreography.</p> <p>Pupils perform to another group to check the choreography and dynamics of the characters.</p> | <p>Characterisation</p> <p>Finalise choreography ready for peer assessment next lesson.</p> <p>Use of IPAD for self-assessment.</p> | <p>Characterisation</p> <p>Recap and refine.</p> <p>Peer assessment PM1-PM3 PC1-PC3 CSC1-CSC4 MRI's.</p> | <p>Characterisation</p> <p>Work on feedback from peer assessment to make progress. Check confidence and characterisation throughout routine.</p> | <p>Characterisation</p> <p>Summative assessment.</p> <p>Teacher assessment PM1-PM3 PC1-PC3 CSC1-CSC4 MRI's. Review of summative assessment, filling in tracker sheet.</p> |