unit       to       to       to       to       to       to         Number of the set o	DANCE	Autumn Term		Spring term		Summer term	
Name         Name         Description         Description         Description           Name         And a	Year 7	1	2	3	4	5	6
Ning add     Rouge status     Config sta	Topic Summary	НАКА		BOLLYWOOD		MUSICAL THEATRE	
Aussign Definition of the second of the s		Being creative- Creating own choreography to add		Creating Independence- Being confident to		Creating Ambition- Exposing students to this new	
Name     And Mandel Society Loss in the second	<b>u</b>	on to the class Haka		rehearse and choreograph independently instead of		genre, eliminating negative perceptions and	
Instrumentary Barriero     Instrumentary Barriero     Instrumentary Barriero     Instrumentary Barriero     Instrumentary Barriero       New Section     Construmentary Barriero     Section Sect		Acquiring knowledge- learning the phrase and		teacher led Mastery of Learning- Ensuring the		promoting positive ones	
Index and the second		researching into what a Haka is		Bollywood basic technique is mastered in a		Not Fearing failure- Understanding that musical	
Interpreter of lease, building and provide states and		-		sequential way before moving on to more advance		theatre is a powerful way to improve self confidence	
Interpretation     Interpretation     Interpretation     Interpretation       Interpretation     Sciently ling in each scient order in the interpretation     Sciently ling in each scient order interpretation     Sciently ling in each scient order intea						and build on dance technique, which will in turn lead	
Inclusion     Inclusion     Inclusion       Networkship     Onlyng to get to				Development of literacy- Students will learn how to		to a better performance	
Interfacient Construction     I				write movements using action, space and dynamics		Change the world- Students to gain an	
Nonloging Shadaling         Onlight and big using the data is used and information of the second and informatio of the secon						understanding of how musical theatre enhances the	
Bit water wat						economy	
Bit water wat	Developing Character	Curricality, Union the union to curricat and envioret		Mindfulness Dains mindful of this sulture and its		Calf annuance Confidence to conform in front of	
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Internet witten in a working in the working in th				Self Control- Being able to lead others in small			
Internet sector     Before sector     Be						towards the musical theatre style	
Lethic constitution, budy list for constraints within a low list of the list of the constraints within a low list of the l				Gratitude- Showing we are thankful for other			
Interstelling     Inte		positive competition, being kind to our opponents		cultures sharing their dance movements with us			
Automaticational indexeduations by building		······		······································			
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International spectra state of the reduction of the reductio	Understanding Diversity			No limits to your destination- Challenging students			
And on the second in the second where and produced by the second is and the second where and produced by the second is and the second second is and the second is		ceremonial dance Understanding Democracy-		knowledge and mindset with Bollywood, getting			
<ul> <li></li></ul>		Making students aware of their individual rights and		students to understand that in India Bollywood is		Awareness of where you live- Giving students	
Located Personal in the calculate cancel       advantage on calculate and calculate cancel       Respecting Neural space is advantage on calculate and calculate advantage on calcul		why the Haka comes into this, understanding the		their way of sharing a story just like we do through		information on what theatrical/dance groups are	
Altery Reading with montaneous latery share have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by have been by the base of a distance of the second by the base of the second by the base of the second by the base of the sec		diversity within rituals within different cultures for		books Understanding mental and physical		available to them within this area	
beside for the factor of the control with the factor of		example the rituals in the catholic church		diversity- considering how various groups can		Respecting human rights- Students to understand	
Los     Los     Interface		Understanding environmental diversity- Students		participate in this genre (chair dance)		that everyone is free to an opinion within life, for	
Autor     Attracts a defer in overrete, using be vised     Wittig be deferret investrete, ling be vised       Azeroy Fassing, Davy     Mittig be deferret investrete, using be vised     Wittig be deferret investrete, ling be vised       Salady, Careers     Budens when you go and wittig be vised     Budens when you go and wittig be vised       Anial and Physical Wittig be deferret investrete, ling be vised     Budens when you go and wittig be deferret investrete, ling be vised       Anial and Physical Wittig be deferret investrete, ling be vised     Patent when you go and wittig be deferret investrete, ling be vised       Anial and Physical Wittig be deferret investrete, ling be vised     Patent when you go and wittig be deferret investrete, ling be vised       Anial and Physical Wittig be deferret investrete, ling be vised     Patent when you go and wittig be vised       Constructure Used     Patent when you go and wittig be vised     Patent when you go and wittig be vised       Constructure Used     Patent when you go and wittig be vised     Patent when you go and wittig be vised       Constructure Used     Patent when you go and wittig be vised     Patent when you go and wittig be vised       Constructure Used     Patent when you go and wittig be vised     Patent when you go and wittig be vised       Constructure Used     Patent when you go and wittig be vised     Patent when you go and wittig be vised       Constructure Used     Patent when you go and wittig be vised     Patent when you go and wittig be vised       Co							
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Annual Mediang         Instrume						different characters and how each person is free to	
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Autom         Autom <th< td=""><td>Eneracy reading, oracy</td><td>te a vocal chant to enhance the piece</td><td></td><td>etartere</td><td></td><td>presentations</td><td></td></th<>	Eneracy reading, oracy	te a vocal chant to enhance the piece		etartere		presentations	
Image: Insight insight in the commonit dature that is performed if the section tha		ne a vocal chant to chilance the piece		Starters		presentations	
Image: Insight insight in the commonit dature that is performed if the section tha							
Image: Insight insight in the commonit dature that is performed if the section tha	Gateby Caroore	Students who wish to pursue a career in sport will		Students who may want a career in dance would use		Students who may want a career in theatre will see	
Image: specified at the start of each match         Image: spe	Gatsby, Careers						
And and Physical Mole long         Name up, explorated Adle, confidence and mental adle, group avork         Marm up,				and and their experience.			
Access         Addim generation         Building exercises, audience awarness           conso-Curricular Links         P.E. Geography, History, Load context, RSHC- base of an addimited biology         ExP. Geography, SINSC-Culturalispinitual         Orans. nume; SINSC- spinitual         Orans. nume; SINSC- spinitual           Dirter Curriculum Apects         Orans. nume; SINSC- spinitual         Dirter Curriculum Apects         School ability         School ability <td></td> <td>performed at the start of each match</td> <td></td> <td></td> <td></td> <td>rounded performer.</td> <td></td>		performed at the start of each match				rounded performer.	
Access         Addim generation         Building exercises, audience awarness           conso-Curricular Links         P.E. Geography, History, Load context, RSHC- base of an addimited biology         ExP. Geography, SINSC-Culturalispinitual         Orans. nume; SINSC- spinitual         Orans. nume; SINSC- spinitual           Dirter Curriculum Apects         Orans. nume; SINSC- spinitual         Dirter Curriculum Apects         School ability         School ability <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>							
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Drose-Curriculur Links       P.E. Geography. History. Load context, RNEC. septing the drop that has the performance skills, and context and the septing the drop that has the performance skills, and context and the septime has the performance skills, state-Curriculur Aspects       Danes. Line       Danes. Line <thdanes. line<="" th="">       Danes. Line<td></td><td></td><td></td><td></td><td></td><td></td><td></td></thdanes.>							
keeping fie body tij and besty, SNSC- bare Curricular uitagential worden Aspects     Chronoppenting fieldoort is final and all status     Chronoppenting fieldoort is status     Chronoppenting fieldoort is statusstatus     Chronoppentin	Cross-Curricular Links	P.F. Geography History Local context, RSHE-		E&P Geography SMSC-Cultural/spiritual			
Conception         Concept		keeping the body fit and healthy, SMSC-				,,	
Chrosography, physical skills, performance skills, merital skills, deformance skills, meri		cultural/spiritual					
actor, space, dynamics and relationships         other computing Enclosis	Other Curriculum Aspects	Choreography, physical skills, performance skills,		Expressive skills, performance skills, mental skills		Physical, expressive, performance and mental skills,	
Dance Lve       Dance Lve       School show         Vertex       Loberstand wy the Hala is performed       I. A loberstand wy the Hala is performed and the sace Bolywood step show of the students to learn bus able bolywood movements during the		action, space, dynamics and relationships					
vant the students to learn/be able to learn	Extra-Curricular Links	Dance Live		Dance Live		School show	
vant the students to learn/be able to learn	Precise Learning Endpoints What we	1. Understand why the Haka is performed					
evergin       2. Apy operative kills such as too, mutakity and social point with a batter of the strengt of the stre	want the students to learn/be able to	2. Perform the Haka with confidence and precision				1. Show a positive mindset towards musical theatre	
Image: Projection       3. That Bodywood movements devie from Lod Bitva       3. Perform a pack of musicil deviet with metal kills such as contained and contention of the set of musicil deviet with metal kills such as contained and contention of the set of musicil deviet from Lod Bitva       3. Perform a pack of musicil deviet from Lod Bitva         ANCE       Autumn Term       Sping term       Sping term       Set of the set of musicil deviet from Lod Bitva       Set of the set of musicil deviet from Lod Bitva       Set of the set of musicil deviet from Lod Bitva       Set of the se		<ol><li>Apply physical skills such as posture, stamina and</li></ol>		precision 2 Appy expressive skills such as focus, musicality and		<ol> <li>Critically discuss thoughts and feelings towards a piece of musical theatra.</li> </ol>	
Autom Term       Control Holds       Control Holds <td></td> <td></td> <td></td> <td>projection</td> <td></td> <td><ol><li>Perform a piece of musical theatre with mental skills such as</li></ol></td> <td></td>				projection		<ol><li>Perform a piece of musical theatre with mental skills such as</li></ol>	
Autom     Autom Term     Spring term     Autom Term     Summer term       Ger 6     1     2     3     4     5     6       Ope Summary     URBATY OF fairing failure-Students to perform with a complete hyse stepping the basic updan (section of heathy saint) and the perform with a complete hyse stepping the basic updan (section of heathy saint) and update the performance and getting down with the gene and getting down diversity went from her stress to millions     Contractor the down down diversity went from the stress down diversity went from and down diversity better and diversity of the down diversity went from and down diversity better and diversity better and diversity went from and down diversity better and diversity better and diversity better and dincontex. The state data frow diversity w				3. That Bollywood movements derive from Lord Shiva		confidence, commitment and concentration	
Cert B       1       2       3       4       5       6         Opic Summary       URBAN       FITNESS       Interval       FITNESS       Interval       Changing three Students to perform with a completely new tyle, students and peting down' with the genre many of the ornfort come and getting down' with the genre makes and getting down' with genre makes and getting down' withe g							
Cert B       1       2       3       4       5       6         Opic Summary       URBAN       FITNESS       Interval       FITNESS       Interval       Changing three Students to perform with a completely new tyle, students and peting down' with the genre many of the ornfort come and getting down' with the genre makes and getting down' with genre makes and getting down' withe g							
Cert B       1       2       3       4       5       6         Opic Summary       URBAN       FITNESS       Interval       FITNESS       Interval       Changing three Students to perform with a completely new tyle, students and peting down' with the genre many of the ornfort come and getting down' with the genre makes and getting down' with genre makes and getting down' withe g							
URBAN         URBAN         CURRENT AFFAIRS         FITNESS           Thinking Hard         Not setaring failures: Students to perform with a completely new syle, stepping out of their comfort zone and getting down' with the genere digetting down' with the genere diverse digetting down' with the genere diverse d		Autumn Term		Spring term		Summer term	
Thinking Hard         Not fearing failure-Students to perform with a completely new style, students and perform of completely new style, students and perform of completely new style, students and perform for completely new style, students and perform the issue         Acquiring knowledge-Researching into specific topics to broaden their knowledge and stowing them to have a deeper connection with the issue         Changing the world-Engaging primary school students and perform of Luteracy-Broadent of build and explore and optiming their knowledge and stowing them to build and explore and on to more advance steps.         Changing the world-Engaging primary school students and perform to full theracy-Broadent of build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore and period to the steps to build and explore their own fitness video         Curicity - By researching into the task and taking on a role students become this character and period to a high quality and ask for help when needed Optimism- for students to have a positive working middlu of other people's views and opinors when locking into the different topics.         Self Control-Working callaboratively with pers to create a PowerPoint that is suitable for a primary audience Kindnesse-Working as a team and being kind understanding with pers send	Year 8	1	2	3	4	5	6
Thinking Hard       Not fearing failure-Students to perform with a completely new syle, stepping out of their comfort comparing the world-Engaging primary school students and getting down' with the genre Mastery of learning-Ensuring the basic urban technique is mastered in a sequential way before moving on to more advance steps.       Changing the world-Engaging primary school students and getting them to understand the benefits of healthy eating and exercise Development of Libracy-Encodent to build and explore a range of action steps, pedestrian movements, patterns and space to show their current affair in its correct light.       Changing the world-Engaging primary school students and beenefits of healthy eating and exercise Development of Libracy-Encodedge of how to a adjust language for different audiences. Creating infoomed the streets to millions         Developing Character       Grif-Encouraging students to use grif to preserve, perform to a high quality and ask for help when needed Optimism- for students to have a positive working and options when locking into the easing and options when locking into the people's views and options when locking into the different their people's views and options when locking into the different their people's views and options when locking into the different their people's views and options when locking into the different their people's views and people steps and working a groups stored with peers their speech.	Topic Summary						
completely new syle, stepping out of their controt       topics to broaden their knowledge allowing them to       students and getting them to buildestand the benefits         Mastery of learning-Ensuring the basic urban       base a deper connection with the issue       Being Creative- Using their research to build and       students and getting them to indestand the benefits         moving on to more advance steps.       Creating ambition- seeing how diversity went from       the streets to millions       for all the streets to millions       students and getting them to indestand the benefits         Developing Character       Grit- Encouraging students to use grit to preserve, more and young students to have a positive way and before and getting them to students to have a positive way and working in groups       or all the issue students become this character and perform movements to represent their speech.       Self Control-Working collaboratively with peers to create a PowerPoint that is suitable for a primary and opticing and before and peers on people's views and opting the research to buils and questing them to indestand the benefits of the served before and the students become this character and peers on people's views and opting and options when looking into the different topics of Grit their served before and peers on people's views and opting the served before and opting and options when looking into the different topics of Grit thue served before appendice.       Self Control-Working collaboratively with peers to create a PowerPoint that is suitable for a primary audience Kindness- Working as a team and being individ on the people's views and options when looking in the different topics of Grit thue served before appending their peoces in front of the class.       S	Thinking Hard	Not fearing failure- Students to perform with a		Acquiring knowledge- Researching into specific		Changing the world- Engaging primary school	
zone and 'getting down' with the gener       have a deeper connection with the issue       of healthy eating and exercise Development of         How they of learning-Exercising the basic urban technique is mastered in a sequential way before moving on to more advances steps.       of healthy eating and exercise Development of adjust language for different audiences. Creating movements, patterns and space to show their current affair in its correct light.       Uitracy-Eroadement of adjust language for different audiences. Creating movements, patterns and space to show their current affair in its correct light.         Developing Character       Grft-Encouraging students to use grift to preserve, perform to a high quality and ask for hely when needed Optimism- for students to have a positive working mindset when learning the chroeography and working in groups       Self Control-Working collaboratively with peers to create a PowerPoint that is suitable for a primary audience Kindness Working as a team and being kind and understanding with peers		completely new style, stepping out of their comfort		topics to broaden their knowledge allowing them to		students and getting them to understand the benefits	
Mastery of learning-Ensuring the basic urban technique is mastered in a sequential way before moving on to more advance steps. Creating patibiton-sees       Being Creative-Using their research to build and explore a range of action steps, pedeetstian movements, patterns and space to show their current affair in its correct light.       Literacy-Broadening their knowledge of how to adjust language for different audiences. Creating independences. Students will be working in groups to produce their own fitness video         Developing Character       Grit- Encouraging students to use grit to preserve, perform to a high quality and ask for help when needed Optimism- for students to have a positive working mindset when learning the choreography and working in groups       Curiosity- By researching into the task and taking on a role students become this character and perform novements to represent their speech. Mindfulness- Edit the propile's views and opinons when looking into the different upicits Gratitude- Being thankful for the news and how we       Self Control-Working collaboratively with peers to create a PowerPeint that is suitable for a primary audience Kindness- Working as a team and being kind and understanding with peers show we and being kind and understanding with peers.		zone and 'getting down' with the genre		have a deeper connection with the issue		of healthy eating and exercise Development of	
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moving on to more advance steps.       movements, patterns and space to show their       independence-Students will be working in groups         Creating ambition-seeing how diversity went from the streets to millions       for the streets to millions       independence-Students will be working in groups         Developing Character       Grit-Encouraging students to use grit to preserve, perform to a high quality and ask for help when needed Optimism- for students to have a positive working and yorking and y		technique is mastered in a sequential way before		explore a range of action steps, pedestrian		adjust language for different audiences. Creating	
Creating ambition-seeing how diversity went from       current affair in its correct light.       to produce their own fitness video         Developing Character       Grit-Encouraging students to use grit to preserve, perform to a high quality and ask for help when needed Optimism- for students to have a positive working mindset when learning the choreography and working in groups       Curiosity- By researching into the task and taking on a role students become this character and perform to be high quality and ask for help when needed Optimism- for students to have a positive working mindset when learning the choreography and working in groups       Self Control-Working collaboratively with peers to create a PowerPoint that is suitable for a primary audience Kindness Working as a team and being kind and understanding with peers		moving on to more advance steps.		movements, patterns and space to show their		independence- Students will be working in groups	
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needed Optimism- for students to have a positive     perform movements to represent their speech.     audience Kindness- Working as a team and being kind and understanding with peers       working mindset when learning the choreography and working Ingroups     Mindfulness- Eing mindful of other people's views     kind and understanding with peers       and opinions when looking into the different topics     Self assurance- Students to be self assured when Graftude- Being thankful for the news and how we     performing their pieces in front of the class.	Developing Character	Grit-Encouraging students to use grit to preserve,		Curiosity- By researching into the task and taking		Self Control-Working collaboratively with peers to	
working mindset when learning the choreography and working In groups     Mindfulness- Being mindful of other people's views     kind and understanding with peers       and working In groups     and optimises when looking into the different topics     Self assurance- Students to be self assured when performing their pieces in front of the class.		perform to a high quality and ask for help when		on a role students become this character and		create a PowerPoint that is suitable for a primary	
and working In groups and opinions when looking into the different topics Self assurance-Students to be self assured when Gratitude-Being thankful for the news and how we performing their pieces in front of the class.		needed Optimism- for students to have a positive		perform movements to represent their speech.		audience Kindness- Working as a team and being	
Gratitude- Being thankful for the news and how we performing their pieces in front of the class.		working mindset when learning the choreography		Mindfulness- Being mindful of other people's views		kind and understanding with peers	
		and working In groups		and opinions when looking into the different topics		Self assurance- Students to be self assured when	
are lucky to know what's going on in the world						performing their pieces in front of the class.	
				are lucky to know what's going on in the world			

Understanding Diversity	Respecting Human rights- When looking at this		Awareness of where we live- We will be looking		Understanding mental and physical diversity-	
Understanding Diversity	genre students need to be aware that every person		into not only world affairs but ones that are within our		Acknowledge that every students life is different and	
	genre students need to be aware that every person		into not only world analis but ones that are within our		Acknowledge that every students life is unletent and	
	has freedom from discrimination, right to express		area. Students will need to engage and explore the		people have contrasting barriers to learning, looking	
	themselves in different ways and the right to belief,		surrounding area to support their movement.		at online blogger Jordan and his fitness journey	
	the black lives matter campaign and the story of		Understanding democracy- How the news can		Acquiring cultural capital- Students to see how this	
	George Floyd No limits to your destination-		manipulate people's thoughts and feelings, how		unit could enhance their overall knowledge of	
	Looking at how Diversity have risen Understanding		these could be conveyed through movement, using		physical education	
	Looking at now Diversity have lisen onderstanding		these could be conveyed through movement, using		physical education	
	environmental diversity- Students to consider how		the COVID/Vaccine scaremongering as an example-			
	urban areas could be linked to the urban dance		how has it affected different countries, comparing the			
	genre, has it come from the depths of Chicago or the		tabloids (The sun) and broadsheets (The times) on			
	slums of new York. Looking at the perspectives of		how they 'talk' to the pubic			
	different cultures and how they interpret 'urban'		Being a world citizen- Understanding how the world			
			being a world chizeri- onderstanding now the world			
	dance depending on where they live		can affect our everyday life			
Literacy Reading, Oracy	Writing the different movements		Writing the different movements		Reading texts about fitness, formal presentations to	
Enoraby Houding, Oraby	thang the uncreated notes include		Thinking the different motoritation		present work	
0.1.1. 0	At the base of the second seco					
Gatsby, Careers	Students who may want to pursue the arts options pathway would benefit from this genre				Students who may want to pursue the options pathway of PE/PT would benefit from understanding	
	pathway would benefit from this genre				pathway of PE/PT would benefit from understanding	
					why fitness is important	
Manager and Photos and a state of the state	and a second		and the second second second second		hard the set from the large states and the	
Mental and Physical Well-being	warm up, positive mindset,		warm up, positive mindset		health and fitness, balanced diet	
Cross-Curricular Links	Geography, music, drama, IT, SMSC- cultural,		IT, Geography, History, Science, English, drama,		P.E, Science, food tech, IT, RSHE-Healthy lifestyle	
	RSHE- beliefs and opinions		SMSC- spiritual/cultural and social		· · · · · · · · · · · · · · · · · · ·	
Other Curriculum Aspects	Learning a routine, methods of Action, space,	1	Expressive, mental and physical skills,		Fitness regimes, healthy eating, presenting to	
outor outrioutum Aspects			chorocaraphy toor well second 17		voundor audionary presenting to	
E LE A LE LE LE LE	dynamics and relationships		choreography, team work, research, IT		younger audience	
Extra-Curricular Links	Dance live		Dance Live		School show	
Precise Learning Endpoints What we						
want the students to learn/be able to	<ol> <li>Apply action, space and dynamics into their choreography</li> <li>Perform a professional phrase with confidence and precison</li> </ol>		<ol> <li>Know what current affairs are happening in the world</li> </ol>		1. Know the importance of fitness 2. Engage a younger audience using different language	
	2. Perform a professional phrase with confidence and precison		<ol><li>Create a piece of choreography using a stimulus</li></ol>		2. Engage a younger audience using different language	
	3. Write the movements using the correct terminology		3. Use choreographic devices to enhance thier piece		3. State what healthy eating is and why our bodies need it	
DANCE	Autumn Term		Spring term		Summer term	
Year 9	Autumniterin		oping term		Summerterm	
		2	3	4	5	0
Topic Summary	Ballet	Hip- Hop	Musical Theatre	Тар	Lyrical Modern	Jazz
Thinking Hard	Mastery of Learning Ensuring the basic ballet	Changing the World- Linking this unit to Black	Not Fearing failure- Students will embark on a new	Being creative- Tap is a dance form that can be	Creating independence- Students will need to be	Creating Ambition- Students will learn a Jazz
	technique is mastered in a sequential way before	History Month getting students to understand racism	venture adding vocals and drama to their dance	very tricky, students will need to add their own	able to be confident in working independently on	number with the chance of performing the piece at
	moving on to more advance steps.	through movement and research	performance pieces.	creative flair to enhance their knowledge of this	their solo composition	the dance showcase, giving them motivation to
	Development of Literacy- students will learn how to	Acquiring knowledge- Students to gain insight into		genre		perform to their very best ability
	write ballet enchainments using the French	Black lives matter campaign		3		· · · · · · · · · · · · · · · · · · ·
	terminology	Diack investmatter campaign				
Developing Character	Optimism- To change students minds about ballet	Mindfulness- Working with students to get them to	Self- Assurance- Encouraging the students to have	Grit- Whilst learning the different tones, beats and	Self-Control- Students will need to use their time	Kindness- Students will face a rigorous process
	as it seems to have a 'boring' stigma	be mindful of other people's views, opinions and	faith in their abilities, to use their prior knowledge to	rhythms students will need grit to ensure they keep	wisely, plan and create a schedule to keep them on	where they will have to give constructive feedback to
	Curiosity, Allowing students to explore the genre	tolerances Gratitude, Being thankful for the works of	perform with flair and enthusiasm	going no matter how hard/how many times they		neers. They will need to use kindness in their
	Curiosity- Allowing students to explore the genre	tolerances Gratitude- Being thankful for the works of	perform with flair and enthusiasm	going, no matter how hard/how many times they	track whilst choreographing. To stop them running	peers. They will need to use kindness in their
	Curiosity- Allowing students to explore the genre and dig deeper into its important meaning	tolerances Gratitude- Being thankful for the works of Diversity and Boy Blue	perform with flair and enthusiasm	going, no matter how hard/how many times they have to do it		peers. They will need to use kindness in their approach to this.
	Curiosity- Allowing students to explore the genre	tolerances Gratitude- Being thankful for the works of	perform with flair and enthusiasm	going, no matter how hard/how many times they	track whilst choreographing. To stop them running	peers. They will need to use kindness in their
	Curiosity- Allowing students to explore the genre	tolerances Gratitude- Being thankful for the works of	perform with flair and enthusiasm	going, no matter how hard/how many times they	track whilst choreographing. To stop them running	peers. They will need to use kindness in their
	Curiosity- Allowing students to explore the genre	tolerances Gratitude- Being thankful for the works of	perform with flair and enthusiasm	going, no matter how hard/how many times they	track whilst choreographing. To stop them running	peers. They will need to use kindness in their
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Understandige Direction	Curiosity-Allowing students to explore the genre and dig deeper into its important meaning	tolerances Gratitude- Being thankful for the works of Diversity and Boy Blue	perform with flair and enthusiasm	going, no matter how hard/how many times they have to do it	track whilst choreographing. To stop them running off on a tangent	peers. They will need to use kindness in their approach to this.
Understanding Diversity	Curiosity-Allowing students to explore the genre and dig deeper into its important meaning Acquiring cultural capital- Educating students on	tolerances Gratitude-Being thankful for the works of Diversity and Boy Blue Respecting Human Rights-Showing students	perform with flair and enthusiasm	going, no matter how hard/how many times they have to do it	track whilst choreographing. To stop them running off on a tangent Being a world citizen- Using their knowledge of the	peers. They will need to use kindness in their approach to this. Awareness of where we live- Students will need to
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Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being Cross-Curricular Links Other Curriculum Aspects	Curiosity-Allowing students to explore the genre and dig deeper into its important meaning Acquiring cultural capital- Educating students on how many dance styles stem from ballet and how it is the backhone of every style. Trip to see a Ballet? Article on how ballet can change your life, how ballet around the world has change your life, how ballet around the world has change deople's views of dance French vocab, research reading into the history of ballet Students who may want a career in dance would use this unit to aid their experience. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Music, PE, SMSC- cultural Physical skills, nental skills, learning by rote	Iderances Gratitude-Being thankful for the works of Diversity and Boy Blue Respecting Human Rights- Showing students through the medium of dance that everyone has the same human rights no matter what race, profession, weath Understanding democracy. Students need to ask themselves how democracy pays an important part in BLM-looking at the story of George Floyd and what impact that has had on our society Research reading on the history of hip hop, informal oral presentation Students who may want a performing career would practice their performance skills, which are needed within the performing arts industry. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body.	Perform with flair and enthusiasm No limits to your destination- Challenging students knowledge and mindset with Musical Theate, a gene they are scared to approach head on Understanding Environmental Diversity- Can theatre banywhere? The different types of theatre from Kabuki to west end. This provides insight into musical theatre around the world giving the students different perspectives Use of speaking/singing within the musical theatre piece Students who may want a career in the behind the scenes element of theatre would benefit from this unit. They will find out how a theatre company runs their performances, the use of lighting, set and sound Warming up and cooling down, understanding the effects of different lifestyles and how different factors aftect the body Drama, music, English, SMSC- spiritual Use of ana through dance, vocal warm upflearning song by rote	going, no matter how hard/how many times they have to do it Understanding Physical and mental diversity- There are many different forms of Tap which students need to understand that none are right or wrong. Looking at how it has evolved from clogging in Amsterdam to the jazz era in New Orleans articles on tap dance history Students who may want a career in tap dance would benefit from this unit. It broadens their knowledge of tap and where/how it originated Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Music, PE, SMSC-spiritual/cultural Rhythmic structure, anatomy, physical skill	track whilst choreographing. To stop them running off on a tangent Being a world citizen- Using their knowledge of the wider world of dance, the different choreographers such as Martha Graham, Farah Khan and Avin Ailey to enhance their choreographic structure writing frames for similarities and differences <u>questions</u> Students who may want a career in contemporary dance would benefit from this wit. It broadens their knowledge of technical dance elements and how to explore the body. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. StMSC- Spiritual Structure, choreographic devices	Awaroness of where we live- Students will need to create elements for our dance showcase which means they need to know the area and the target audience. They will also need to use information from the history of Jazz aticle and the different perspectives it presented to ensure they are considering a range of different jazz sources.         Articles on the history of Jazz dance         Students who may want a career in dance would use this unit to aid their experience.         Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body.         Drama, Music, IT, English
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Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being Cross-Curricular Links Other Curriculum Aspects Extra-Curricular Links	Curiosity-Allowing students to explore the genre and dig deeper into its important meaning Acquiring cultural capital- Educating students on how many dance styles stem from ballet and how it is the backhone of every style. Trip to see a Ballet? Article on how ballet can change your life, how ballet around the world has change your life, how ballet around the world has change deople's views of dance French vocab, research reading into the history of ballet Students who may want a career in dance would use this unit to aid their experience. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. Music, PE, SMSC- cultural	Iderances Gratitude-Being thankful for the works of Diversity and Boy Blue Respecting Human Rights- Showing students through the medium of dance that everyone has the same human rights no matter what race, profession, weath Understanding democracy. Students need to ask themselves how democracy pays an important part in BLM-looking at the story of George Floyd and what impact that has had on our society Research reading on the history of hip hop, informal oral presentation Students who may want a performing career would practice their performance skills, which are needed within the performing arts industry. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body.	Perform with flair and enthusiasm No limits to your destination- Challenging students knowledge and mindset with Musical Theatre, a genre they are scared to approach head on Understanding Environmental Diversity. Can to the students of the students of the students different perspectives Use of speaking/singing within the musical theatre piece Students who may want a career in the behind the scenes element of theatre would benefit from this unt. They will find out har a theatre of lighting, set and sound Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. Drama, music, English, SMSC-spiritual Use of avertual	going, no matter how hard/how many times they have to do it Understanding Physical and mental diversity- There are many different forms of Tap which students need to understand that none are right or wrong. Looking at how it has evolved from clogging in Amsterdam to the jazz era in New Orleans articles on tap dance history Students who may want a career in tap dance would benefit from this unit. It broadens their knowledge of tap and where/how it originated Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. Wusic, PE, SMSC-spiritual/cultural	track whilst choreographing. To stop them running off on a tangent Being a world citizen- Using their knowledge of the wider world of dance, the different choreographers such as Martha Graham, Farah Khan and Avin Ailey to enhance their choreographic structure writing frames for similarities and differences <u>questions</u> Students who may want a career in contemporary dance would benefit from this wit. It broadens their knowledge of technical dance elements and how to explore the body. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. StMSC- Spiritual Structure, choreographic devices	Awaroness of where we live- Students will need to create elements for our dance showcase which means they need to know the area and the target audience. They will also need to use information from the history of Jazz aticle and the different perspectives it presented to ensure they are considering a range of different jazz sources.         Articles on the history of Jazz dance         Students who may want a career in dance would use this unit to aid their experience.         Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body.         Drama, Music, IT, English
Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being Cross-Curricular Links Other Curriculum Aspects Extra-Curricular Links Precise Learning Endpoints What we	Curiosity-Allowing students to explore the gener and dig deeper into its important meaning Acquiring cultural capital- Educating students on how many dance styles stem from ballet and how it is the backbone of every style. Trip to see a Ballet? Article on how ballet can change your life, how ballet around the world has changed people's views of dance French vocab, research reading into the history of ballet Students who may want a career in dance would use this unit to aid their experience. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Music, PE, SMSC- cultural Physical skills, nemtal skills, learning by rote Dance Live	Iderances Gratitude-Being thankful for the works of Diversity and Boy Blue Respecting Human Rights- Showing students through the medium of dance that everyone has the same human rights no matter what race, profession, weath Understanding democracy. Students need to ask themselves how democracy pays an important part in BLM-looking at the story of George Floyd and what impact that has had on our society Research reading on the history of hip hop, informal oral presentation Students who may want a performing career would practice their performance skills, which are needed within the performing arts industry. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body.	Perform with flair and enthusiasm No limits to your destination- Challenging students knowledge and mindset with Musical Theate, a gene they are scared to approach head on Understanding Environmental Diversity. Can theatre be anywhere? The different types of theatre from Kabuki to west end. This provides insight into musical theatre around the world giving the students different perspectives Use of speaking/singing within the musical theatre pice Students who may want a career in the behind the scenes element of theatre would benefit from this unit. They will find out how a theatre company runs their performances, the use of lighting, set and sound Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect theolog Drama, music, English, SMSC-spiritual Use of same torough down, toderstanding the Drama, music, English, SMSC-spiritual Drama, music, English, SMSC-spiritual Disneyland Paris dance comp	going, no matter how hard/how many times they have to do it Understanding Physical and mental diversity- There are many different forms of Tap which students need to understand that none are right or wrong. Looking at how it has evolved from clogging in Amsterdam to the jazz era in New Orleans articles on tap dance history Students who may want a career in tap dance would benefit from this unit. It broadens their knowledge of tap and where/how it originated warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Music, PE, SMSC-spiritual/cultural Rhythmic structure, anatomy, physical skill Disneyland Paris dance comp 1. Taik confidently about the history tap	track whilst choreographing. To stop them running off on a tangent Being a world citizen- Using their knowledge of the wider world of dance, the different choreographers such as Martha Graham, Farah Khan and Alvin Alley to enhance their choreographic structure withing frames for similarities and differences <u>questions</u> Students who may want a career in contemporary dance would benefit from this wit. It broadens their knowledge of technical dance elements and how to explore the body. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. Structure, choreographic devices School show 1. Use structure and unity to create a solo performance	peers. They will need to use kindness in their approach to this.         Awaroness of where we live- Students will need to create elements for our dance showcase which means they need to know the area and the target audience. They will also need to use information from the history of Jazz tarle and the different perspectives it presented to ensure they are considering a range of different jazz sources.         Articles on the history of Jazz dance         Students who may want a career in dance would use this unit to aid their experience.         Warming up and cooling down, understanding the effects of different latesyles and how different factors affect the body Drama, Music, IT, English Choreography, recapping previous genres, IT work School show         1. Recoonise and state different aural settings
Literacy Reading, Oracy Gatsby, Careers Mental and Physical Well-being Cross-Curricular Links Other Curriculum Aspects Extra-Curricular Links	Curiosity-Allowing students to explore the genre and dig deeper into its important meaning Acquiring cultural capital-Educating students on how many dance styles stem from ballet and how it is the backhown of every style. They to see a Ballet? Article on how ballet can change your life, how ballet around the world has change your life, how ballet around the world has change deople's views of dance French vocab, research reading into the history of ballet Students who may want a career in dance would use this unit to aid their experience. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Music, PE, SMSC- cultural Physical skills, mental skills, learning by rote Dance Live 1. 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They will find out how a theatre company runs their performances, the use of lighting, set and sound Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Disneyland Paris dance, vocal warm up/learning Disneyland Paris dance comp 1. Apply totesting and vocal techniques to aperformance 2. Apply drama techniques to a performance 3. Deform a finute musical theatre piece using al skills leam 4. Use learning by rote to aid learning	going, no matter how hard/how many times they have to do it Understanding Physical and mental diversity- There are many different forms of Tap which students need to understand that none are right or wrong. Looking at how it has evolved from clogging in Amsterdam to the jazz era in New Orleans articles on tap dance history Students who may want a career in tap dance would benefit from this unit. It broadens their knowledge of tap and where/how it originated Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body Music, PE, SMSC-spritual/cultural Rhythmic structure, anatomy, physical skill Disneyland Paris dance y app	track whilst choreographing. To stop them running off on a tangent Being a world citizen- Using their knowledge of the wider world of dance, the different choreographers such as Martha Graham, Farah Khan and Ahvin Alley to enhance their choreographic structure withing frames for similarities and differences questions Students who may want a career in contemporary dance would benefit from this with. It broadens their knowledge of technical dance elements and how to explore the body. Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body. Structure, choreographic devices School show 1. Use structure and unity to create a solo performance 2. Know and embed choreographic devices using and sevelopment 3. Ingrain safe practice and its aspects 4. Recall previous genres choreographic knowledge to aid solo choreography	peers. They will need to use kindness in their approach to this.           Awareness of where we live- Students will need to create elements for our dance showcase which means they need to how the area and the target atom the history of Jazz article and the different perspectives it presented to ensure they are considering a range of different jazz sources.           Articles on the history of Jazz dance           Students who may want a career in dance would use this unit to aid their experience.           Warming up and cooling down, understanding the effects of different lifestyles and how different factors affect the body.           Choreography, recapping previous genres, IT work School show           1. Recognise and table different suita settings 3. Embed the forses top into periodines r Fase and his specific style 3. Embed the forses tyle into a performance

Topic Summary	Choreographing from a stimulus (30%) Anthology- Shadows	Performance in a group (20%) Anthology- Within her eyes	Set Phrase- Breathe (5%) Anthology-Infra	Set Phrase- Flux (5%) Anthology- Emancipation of Expressionism	Revision of all practical elements Performance and choreography (60%) Section A&B of written paper	Revision of all practical elements Performance and choreography (60%) Section C of written paper
inking Hard	Being Creative-Using a stimulus to choreograph a piece that is inspiring. It must relate to the chosen theme and have imaginative action content that covers the criteria. Acquiring knowledge-Student will dive into the anthology work. Shadows and see how the stimulus of evacuation is portrayed through movement Development of Literacy-Students will learn how to structure 6 and 12 mark questions to achieve the best possible outcome	Acquiring Knowledge-Students will be laught 2 minutes of a routine that consists of Scoop and shift motifs, they will need to focus on their use of expressive skills to gain marks in this section. Being Creative-Students will use the site specific work Within Her Eyes' to create their own pieces as well as learning video/camera angles and how it helps portray a stimulus	Mastery of Learning-Students will need to use great precision to master the set phrase Breathe. This technical piece requires clarity and preciseness in order to achieve the highest marks possible <b>Creating Ambition</b> -Students will learn about the use of Yound's ound' in the piece Infra, they will explore the different stimulus' and challenge themselves by creating their own found sound elements	Mastery of Learning-Students will need to use great precision to master the set phrase Ptux. This technical piece requires clarity and preciseness in order to achieve the highest marks possible Changing the world-Students will divulge into EOE and black culture, exploring how the piece was put together and how the lighting, aural setting and performance environment enhance the piece	Not fearing Failure-Students will need to be able to review material and feedback with an open mind to support their revision of all elements Mastery of learning-Students will be taught the outline structures for how to answer questions within section A&B. The will need to implement these structures successfully to gain the required marks	Creating independence-Students will need to be able to review material and feedback to support their revision of all elements. Mastery of learning-Students will be taught the outline structures for how to answer questions within section A&B. The will need to implement these structures successfully to gain the required marks
leveloping Character	Solf-Assurance-Students will need to be confident in themselves and their abilities. They will need to take a leadership role if choreographing a group piece. Mindfulness-Students will need to be mindful of the sensitivity around the stimulus for this piece, being set in world war 2 different people have different views.	Optimism - Students will need to remain positive through this process. Some may find it hard to express the necessary emotions for this piece, therefore they need to remain optimistic and believe they can achieve it! Self control- As Within her Eves involves contact work students will need to execute extreme amounts of self control norder to prevent injury. Graftude- Students to be thankful for their group members, working together as a team to produce the best work possible	Grif-Students will need to exercise lots of spirit and persistence with this piece in order to get the correct placement and timing with the metronome Curlosity-This piece has lots of underlying messages, students will need to use their curiosity to unpick what 'Infra' is really trying to say	Grit-Students will need to exercise lots of spirit and persistence with this piece in order to get the correct placement and timing with the metronome Self-Assurance-Students will need to be very self assured when looking at EOE, they need to use their own personas to enhance their work, the performers in EOE are very confident and outgoing so our students need to model this.	Kindness-Students will need to perserve with the workload and dig into their long term memory in order to achieve their goals being kind to themselves and thinking about their mental wellbeing	Grit-Students will need to perserve with the workload and dig into their long term memory in order to achieve their goals
Inderstanding Diversity	Understanding Mental and physical diversity- Students will have to work with members of the class to create their choreography but they will need to understand that not everyone has the same attributes so they will need to plan accordingly Understanding environmental diversity- Des Christopher Bruce show environmental diversity within his piece? Looking at the eastern European piece, the concentration camps and how they survived the war. Experiencing a viewpoint from a young child who is living in poverty	Acquiring Cultural Capital-Students will need to build their knowledge and skill of this piece, watch other pieces and draw on previous knowledge to demonstrate their competence of this piece. Being a world Citizan- Understanding how Cousins has created a stand together piece using love and loss, allowing students to explore a non stereotypical view of love, longing, dependency, loyalty and memory	Awareness of where you live. This piece explores life beneath the surface, do you know what really Understanding democracy-How area? Understanding democracy-How area? Jaya part in the piece INFRA? Looking at human integration and the relationships of all cultures below the surface	No limits to your destination- Students will work independently on this piece so they are in control of how far they poth themselves. I will encourage them to work to their full potential. Respecting human rights- Does Sandy challenge this during CDE? Looking at H20 Sandy and his career, how he used his upbringing to give others an insight into black culture, his leep to gaining a Oliver award!	Acquiring cultural capital- Students need to embody the language that we have learnt and use it within their work to deepen their knowledge	Acquiring cultural capital- Students need to embody the language that we have learnt and use it within their work to deepen their knowledge
iteracy Reading, Oracy	Oracy- presenting their programme note to accompany their practical choreography.	Writing using the state skill, say how it was used and why it was effective in prep for the 6 mark questions	Using the DIL structure to write 12 mark questions	Being able to verbally talk about the interviews with the choreographers	Further reading on the professional works	Further reading on the professional works
atsby, Careers	Students who may want a career in dance would use this unit to aid their experience. Choreographers are used widely within teaching, musical theatre shows, film and television	Students who may want a performing career would really benefit from this unit. This allows them to practice their performance skills, which are needed within the performing arts industry.	Students who may want a career in contemporary dance would benefit from this unit. It broadens their knowledge of technical dance elements and how to explore the body.	Students who may want a career in contemporary dance would benefit from this unit. It broadens their knowledge of technical dance elements and how to explore the body.	Students who may want a career in the behind the scenes element of theatre would benefit from this unit. They will find out how a theatre company runs their performances, the use of lighting, set and sound	Students who may want a career in the behind the scenes element of theatre would benefit from this unit. They will find out how a theatre company runs their performances, the use of lighting, set and sound
lental and Physical Well-being	Warming up and cooling down, mindfulness exercises, body image	Warming up and cooling down, mindfulness exercises	Warming up and cooling down, mindfulness exercises	Warming up and cooling down, mindfulness exercises	Warming up and cooling down, mindfulness exercises	Warming up and cooling down, mindfulness exercises
ross-Curricular Links	music, History, Geography, art, SMSC- spiritual/cultural, RSHE- Healthy lifestyle	Drama, Music, Art, SMSC-Moral/spiritual	PE, Music	PE, Music	History, music, Drama, Art, Media	History, music, Drama, Art, Media
ther Curriculum Aspects	Mental skills, structure, choreographic devices, relationships, aural setting	Trip to see a live performance, expressive skills, set phrase, motif, motif development, choreography, contact work	Working with a metronome, physical skills, technical skills	Working with a metronome, physical skills, technical skills	Interviews with choreographers, Anthology videos	Interviews with choreographers, Anthology videos
tra-Curricular Links ecise Learning Endpoints What we	Dance Live	Dance Live	Dance Live	Disneyland Paris dance comp	Disneyland Paris dance comp	School show
ant the students to learn/be able to	1. Understand how to use the choreographic process 2. Create a pice of choreography based on a stimulus using actions that relate to the choreographic intent 3. Write about the process and the use of devices and relationships 4. Coach others and work confidently in a group to compliment thier work 5. State the main production features of Shadows 6. Evaluate and disuss the movment content and how it relates to the choreographic intention of Shadows	1. Perform their duethrin with the use of physical, expressive, luchrical and mential skills     2. Create their own section using motif and development 3. Use a narrative structure to show that Shadows was the stimulus     4. State the main production features of Within her Eyes     5. Evaluate and disuss the movment content and how it relates to the chorographic interfundion of Within Her Eyes     6. Put Into practice the use of camera angles and movement for film techniques	1. Perform the set phrase Breathe using the correct lechnical skills     2. Perform the set phrase Breathe using expessive and physical skills     3. Work with a metranome to show musicality and mymical awareness     4. Perform set phrase with clarity and precison     5. State the main production features of Infra     6. Evaluate and disuss the movement content and how it	1. Perform the set phrase Flux using the correct technical skills     2. Perform the set phrase Flux using expessive and physical skills     3. Work with a metranome to show musicality and mymical awareness     4. Perform set phrase with clarity and precison     5. State the main production features of EOE     6. Evaluate and disuss the movement content and how it	Confidently recall set phrases and perform with technical accurary     Confidently recall duetrinic and perform with expressive still     Write a piece of choreography using a stimulus     L Develop choreography and recognise different choreographic skills and processes     Sivite articulary about your own and others work     Embed writing frames/structures to achieve the highest marks	1. Confidently recall set phrases and perform with technical accurary     2. Confidently recall duetrifus and perform with expressive skill     3. State production features of Infra, Within her Eyes, Shadows and EOE     4. Confidently write a 12 mark question on how one of the production features enhances our appreciation 5. Identify choreographic devices and relationships within the 4 ordesistorial works
			relates to the choreographic intention of Infra 7. Write a 12 mark answer value flex or the correct wirthing frame/structure	relates to the choreographic intention of EOE 7. Write a 6 mark answer using the correct structure and knowledge of both set phrases		
ANCE	Autumn Term		Spring term		Summer term	
ear 11	1 Recap and Filming of set phrases Breathe and	2 Recap and filming of Performance in a group	3 Choreography paper released-students to work	4 Revision of all sections of the written paper	5 Revision of all sections of the written paper	6 EXAM
opic Summary	Flux (10%) Section A of written paper	Section B of written paper	from the stimulus and film			EAAM
Thinking Hard	Mastery of Learning-Students will need to use great precision to master the set phrase Breathe. This technical piece requires clarity and preciseness in order to achieve the highest marks possible Creating ambition- Giving students the opportunity to	Acquiring Knowledge-Students will be reviewing the previous 2 minutes of the routine that consists of Scoop and shift motifs, they will need to focus on their use of expressive skills to gain marks in this section.	Being Creative- Using a stimulus set by AOA to chreegraph a pice that is inspiring and detailed. It must relate to the chosen theme and have action content that relates back to the stimulus. It must cover all 5 criteria. Changing the world- Students need to create a piece that explores the wider world and think about how their choreography could impact others	Development of literacy-Students are to draw on their prior knowledge of how to answer questions and how to use the correct structures to support their writing. Paying special attention to SPAG Not fearing failure -Students need to have self belief that they KNOW what is needed in terms of the different elements for the written paper	Development of literacy-Students are to draw on their prior knowledge of how to answer questions and how to use the correct structures to support their writing. Paying special attention to SPAG Creating independence-Students will need to work independently to revise for their upcoming GCSE written paper	

	1		1			
Developing Character	Grit-Students will need to exercise lots of spirit and	Optimism- Students will need to remain positive	Self-Assurance- Students will need to be confident	Self-Control- Students will need to exercise self	Self-Control- Students will need to exercise self	
	persistence with this piece in order to get the correct	through this process. Some may find it hard to	In themselves and their abilities. They will need to	control while they work independently on revision	control while they work independently on revision	
	placement and timing with the metronome	express the necessary emotions for this piece,	take a leadership role if choreographing a group	tasks Kindness- Students need to be kind to	tasks Curiosity- Students need to think outside the	
	Gratitude-Being thankful that after filming the set	therefore they need to remain optimistic and believe	piece.	themselves and structure revision in order to take	box when writing about their choreographic intents in	
	phrases it will be 10% of the course completed- a	they can achieve it! Mindfulness- Being mindful of		into account their mental health.	section A	
	weight lifted!	group members when performing, supporting each				
		other where they can				
Understanding Diversity	No limits to your destination- Students will work	Acquiring Cultural Capital- Students will need to	Understanding Mental and physical diversity-	No limits to your destination- Students will	No limits to your destination- Students will	
	independently on this piece so they are in control of	rebuild their knowledge and skill of this piece, watch	Students will have to work with members of the class		confidently work hard to get the best results possible,	
	how far they push themselves. I will encourage them	previous performances of this piece and revisit	to create their choreography but they will need to	drawing on previous knowledge and utilising P6	drawing on previous knowledge and utilising P6	
	to work to their full potential. Understanding	feedback to demonstrate their competence of this	understand that not everyone has the same	Understanding democracy- Students need to be	Awareness of where you live- Giving students	
	environmental diversity- Does Christopher Bruce	piece.	attributes so they will need to plan accordingly	able to make decisions and answer questions	information on college courses in the area, dance	
	show environmental diversity within his piece, this	Being a world Citizen- Understanding how the	Respecting human rights- Understanding that	effectively	schools and what could help them succeed overall.	
	will be a discussion point in section C, looking back	different professional works have been captured by	choreographers are free to express their opinions			
	at the Eastern European way of life, looking at this	choreographers from all over the world. Gaining	and choices through the medium of dance			
	from the perspective of not only the poor but the rich	knowledge of how each one created their piece,				
		giving students the opportunity to see/hear things				
		from 6 different viewpoints- H20 Sandy, Bruce,				
		McGregor, Cousins, Bennett and Galilii				
Literacy Reading, Oracy	Counting and presenting their knowledge of the set	Using state skill, say how and where it was used and		Further reading on professional works, sentence	Further reading on professional works, sentence	
	phrases	why its effective for section b questions	accompany their practical choreography	starters and writing frames for 6 and 12 mark	starters and writing frames for 6 and 12 mark	
				questions	questions	
Gatsby, Careers	Students who may want a career in contemporary		Students who may want a career in dance would use			
	dance would benefit from this unit. It broadens their	really benefit from this unit. This allows them to	this unit to aid their experience. Choreographers are			
	knowledge of technical dance elements and how to	practice their performance skills, which are needed	used widely within teaching, musical theatre shows,			
	explore the body.	within the performing arts industry.	film and television			
Mental and Physical Well-being	Warming up and cooling down, mindfulness exercises	Warming up and cooling down, mindfulness exercises	Warming up and cooling down, mindfulness exercises	3		
Cross-Curricular Links	PE, Music, media, photography, RSHE- Healthy	Drama, Music, Art, media, photography, SMSC-	music, History, Geography, art, SMSC-	English	English	
Closs-Cullicular Links	Lifestyle	Moral/spiritual	Moral/spiritual	English	English	
Other Curriculum Aspects	Working with a metronome, physical skills, technical	Trip to see a live performance, expressive skills, set	Mental skills, structure, choreographic devices,	Revisiting practical work, peer/self assessment	Revisiting practical work, peer/self assessment	
	skills	phrase, motif, motif development, choreography,	relationships, aural setting, section b of written paper			
		contact work				
Extra-Curricular Links	Dance Live	Dance Live				
Precise Learning Endpoints What we	<ol> <li>Recall both set phrases</li> </ol>	.1. Recall duet/trio piece and partner choreography	1. State production features of all professional works	1. State production features of all professional works	1. State production features of all professional works	
want the students to learn/be able to	2. Perform set phrases to best of ability covering all	2. Perform duet/trio piece focusing on the performance	2 Confidently write a 12 mark answer on how one of the		2 Confidently write a 12 mark answer on how one of the	
	criteria	element and showing off their best skills/ability	production features enhances our appreciation	production features enhances our appreciation	production features enhances our appreciation	
	3. Write how physical, expressive, mental and technical	<ol><li>Write a piece of choreography using a stimulus</li></ol>	3. Confidently write a 12 mark similarities and differences		3. Confidently write a 12 mark similarities and differences	
	skills aid their performance using action, space and	<ol><li>Develop choreography and recognise different</li></ol>	answer	answer	answer	
	dynamics	choreographic skills and processes	<ol><li>Identify choreographic devices and relationships within</li></ol>		4 Identify choreographic devices and relationships within	
	Write a piece of choreography using a stimulus	5. Write critically about your own and others work	all professional works	all professional works	all professional works	
	<ol> <li>Develop choreography and recognise different choreographic skills and processes</li> </ol>	<ol> <li>Embed writing frames/structures to achieve the highest marks</li> </ol>	<ol> <li>Explore stimulus sent from AQA research and synthesise</li> </ol>	5. Write critically about your own and others work	5. Write critically about your own and others work	
	5. Write critically about your own and others work	mdrks	6. Create own piece of choreography using the criteria as			
1	<ol> <li>6. Embed writing frames/structures to achieve the highest</li> </ol>		a guide for what needs to be included			
	marks		a galde for what needs to be moldded			
	maina					