

Co-op Academy North Manchester - Year 7 Dance Curriculum

Y7	HT1 HT2	HT3 HT4	HT5 HT6
Topic(s)	Introduction to Dance	World Dance	Stomp
Substantive Knowledge (Know That...)	<ul style="list-style-type: none"> ● The 6 basic actions are: Turn, travel, jump, stillness, gesture, fall ● we count in 8's and 5,6,7,8 are used to start a dance performance ● Transitions are the links between phrases and movement. ● A warm up in dance means to warm the body up, raise the heart rate. ● A warm up is a mix of cardio and stretching, gets the mind engaged, improves your coordination. ● A performance is the sum of all the elements that come together in the act of dancing. ● Choreography means to create a dance. ● Unison is when the same movements are performed at the same time. ● Performing in canon makes a dance more interesting for the audience. ● Performing in unison makes the dance look professional. ● Formations are where you stand in a dance. ● Adding actions makes a dance longer ● Developing movement creates choreography. ● Improvising creates movement for choreography. ● Space is the space you perform in and how you use the space in your dance. ● Low, medium and high levels are used to make a dance interesting. ● Rehearsing means to practise ● A good rehearsal is everyone in a group working together, requires repetition and by the end all dancers know what they are doing 	<ul style="list-style-type: none"> ● Capoeira is a style of dance ● The Ginga, The Bencoa, The Negativa and The Au are key movements from Capoeira ● The Ginga is a movement that is repeated after every key movement ● Cocorinha is a blocking movement in Capoeira ● Armada is a turning kick in Capoeira ● Quexida is a stepping kick in Capoeira ● Esquiva Lateral is a key movement in Capoeira ● Flamenco Dancing comes from Spain in the 17th century ● Flamenco dancing is made up of guitar, clapping and footwork. ● Flamenco dancing has fast footwork and strong arm movements ● A good posture is needed to be held when performing in the Flamenco style. ● Street dance evolved in America in 1970s and was originally improvised and performed in open available spaces ● Street dance has evolved and can be taught now in a studios ● Isolation means independent movement of body parts 	<ul style="list-style-type: none"> ● Body percussion is sound made with body parts ● Rhythm is a regular and repeated pattern of sound or movement ● Stomp was created in 1991 and uses instruments to create a rhythm/beat ● Props are objects dancers manipulate or use to enhance their dance. You can use the props in different ways ● Unison means performing the same movement at the same time. ● Accumulation is dancers performing movement at different times until all dancers end up in unison ● A chair is a prop ● Canon is movement performed which is overlapped ● Formations are the shapes/patterns created by the dancers in the space ● Movement memory is the ability to remember movements ● Commitment is how dedicated you are to the dance ● Concentration is the exclusive attention to the dance ● Confidence is self assurance when performing
Disciplinary	<ul style="list-style-type: none"> ● To perform the following actions: 	<ul style="list-style-type: none"> ● To perform the Ginga, Bencoa, 	<ul style="list-style-type: none"> ● To perform movements using body parts

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<p>Knowledge (Know How...)</p>	<ul style="list-style-type: none"> • Jump, Travel, Turn, Getsture, Stillness, Fall • To start a dance in time with the music by counting 5,6,7,8 • To perform in time with the music • To count to 8 in time with the beat • To use transitions to create different phrases or sections in a dance. • To use the 6 basic dance actions to create a dance. • To choreograph a dance using the 6 basic dance actions • To add different transitions into a choreography so the dance links. To identify unison in a dance. To identify canon in a dance. • To use canon and unison throughout a group dance for the choreography to be more complex. • To add and change formations in a choreography. • To complete a rehearsal so that all dancers can perform better • To use a range of space in a choreography by using a range of levels. • To coordinate movements in a dance correctly. • To move from one space to another in a dance. • To perform with the correct posture throughout a dance and to extend body parts in order to make it look aesthetically pleasing. • To perform using all the actions taught and execute them correctly. • 	<p>Negativa, Au, Cocorinha, Armada, Quexida, Esquiva Lateral</p> <ul style="list-style-type: none"> • Create a routine in the style of Capoeira using the 8 movements and performing the Ginga in between every step. • To perform the flamenco movements: Stamp, Clap, Touch, Dig and Heel • To add on movement and create a section of dance in the style of Flamenco using the 5 basic steps. • To perform the basic flamenco movements facing a partner • To perform Flamenco as a group • To pick a formation and perform the Flamenco movement in this formation • To perform the movements with the same quality as the dancers in the video • To create movement in the style of Flamenco using the video as inspiration • To perform the street dance movement in unison as a group • To create movement at the end of the routine using the street dance video as inspiration • Watch another group and give feedback based on what was effective in another group's routine. • To perform the isolation movement correctly and keep other body parts still • To perform in unison in the style of street dance 	<p>creating sound</p> <ul style="list-style-type: none"> • To perform to a rhythm of a song • To create a rhythm using body percussion • To perform the movements stamp, click, pat in time with the rhythm • To perform using a prop • To create movement with a prop • To reorganise movement to make a dance more interesting • To identify how dancers use prop in a video • To create movement with a chair • To adapt movement from unison to accumulation • Identify accumulation in a group performance • To create a rhythm using the bin as a prop • To adapt movement so that the dance includes canon • To adapt movement so that the dance includes different formations • Evaluate your groups performance • To create solos in a group • Rehearse to improve your dance by using the evaluation sheet from the previous lesson • To rehearse correctly so that mental skills are demonstrated • Perform with mental skills
<p>Key Concepts</p>	<p>Performance skills Choreography Skills</p>	<p>Appreciating different styles Choreography skills</p>	<p>Creating dance through use of sound Performance skills</p>
<p>Assessment</p>	<p>Group performance using the Basic Dance Actions</p>	<p>Duet performance of the styles with a final group piece of a chosen style.</p>	<p>Group performance showcasing percussion. Final end of year written assessment covering all content from within Year 8 lessons.</p>

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Homework	Google Quiz Knowledge Assessments x2	Google Quiz Knowledge Assessments x2	Google Quiz Knowledge Assessments x2
How to help at home	Encourage students to watch as many dance clips or shows- there are lots available on youtube, Dance magazine and other professional dance websites		