

## Year 8 LONG TERM PLANS DANCE



Performance Faculty Dance	
YEAR 8 2016/2017	
Autumn term	
Half term 1	Half term 2
<p><b>Motif Development : Choreographic intention</b></p> <p><b>Aims:</b></p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- Perform a range of action, dynamics, space and relationships that help communicate a choreographic intention.</li> </ul> <p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>- Identify how choreographic intent is communicated through choice of ASDR in a professional work</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>- Teacher assessment</li> <li>- Written assessment</li> </ul>	<p><b>Motif Development : Choreographic intention</b></p> <p><b>Aims:</b></p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- Perform a range of action, dynamics, space and relationships that help communicate a choreographic intention.</li> </ul> <p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>- Identify how choreographic intent is communicated through choice of ASDR in a professional work</li> </ul> <p><b>Key Assessment Activity:</b></p> <ul style="list-style-type: none"> <li>- Teacher assessment</li> <li>- Self – evaluation</li> </ul> <p><b>Written: Evaluation of each lesson.</b></p>
Spring term	
Half term 1	Half term 2
<p><b>Prop</b></p> <p><b>Aims:</b></p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate clarity and expressive using a range of props.</li> <li>- Demonstrate good technique when executing action, space, dynamics.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- To know and be able to use a range of choreographic devices to add interest and convey storyline through use of a prop.</li> <li>- Demonstrate understanding of ‘chance’ as a choreographic form.</li> <li>- Be able to use chance as a choreographic form.</li> </ul> <p><b>Key Assessment Activity:</b></p> <ul style="list-style-type: none"> <li>-Peer Assessment</li> <li>-Self – evaluation / Target setting</li> </ul> <p><b>Written:</b></p> <p>Identify factors of performance and safe dance practice when using a prop.</p>	<p><b>Prop</b></p> <p><b>Aims:</b></p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate clarity and expressive use of a prop.</li> <li>- Demonstrate good technique when performing.</li> <li>- Demonstrate appropriate characterisation and effectively tell a story through the use if a prop.</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- To know and be able to use a range of choreographic devices to add interest to a selected prop.</li> <li>- Demonstrate understanding of ‘chance’ as a choreographic form.</li> <li>- Be able to adapt the final dance to implement targets and make informed changes.</li> </ul> <p><b>Key Assessment Activity:</b></p> <ul style="list-style-type: none"> <li>-Self – evaluation / Target setting</li> </ul> <p><b>Written:</b></p> <p>Evaluation of final project.</p>

<b>Summer term</b>	
<b>Half term 1</b>	<b>Half term 2</b>
<p><b>Script to Screen: Styles</b></p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate a range of performance skills (technical) that are specific to chosen to film/theatre dance</li> <li>-Demonstrate musicality in relation to a specific style of dance</li> <li>-Demonstrate timing in relation to music and movement.</li> <li>-Demonstrate awareness of posture and energy through performance.</li> </ul> <p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>-Recognise strengths and areas for improvement in a peer's performance.</li> <li>-Offer verbal and written feedback to a peer.</li> <li>-Set SMART targets in relation to feedback given by a peer.</li> </ul> <p><b>Key Assessment Activity:</b></p> <ul style="list-style-type: none"> <li>-Peer Assessment</li> <li>-Self – Assessment</li> </ul> <p><b>Written: Target Setting.</b></p>	<p><b>Script to Screen: Hunger Games</b></p> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate a range of performance skills (technical) that are specific to chosen to film/theatre dance</li> <li>-Demonstrate musicality in relation to a specific style of dance</li> <li>-Demonstrate timing in relation to music and movement.</li> <li>-Demonstrate awareness of posture and energy through performance.</li> </ul> <p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>-Recognise strengths and areas for improvement in a peer's performance.</li> <li>-Offer verbal and written feedback to a peer.</li> <li>-Set SMART targets in relation to feedback given by a peer.</li> </ul> <p><b>Key Assessment Activity:</b></p> <p>End of unit practical assessment.</p> <ul style="list-style-type: none"> <li>-Peer Assessment</li> <li>-Teacher targets</li> <li>-Teacher assessment</li> <li>-Self – evaluation</li> </ul> <p><b>Written: Evaluation of the Year</b> Self-assessment of unit.</p>

**Year Overview (Dance – Year 8)**

<b>Units</b>	<b>Overview of the year</b>
Teaching motif development through set phrases (My Name is and Guernica)	September-December
Props: Hats/Canes/Newspapers	Jan-April
Styles/Hunger Games	April-July