

Introduction to Dance at KS3

Intro to dance at KS3. Students will explore the six basic dance actions. We begin to explore the basics of action, space, dynamics and relationships. Students will perform, choreograph and evaluate.

Link to AQA GCSE Dance spec:

Performance Expressive skills, Movement memory Safe working practices Choreography Action, Space, Dynamics & Relationships Choreographic process, Unison, Canon, Mirror, Contact, Levels, Transitions, Aural setting, Formations

KEY VOCABULARY

Jump, Turn, Travel, Still, Gesture, Fall, Action, Space, Dynamics, Relationships, Warm up, Cool down, Unison, Canon, Contact, Mirror

Introduction to Drama skills at KS3

Through a variety of workshops pupils will explore simple practical work and be introduced to drama skills and techniques. Students will use mini scripts and create their own work through improvisation.

Link to EDUQAS GCSE Drama spec:

Component 1: Devising theatre

Component 2:Performing from a text Physical skills - Body language, Gestures, Facial expressions Vocal skills - Projection, accent, clarity, articulation, Improvisation, Mime, Cross cutting, Freeze frame

KEY VOCABULARY

Accent, Articulation, Projection, Gestures, Facial expressions, Body language, Eye contact, Cross cutting,

Dance styles

Students will develop new skills and will master skills from introductory dance unit whilst exploring the dance genres of Jazz, Contemporary and Street dance.

Link to AQA GCSE Dance spec:

Performance

Projection, Focus & Musicality, Movement memory Safe working practices, Posture, Balance, Coordination, Stamina, Extension, Isolation, Expressive skills Choreography Action, Space, Dynamics & Relationships Choreographic process, Unison, Canon, Mirror, Contact,

Levels, Transitions, Aural setting, Formations, Motif & choreographic devices

KEY VOCABULARY

Musicality, Focus, Projection, Contemporary, Jazz, Street, Levels, Formations, Expressive skills, Stylistic features

Key Assessments – These will take place on the final lesson of each half term. Students have 2 lessons to prepare for this.

To choreograph and perform a routine that demonstrates all the skills we have looked at this term in dance.

You must include:

Action : Jump, Turn, Still, Gesture, Fall, Gesture, Travel Dynamics : Fast, Slow, Smooth, Sharp, Robotic, Explosive Space: Directions, Levels, Pathways Relationships: Unison, Canon, Contact, Mirror, Formations Using the drama skills you have learnt this term in drama, as a group you will create a breakfast television programme.

Your piece must have 2-3 presenters and clear stories and features.

You may wish to bring in music and props to enhance your piece.

To choreograph and perform a routine that demonstrates all of the stylistic features of a dance style we have explore this term in dance: Jazz: Isolation, Musicality, Turns, Leaps Contemporary: Floor work, Contraction, Release, Intention Street: Gestures, Energy, Popping, Locking

Twisted Fairytales

will explore new skills that will help them to understand the key concepts of skill and technique in Drama.

Pupils will develop performance skills and understand how to develop different characters through the use of fairy tale stories in the context of this unit.

Link to EDUQAS GCSE Drama spec:

Component 1: Devising theatre Component 2:Performing from a text Physical skills - Body language, Gestures, Facial expressions Vocal skills - Projection, accent, clarity, articulation, Improvisation, Mime, Cross cutting, Freeze frame

KEY VOCABULARY

Accent, Articulation, Projection, Gestures, Facial expressions, Body language, Eye contact, Cross cutting,

Music Videos

An introduction to iconic choreography from wellknown music videos across the decades. The main aim of this scheme of work is to improve student's expressive skills.

Link to AQA GCSE Dance spec:

Performance Projection, Focus & Musicality, Movement memory Safe working practices, Posture, Balance ,Coordination, Stamina, Extension, Isolation, Expressive skills Choreography

Action, Space, Dynamics & Relationships Choreographic process, Unison, Canon, Mirror, Contact, Levels, Transitions, Aural setting, Formations, Motif & choreographic devices

KEY VOCABULARY

Musicality, Focus, Projection, Levels, Formations, Expressive skills, Stylistic features, Movement memory, Mental rehearsal

Refugee - Where is my home?

In this unit pupils will look at the definitions of immigrant, refuge and asylum seeker. They will learn about why people leave their home countries and how we can help refugees. Pupils will develop performance skills and further understand how to embed dramatic devices into their work to enhance their artistic intentions.

Link to EDUQAS GCSE Drama spec:

Component 1: Devising theatre

Component 2:Performing from a text

Physical skills - Body language, Gestures, Facial expressions

Vocal skills – Projection, accent, clarity, articulation, Improvisation, Mime, Cross cutting, Freeze frame

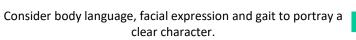
KEY VOCABULARY

Accent, Articulation, Projection, Gestures,

Facial expressions, Body language, Flashback/forward, Thought track, Freeze frame, Cross cutting, Narration, Choral speaking

Key Assessments – These will take place on the final lesson of each half term. Students have 2 lessons to prepare for this.

Create your own Mr Fox film trailer, using slow motion and sound scape to add tension to your piece.



Try to use narration and thought tracks to help develop characters and plot during the clips.

clear character.

To select an iconic music video for assessment.

Replicate the choreography accurately and perform with expressive skills.

Create an assembly for Year 7 that shows pupils ways in which they can help and support refugees. You must include: The journey, the arrival and ways to help. You must include the dramatic techniques:

Flashback/forward, Thought track, Freeze frame, Cross cutting, Narration, Choral speaking



