**Year 7**

**Dance**

**Musicals/Cartoon Capers Scheme of Work**

| **Aim:** In this unit students will explore the technical and expressive skills typical to that of different styles of dance in musicals and learn how to move in a stylistically accurate way. Students will learn key movements from a variety of musicals/cartoon characters and be able to perform and choreograph actions, space, dynamics and relationships. They will choreograph their own motifs using the technical skills and explore skills that contribute to performance artistry and engage the audience such as projection, facial expression, musicality and focus. |
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| **Motor Competence**Students will learn basic movement actions such as turn, travel, gesture, stillness, balance and jump. Students will develop both locomotor and stability skills when learning motifs from musical theatre dances. Students will start to develop physical skills such as control, balance, alignment, strength, stamina, flexibility, co-ordination, extension and isolation.  | **Rules, Strategies & Tactics**Students will gain an insight into the strategies of making a dance successful by using technical skills in dance such as action, space, relationships and dynamics and understand these are the main ingredients for every dance style. Students will develop expressive skills such as the use of focus, timing, phrasing, musicality, projection, facial expressions to communicate the choreographic intention/story of the dance. Students will be introduced to the rules and expectations of performing and being an audience.  | **Healthy Participation**Students will develop an understanding of safe working practices in Dance when performing such as safe execution of movement, appropriate dancewear including footwear, hairstyle and absence of jewellery. They will also learn the importance of warming up, cooling down, nutrition and hydration. Students will learn about the health benefits from taking part in Dance lessons and how dance can develop skills such as confidence, self-esteem, motivation and discipline. Dance clubs and trips will be promoted and opportunities in the community.  |
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| **Cross-Curricular Links**English (key words), Maths (counting and phrasing of motifs, manipulation of number), Drama (musical theatre and performance), Music (musicality, rhythm, dynamics, genres of music to match dance style), Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**Beginning Musical Theatre Dance – Diana Dart Harris |
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**Year 7**

**Dance – Musicals (girls)/Cartoon Capers (boys) Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

| **Lesson** | **Core Skill** | **Learning Intention** | **Teaching Points** | **Suggested Activities** | **Questions to be asked** |
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| 1 | Actions | To explore the stylistic features of the musical/cartoon Annie/minions. For students to become introduced to the technical skills - actions, learn the set material and add actions to create choreography | **Actions -** What a dancer does eg travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight. | 1. **Warm up –** action game – call out actions and student perform in the space
2. Watch and analyse actions in Annie/Minions clip
3. clip ‘It’s a hard knock life’
4. Students learn and perform Annie/Minions motif
5. Students create new actions using themes of Annie in a stylistically accurate way
6. Add unison and canon
7. Perform and evaluate use of actions
 | **Retrieval:**This is the students 1st lesson.**Things NEED to Know:**What are the 4 technical skills/components that make up any dance?What is an action in dance?What is a motif in dance? How can I use facial expressions and characterisation in the Annie dance?  |
| 2 | Space | To explore the stylistic features of the musical Aladdin/Happy Feet . For students to become introduced to space, learn the set material and add space into choreography  | **Space** - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns. | 1. Warm up – Space game – call out an action and spatial elements students have to perform.
2. Recap – Annie motifs
3. Watch and analyse space in Aladdin/Happy Feet clip ‘Aladdin the musical performs at BBC children in need’ or happy feet clip
4. Learn and perform Aladdin/Happy Feet motif with accuracy
5. Students develop and manipulate motif using spatial elements.
6. Create new actions with varying space
7. Perform and evaluate use of space
 | **Retrieval:**What is an action?What is a motif?**Things NEED to Know:**What components make up musical theatre?What does space mean in dance? |
| 3 | Dynamics | To explore the stylistic features of the musical Matilda/looney tunes cartoon. For students to become introduced to dynamics, learn the set material and add a range of dynamics to choreography. | **Dynamics -** The qualities of movement based upon variations in speed, strength and flow. | 1. Warm up – dynamics game. Call out an action and dynamic word students must perform this in the space.
2. Recap – Annie and Aladdin motifs
3. Watch and analyse dynamics in Matilda clip ‘revolting children’ /looney tunes cartoon
4. Learn and perform Matilda/looney tunes cartoon motif
5. Vary the dynamics in the motif
6. Create new actions in the style of Matilda the musical using a range of dynamics
7. Perform and evaluate use of dynamics
 | **Retrieval:**What musical did we look at last lesson and give two examples of space?Provide 2 examples of what an action is?**Things NEED to Know:**What do dynamics tell us in dance? Give 3 examples.How can show characterisation in the Matilda dance? |
| 4 | Relationships | To explore the stylistic features of the musical Grease/fortnite dance. For students to learn the set material and add relationships to choreography | **Relationships -** The ways in which dancers interact; the connections between dancers. | 1. Warm up – relationships game. Call out an action and relationship word students must perform this in the space.
2. Recap – Annie, Aladdin and Matilda motifs
3. Watch and analyse dynamics in Grease ‘born to hand jive’/fortnite dance
4. Learn and perform Grease hand jive motif /fortnite dance motif
5. Vary the relationships in the motif
6. Create new actions in the style of Grease/fortnite dance using a range of relationships
7. Perform and evaluate use of relationships
 | **Retrieval:**Define what dynamics is and provide 2 examplesWhat type of space can you add into a dance to make it more interesting?Can you name the technical skills in dance?**Things NEED to Know:****What are relationships in dance and give 3 examples?****What is the difference between unison, canon and counterpoint?**  |
| 5 | Expressive skills | To identify expressive skills in dance and apply them into my group dance. To evaluate the use of actions, space, dynamics and relationships | **Expressive Skills** - Aspects that contribute to performance artistry and that engage the audience, such as focus and musicality. | 1. Student led warm up – using warm up cards on entry
2. Recap musical dance/cartoon capers dance
3. Watch a clip from the greatest dancer on BBC1 and discuss what makes an excellent performance for the audience
4. Apply expressive skills to performance
5. Perform and evaluate use of expressive skills
 | **Retrieval:**Can you name last lessons dance and the era it was from?What type of dynamics can you add into a dance to make it more interesting?What type of space and relationships can you add into a dance to make it more interesting?**Things NEED to Know:**What are expressive skills and can you name 3?What are transitions in dance and how can they be used effectively? Why is it good to use repetition and development in dance?  |
| 6 | Refine and improving performance | To rehearse and refine my dance around musicals/cartoon capers dance, be prepared for the group performance for assessment | Mental Skills - These include commitment, concentration, confidence, movement memory, systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback and capacity to improve. | 1. Student led warm up – using warm up cards on entry
2. Recap musical dance/cartoon capers dance
3. Discuss ways in which you can improve choreography and performance
4. Apply mental skills
5. Perform and evaluate use of mental skills
 | **Retrieval:**Name 3 expressive skills in danceWhy are expressive skills important? Can a motif be repeated in dance and why?**Things NEED to Know:**How can you rehearse and refine your dance piece? What can you use to help you improve your performance?What are mental skills in dance? |
| 7 | Assessment or physical skills  | To identify physical skills in dance and apply them into my group dance. To evaluate the use of actions, space, dynamics and relationships | **Physical Skills –**Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation. | 1. Student led warm up – using warm up cards on entry – with a focus on physical skills – each exercise develops a skill
2. Recap musical dance/cartoon capers
3. Match up image with physical skill
4. Apply physical skills to performance
5. Perform and evaluate
 | **Retrieval:**What are mental skills in dance and can you name 3?What could you do and use to improve your choreography and performance?**Things NEED to Know:**What are physical skills in dance?Name 3 physical skills and how they can be improved in a warm up or dance lesson.  |
| 8  | Assessment | Assessment | **Students to be assessed against Assessment Matrix for final grade.** | 1. Go through performance expectations and rules of both performing and observing
2. Recap targets made last lesson on how to improve performance
3. Rehearse applying targets for improvement
4. Perform for assessment
 | **Retrieval:**What are physical skills in dance?Name 3 physical skills and how they can be improved in a warm up or dance lesson.**Things NEED to Know:**What are the rules and expectations being an audience for a performance and performing to an audience? What is your target to improve your musicals dance? |