

RECOVERY CURRICULUM

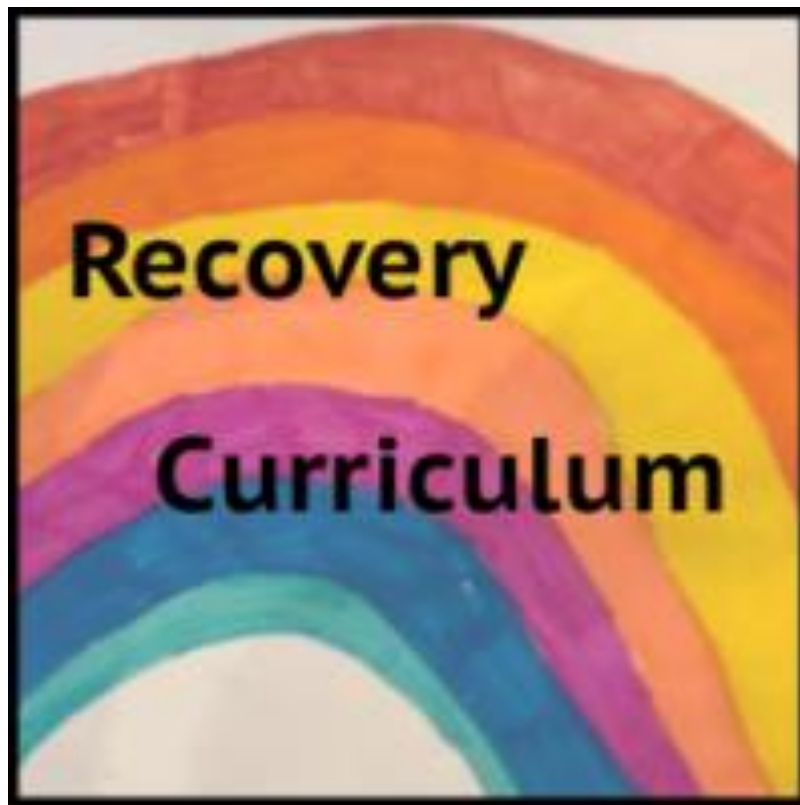
Year 7

Subject: Performing Arts -Dance

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Subject:	Dance	Teacher:	Mrs E Squire
Year:	Year 7	Class:	
Unit title:	Base skills- Still life at the penguin Cafe		
Duration:	7 sessions		

Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on introducing students to Dance following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students into Academy life and support with the issues resulting from loss. Being the first unit covered the focus is on fun and gaining trust within the subject.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

Students will gain base knowledge of dance, the main dance actions and performance skills required to progress through further units. They will develop strength, flexibility, choreographic understanding, motif development, trust and team-work, this unit focuses on learning the base skills to allow students to make observations within dance identifying key movements and choreographic techniques.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Ambitious – creating their own choreographed motif

Brave – present their dance to peers

Kind – being supportive of other students who may need help, being a good audience when dances are presented

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?

Dance appreciation- using professional dance works and identifying key characteristics, variety of cultures in the Still life of the penguin café, links to extinction and climate change.
Dance actions- identifying and learning the 7 key dance actions- Jump, Rotation, contract and extend, weight transfer, stillness, travelling and Gesture
Choreographic skills- devices, modifying, expanding
Performing

Dance history, genre, choreography, performing,

Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

Awareness of Dance from other cultures
 Introduction to professional dance pieces
 Being able choreography own dances from own and shared ideas
 Present work to other people

Implementation

GAPS

Identification – how are you going to identify the gaps in knowledge/skills?	Triage – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance?
Students coming from a variety of backgrounds and schools, first time most would have had a dance lesson taught by a dance teacher. Limited skills and knowledge expected. The introduction to the term will discuss rules, expectations and basics of dance. Each class assessed from warm up activities.	Students assessed via warm ups and choreography pace, planning will adjust to the specific needs of each class and pace of work. Adapting the planning by removing or adding additional dance works and choreographic devices. Low ability will receive more time on key actions.

KEY CONCEPTS

Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
Choreographic devices, dance actions, timing, animalistic, performing	Students will be able to transfer skills used automatically to further units of work.

WELLBEING

Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?
Introduction session will be based on well being and ice breaker tasks allowing for students to share positive experiences and things they have achieved. Discussion to be lead in a positive manner allowing for students to get to know each other. Nidra yoga session (meditation to be introduced)	ELS will monitor how students respond to the introduction session, Nidra yoga will allow for students to take time for themselves

RE-ESTABLISH	
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?
Students are given clear deadlines for each section of the work. The progress can be monitored easily both by student and tutor as there will be an outcome after each task. Tasks are set out clearly in stages on the learning board	ELS will encourage students to watch each other's work and support each other by praising and suggesting way to improve. As a class they will share performances. Students will work in a support pair socially distanced but developing choreography together.
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
Class discussions- lockdown time and events in the introduction lesson Group and pair discussions Discussion about the professional pieces in the observation tasks. Discussions of how to improve work	Choreography – share ideas Peer and group assessment and feedback Presenting – perform work

Delivery

1	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed. First lesson some may not have kit. Seating plan in designated area Read- rules displayed on the board Watch- Still life at the penguin cafe	What	Team building and trust development Explore features of dance and Still life at the penguin cafe Learn key 7 key dance actions		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Develop a safe atmosphere Understand characteristics and dance actions Develop observation and appreciation skills		
					How	Teacher lead workshop Watch the Texan Kangaroo rat		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Trust workshop and Nidra yoga Introduce Still life at the penguin cafe Introduce dance actions Introduce rules and expectations Introduce characteristics		Characteristics of the dance Check for understanding of the 7 key dance actions- workshop and peer work socially distanced		Dance observation workshop and peer work socially distanced		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Each dance action given and students experiment with finding actions for each Students complete characteristics mind maps for the Texan Kangaroo rat.		Light feedback as students identify key actions and characteristics		Exit questioning		
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props				

2	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed. Seating plan in designated area Watch- Still life at the penguin café- Texan kangaroo rat	What	Explore features of dance and Still life at the penguin cafe Recap key 7 key dance actions Learn a section of the repertoire	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Understand characteristics and dance actions Develop observation and appreciation skills	
					How	Teacher lead workshop Independent practice	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Recap of Still life at the penguin cafe Recap dance actions Introduce choreography		Characteristics of the dance Check for understanding of the 7 key dance actions- quick fire questioning Choreography broken down into small sections and times tasks given	Teacher taught motif- model Scaffold each section workshop and peer work socially distanced		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
Small sections taught at a time students work independently to ensure phase is learnt.		Light feedback whilst students work independently and whilst teaching the choreography	Group performance and target setting				
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props			

3	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed.	What	Explore features of dance and Still life at the penguin cafe Recap key 7 key dance actions Modify previously taught repertoire		
		Blended (live and remote as independent study)	<input type="checkbox"/>	Seating plan in designated area Rehearse Texan Rat motif independently	Why	Understand characteristics and dance actions Develop observation and appreciation skills Develop choreographic skills		
					How	Teacher lead workshop Independent practice		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Recap given choreography Recap dance actions Introduce student development choreographic devices		Characteristics of the dance Question what the 7 key dance actions- quick fire questioning Choreographic devices checking for understanding		Criteria for modifying the motif workshop and peer work socially distanced		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Independent dance development with given success criteria Teacher to circulate and help where needed		Light feedback whilst students work independently		Group performance and target setting		
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props				

4	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed. First lesson some may not have kit. Seating plan in designated area Watch- Still life at the penguin café Brazilian Monkey	What	Explore features of dance and Still life at the penguin cafe Learn a section of the repertoire
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Understand characteristics and dance actions Develop observation and appreciation skills
					How	Teacher lead workshop Independent practice Watch the Brazilian Monkey
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		Introduce Brazilian Monkey Introduce characteristics Recap dance actions Introduce choreography		Characteristics of the dance Check for understanding of the 7 key dance Choreography broken down into small sections and times tasks given	Dance observation workshop and peer work socially distanced Teacher taught motif- model Scaffold each section	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)	
		Students complete characteristics mind maps for the Brazilian Monkey Small sections taught at a time students work independently to ensure phase is learnt.		Light feedback whilst students work independently and whilst teaching the choreography	Group performance and target setting	

Synchronous (live)

Asynchronous (remote)

<p>Resource needed due to Covid:</p> <p>Changing facilities/come to school in PE kit</p> <p>Socially distanced dots/squares or markers on the floor</p> <p>Ventilation- door open?</p> <p>Spare kit- wash bags</p> <p>Washing powder</p> <p>Dance shoes?</p>	<p>Resource used normally:</p> <p>Paired work/ group work</p> <p>Changing rooms</p> <p>Computer</p> <p>Spare kit</p> <p>Props</p>
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5	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed.	What	Explore features of dance and Still life at the penguin cafe Recap key 7 key dance actions Modify previously taught repertoire		
		Blended (live and remote as independent study)	<input type="checkbox"/>	Seating plan in designated area	Why	Understand characteristics and dance actions Develop observation and appreciation skills Develop choreographic skills		
				Rehearse Brazilian Monkey	How	Teacher lead workshop Independent practice		
				4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)
		Recap given choreography Recap dance actions Introduce student development choreographic devices	Characteristics of the dance Question what the 7 key dance actions- quick fire questioning Choreographic devices checking for understanding		Criteria for modifying the motif workshop and peer work socially distanced			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Independent dance development with given success criteria Teacher to circulate and help where needed		Light feedback whilst students work independently		Peer performance and target setting		

<p>Resource needed due to Covid:</p> <p>Changing facilities/come to school in PE kit</p> <p>Socially distanced dots/squares or markers on the floor</p> <p>Ventilation- door open?</p> <p>Spare kit- wash bags</p> <p>Washing powder</p> <p>Dance shoes?</p> <p>Spray or wipe sanitiser</p> <p>Floor sanitiser – cleaned between classes</p>	<p>Resource used normally:</p> <p>Paired work/ group work</p> <p>Changing rooms</p> <p>Computer</p> <p>Spare kit</p> <p>Props</p>

6 & 7	Number of lessons in cycle: 2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	<input checked="" type="checkbox"/>	Depending on guidelines- into changing rooms to get changed. Seating plan in designated area Complete animal movement worksheet-	What	Create and perform own Animal inspired dance		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	Understand characteristics and dance actions Develop choreographic skills Develop performance skills		
					How	Independent practice Peer assessment		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Recap choreographic devices Recap dance actions Introduce animal movements		Success criteria shared and discussed for own dance Question what the 7 key dance actions- quick fire questioning Choreographic devices checking for understanding		Criteria for developing own dance Independent and peer work socially distanced		
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		Independent dance development with given success criteria Teacher to circulate and help where needed		Light feedback whilst students work independently Peer performance and feedback Deep- final assessment and feedback- filmed		Group performance and target setting		
Resource needed due to Covid: Changing facilities/come to school in PE kit Socially distanced dots/squares or markers on the floor Ventilation- door open? Spare kit- wash bags Washing powder Dance shoes? Spray or wipe sanitiser Floor sanitiser – cleaned between classes				Resource used normally: Paired work/ group work Changing rooms Computer Spare kit Props				