

# **RECOVERY CURRICULUM**

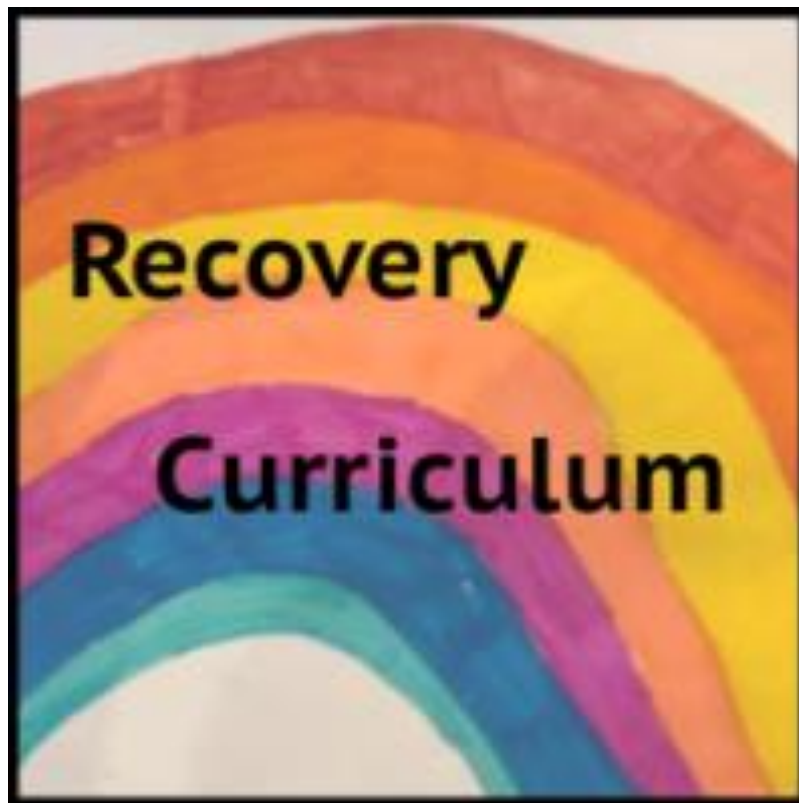
## **Year 9**

Subject: Performing Arts -Dance

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Subject:	Dance	Teacher:	Mrs E Squire
Year:	Year 9	Class:	
Unit title:	Breaking boundaries		
Duration:	3 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 back 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 use skills gained in dance in the previous academic years. Students will need to re visit the base skills and develop strength, flexibility, choreographic understanding, motif development, trust and team-work. This unit focuses breaking the boundaries of dance, students will take part in dance appreciation tasks to understand and identify the key characteristics of the style of dance. Students will be able to use their bodies in an unconventional way with the use of a chair.

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 using a chair

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,  
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  
Use of a prop  
Learning taught choreography

Dance history, genre, choreography, performing, contemporary dance

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 styles  
 Introduction to professional dance pieces  
 Being able choreography own dances from own and shared ideas  
 Modify choreography  
 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 returning after a long period of time may not have taken part in exercise regularly, potential decrease in skills and knowledge. 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 motif development.

### 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, , performing, Floor work, contemporary dance, Use of props	Students will be able to transfer skills used automatically to further units of work. This will give students an understanding of the professional wold of dance linking to KS4 curriculum

### 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.	ELS will monitor how students respond to the introduction session, Nidra yoga will allow for students to take time for themselves

RE-ESTABLISH	
<b>Learning Skills</b> – how are you going to re-establish the skills for learning?	<b>Relationships</b> – 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	
<b>Discussion</b> – what are the discussion based opportunities?	<b>Group</b> – 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

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- Rosas danst Rosas	What	Team building and trust development Explore features Rosas danst Rosas Learn key moves	
		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 Student practice	
		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 Rosas Danst Rosas Introduce rules and expectations Introduce choreography		Characteristics of the style Chair safety workshop and peer work socially distanced	Dance observation 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 circulation as students self-practice	Class performance altogether of the given choreography				
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	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  Rehearse motif independently	What	Team building and trust development Explore features Rosas danst Rosas Learn key moves Modify previously taught repertoire			
	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 Develop choreographic skills			
				How	Teacher lead workshop Student practice			
	Number of lessons in cycle: 2	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
		Recap given choreography Introduce student development choreographic devices		Characteristics of Chair dance Chair safety 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			

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.  Seating plan in designated area  Watch floor section of Rosas Danst Rosas	What	Team building and trust development Explore features Rosas danst Rosas Learn key moves Learn floor sequence Modify floor sequence			
		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 Develop choreographic skills			
					How	Teacher lead workshop Student practice			
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Recap of taught and modified phrase Introduce choreography Modify and transitions		Choreography broken down into small sections and times tasks given Criteria for modification and transitions given and on board.		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.  Work socially distanced with a partner to create own floor section		Light feedback whilst students work independently and whilst teaching the choreography  Deep final performance and graded feedback- self evaluation		Final performance- move to session 4 if more lessons in the term			
		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			