


KEVICC KS3 Curriculum:	Subject: Dance	Key terms and vocabulary.
Year: 7 Term: 2	Topic: Graphic Scores	
<p>What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i></p> <p>This is a cross-curricular scheme using Kandinsky Paintings as a stimulus.</p> <p>Throughout this scheme, students learn the movement components to shape choreography effectively and use notation in their learning journals to document their process.</p> <p>Actions, Space, Dynamics and Relationships will be developed in solo and group work.</p> <p>Students will Perform and develop composition in small groups exploring creative ideas. Work will be performed with a sense and awareness of actions, space, dynamics and relationships and this will be noted on their graphic scores. Students will be able to identify some examples of these four elements in their peers' and professional works. Students will also be able to suggest ways in improving the quality of their own and others work.</p>  <p>Students are encouraged to develop a choreographic intention for their work e.g. mood, theme.</p>		<p><i>Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked?</i></p> <p>Action Space Dynamics Relationship Stimulus Transitions Choreographic process Choreographic intention</p> <p>Students expected and encouraged to use terminology during verbal feedback and evaluations of others work.</p>
<p>What prior learning supports understanding of this content?</p> <p>Students will be developing their knowledge of basic dance skills and using them to embed them further and in the context of developing choreography.</p>	<p>How does this content link to future learning?</p> <p>Students begin to use stimuli as a starting point and methodically shape their work over time. The process of choreography is learnt.</p>	<p>Students understanding will be checked in starter and plenary tasks along with checking their work during the lesson.</p>
<p>Reading: <i>Where in the unit are students supported to read complex academic text?</i></p> <p>Reading Dance Vocabulary and gaining knowledge and understanding of Kandinsky</p>	<p>Writing: <i>Independent writing tasks and how they are structured</i></p> <p>Students reflect on their learning via their learning journals</p>	
<p>Key assessments:</p> <p><i>How will feedback be received?</i></p> <p><i>What will be seen in books?</i></p> <p>Written feedback of practical work in PLC found in work students booklets at the end of the scheme.</p> <p>Verbal feedback given every lesson from teacher and peers.</p> <p>Marking of extension tasks, non-participant worksheets and homework written tasks to include the college marking policy.</p>		