




KEVICC KS3 Curriculum:	Subject: Dance	Key terms and vocabulary.
Year: 8 Term: 2	Topic: Professional Work	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked? Communication Expression Projection Control Intention Motif Development Stimuli Role Canon Students expected and encouraged to use terminology during verbal feedback and evaluations of others work. Students understanding will be checked in starter and plenary tasks along with checking their work during the lesson.
What is the essential knowledge from this unit? <i>What do students need to remember and understand?</i> Students will use different professional dance works by Christopher Bruce as stimulus material. Students will consider how they will convey meaning through dance and convey dramatic qualities. Expressive skills will be developed to emphasise the character roles, narrative or intentions behind the work. Students will structure their choreography and present their work to have a clear Choreographic intent and will be expected to use a range of different dance skills to enhance performance. Students are encouraged to use originality of movement and be creative using improvisation, selecting material and developing it for performance. Student are able to select working as a solo or part of a group .		
  		
What prior learning supports understanding of this content? This unit build on knowledge and understand of Christopher Bruce from their contact work unit and is developed to focus on choreographic intent.	How does this content link to future learning? Students have to study professional works for the GCSE curriculum so this unit focusses on the tools to develop critical appreciation and as a stimulus for practical work.	
Reading: <i>Where in the unit are students supported to read complex academic text?</i> Extracts from 'Ghost Dances' and articles, reviews and evaluations of his work.	Writing: <i>Independent writing tasks and how they are structured</i> Students reflect on their learning via their learning journals and are set an independent homework research project.	
Key assessments: <i>How will feedback be received?</i> <i>What will be seen in books?</i> Written feedback of practical work in PLC found in work students booklets at the end of the scheme. Verbal feedback given every lesson from teacher and peers. Marking of extension tasks, non-participant worksheets and homework written tasks to include the college marking policy.		