

Year 8 Dance Curriculum

INTENT: Year 8 builds upon the creative foundation and skills developed in Year 7. In Year 8, students' increasing knowledge and understanding of how the elements of work enables them to effectively shape, express and share their ideas, feelings and responses, making use of language, space, symbol, allegory and metaphor. Students will focus on the key elements of Performing, Developing and Responding in order to explore a range of emotions and experiences.

Half Term 1
Blood Brothers

Half Term 2
Wastelands

Half Term 3
Animal Farm

Half Term 4
Ghost Dances

Half Term 5
Macbeth

Half Term 6
Greek Theatre

Why teach Blood Brothers here? This scheme teaches class and social structure which will be built upon in the next two schemes of work in Year 8. Students will learn how social issues affect Mickey and Eddie and how this is interpreted through dialogue and character.	Why Teach Wastelands here? This is the students first introduction to political agitprop theatre and political division in the UK. Wastelands is based on the rave scene of the 1990s and how this emerged from the social deprivation of the 1980s.	Why teach Animal Farm Here This unit teaches students about the political structure of the UK and in other countries and how democracy can be manipulated. This scheme has historical links and students will learn how agitprop theatre and literature are used to express political ideas.	Why teach Ghost Dances here? This scheme further develops basic choreography skills and teaches students ho to devise in small ensembles. This scheme is based on the trapped Chilean Miners and encourages students to consider how physical expression can be used to show emotional trauma.	Why teach Macbeth here? This scheme has close links to the work done in English on Shakespeare in Year 7. It gives students the chance to work their understanding of iambic pentameter and Shakespearean register in a fully practical context.	Why teach Greek Theatre here? As with Samba, students are learning how the Arts are used in different cultural settings. This is also the beginning of teaching the history of theatre and how modern practises first developed.
National Curriculum Links Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	National Curriculum Links Perform Dances using advanced Dance techniques within a range of Dance styles and forms.	National Curriculum Links Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	National Curriculum Links Perform Dances using advanced Dance techniques within a range of Dance styles and forms.	National Curriculum Links Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	National Curriculum Links Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Teaching Blood Brothers here supports: Reading and script comprehension developed in previous schemes. Characterisation. Stage presence and performance confidence. Citizenship	Teaching Wastelands here supports: History of Theatre Political understanding Physical expression Character development Vocal Work	Teaching Animal Farm here supports: Literacy Characterisation Political knowledge Historical context	Teaching Ghost Dances here supports: Choreography Ensemble Work Motif and floor patterns	Teaching Macbeth here supports: Iambic Pentameter History of Theatre Stage types – Thrust Stage Stage fighting and choreography	Teaching Greek Theatre here supports: Storytelling as first developed in the Folklore scheme in Year 7. Mask use and Chorus introduced in Samba. The history of Theatre which is a continuing concept throughout the curriculum. Anthropomorphism and physicality.