

Maghull High School - Year 7 Scheme of Work - Dance

Prior Learning: Some students will have experience of dance outside of school and in KS2.

Expectations: Pupils are expected to play an active role in all lessons regardless of injury or illness. Pupils are expected to make regular contributions as performers and leaders. Pupils are expected to take pride in their learning and show desire to improve and develop.

3 Pillars of Progress

Motor Competence

The Year 7 dance curriculum focus is built on exploring the core performance strategies (Actions, Space, Dynamics, and Relationships) and basic choreographic devices. These strategies are designed to move students from simple movement to intentional performance.

Warm up Games (e,g)

- Follow the leader
- Mirror Game
- Across the floor
- Dance telephone

Functional Motor Skills

- **Locomotor skills (travel)** – Walking, running, leaping, sliding- various directions
- **Stability skills** – Stillness and balance- performing point and patch balances with correct alignment and core strength
- **Manipulative skills** – Coordination- using isolated body parts and complex movement patterns
- **Dynamic Actions** – Jumping, turning and weight transfer

Introduction to Dance

Actions & Body Control

Travelling
Turning
Gestures
Stillness

Dynamics- Developing quality of movement

Fast
Slow
Light
Heavy

Space

Personal space
Pathways
Levels

Transitions

Coordination and Balance

Rules, Tactics and Strategies

Performance Strategies:

Refine how a movement is executed

- How to move
- When to move
- Where to move
- Apply strategies for effective performance
- Actions- using 5 basic body actions (jump, turn, travel, gesture, stillness) to create a motif
- Space- vary levels, direction and pathways
- Dynamics- controlling the how of movement to communicate theme/character
- Relationships- working with others (lead and follow, mirroring, action reaction)

Choreographic Tactics and Devices

Unison & Canon, Motif Development, Formations & Transitions, Stimulus Response

Healthy Participation

The Dance module is delivered in conjunction with one of the following Healthy Participation modules:

1. Warm-up and cool-down
2. Physical, emotional and social benefits of exercise
3. Components of fitness
4. Ethics
5. Diet
6. Muscular System
7. Cardiovascular System
8. Respiratory System

Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.

Assessment / Feedback Opportunities	Formative Assessment <ul style="list-style-type: none"> • Teacher observation • Q&A • Discussion • Peer assessment • Self-assessment • I can statements 	Summative Assessment <ul style="list-style-type: none"> • End of topic practical assessment • Healthy Participation knowledge assessment
Key Vocabulary	<p>In addition to the key words and terms documented within the 3 Pillars of Progress.</p> <p>Action- Stillness, travel, jump, leap, turn, gesture Space- levels, formations, direction, pathways Dynamics- speed, flow, weight/energy Relationships- Unison, canon, mirroring, accumulation Choreograph & performance skills- motif, stimulus, focus, projection, musicality Motif</p>	
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Subject specific vocabulary discussed with the lesson • Pupils reading success criteria • Reading and following instructions • Teacher reading success criteria and modelling language • Articulating constructive feedback during collaborative tasks using dance specific terminology 	
Cross Curricular Themes	<p>Music- exploring dynamics, tempo, rhythm Drama- developing expressive skills, characterisation and story telling English- building vocab, using stimulus to inspire creation History- studying specific cultural dance Maths- understand patterns and counting unison and canon</p>	
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy- Students engage in "student voice" by voting on choreographic choices or music and participating in peer-led evaluations. • Rule of Law - Establishing "Safe Practice" rules in the studio to protect everyone, teaching the importance of professional expectations and performance discipline. • Individual Liberty - Encouraging students to express their own opinions and creative voices through independent choreography tasks. • Mutual Respect - Exploring diverse dance styles (e.g., Bollywood, African, or Street Dance) to foster appreciation for different cultures and faiths. 	

	<ul style="list-style-type: none">• Personal development – building self-worth and confidence through performance, interpersonal skills emphasis on teamwork and conflict resolution and using dance to manage emotions
Career Opportunities	Dance (performer), Choreographer, Dance teacher, Owner of a dance school, musical theatre actor, dance therapist, events manager, stage manager, costumer designer, freelance dance instructor,

Maghull High School - Year 8 Scheme of Work - Dance

Prior Learning: In Year 7, pupils developed foundational motor skills, explored the dance elements (Actions, Space, Dynamics, Relationships), engaged with basic choreographic devices, and gained initial experience in performing, working safely, and contributing in groups.

Expectations: Pupils are expected to demonstrate **greater precision** and **musical awareness** in performance; take increased responsibility as **leaders and choreographers**; respond to stimulus with **more developed creative choices** and apply Year 7 knowledge independently and begin to refine work for performance.

3 Pillars of Progress

Motor Competence (Progressing from foundational skills).

The Year 8 dance curriculum builds on the foundations of Year 7 by deepening pupils' understanding of the core performance elements — Actions, Space, Dynamics and Relationships — and advancing their use of choreographic devices. Students move beyond simple movement exploration to refine technique, apply greater intention and expression, and create more sophisticated choreography that demonstrates control, clarity and stylistic awareness.

Warm up Games (e.g.)

- Leading warm-ups (Year 7: following/participating)
- Understanding purpose of warm-up components
- Dynamic flexibility development

Functional Motor Skills

Technical Skills

Extended action vocabulary – Kicks, floorwork transitions, spirals, rolls, controlled leaps, turns (pivot, chaîné introduction)

Improved coordination & alignment – Developing core strength to support more complex movement

Dynamic variation with control – Contrast, accents, sustained vs. staccato

Rules, Tactics and Strategies

Performance Strategies (More advanced application):

Pupils will develop:

- **Refined execution** of movement (body tension, focus, projection)
- **Interpretation skills** – showing character, intention, atmosphere
- **Use of musicality** – timing, phrasing, accents, rhythms
- **Group performance awareness** – spacing, relationships, transitions

Choreographic Tactics and Devices

Year 7 introduced unison, canon, and motif work. Year 8 builds on this with:

- **Motif development (expanded)** – retrograde, fragmentation, embellishment, repetition with dynamics

Healthy Participation

The Dance module is delivered in conjunction with one of the following Healthy Participation modules:

1. Warm-up and cool-down
2. Physical, emotional and social benefits of exercise
3. Components of fitness
4. Ethics
5. Diet
6. Muscular System
7. Cardiovascular System

<ul style="list-style-type: none"> • Locomotor skills (travel) – Travelling phrases combining multiple actions, direction changes, speed shifts • Stability skills – Moving balances, off-centre balances, floor-to-standing transitions • Manipulative skills – Layering coordination with rhythm, gestures + travel combined • Dynamic Actions – Intention-led dynamics, accents, sustained qualities, stylistic variation 	<p>Complex pathways & formations – including levels within groups</p> <p>Weight sharing (introducing contact work) – counterbalance, assisted shapes</p>	<ul style="list-style-type: none"> • Structuring choreography – binary, ternary, rondo structures • Using a wider range of stimuli – images, text, props, thematic concepts • Duet and small-group contact work – counterbalance, shared weight, action-reaction with contact • Developing transitions for fluency • Choreographing for an audience – intention, beginning/ending clarity <p>Dance Styles Progression Students will explore and compare styles such as:</p> <ul style="list-style-type: none"> • Contemporary (floorwork + technique) • Street Dance foundations (isolation, popping basics) • Cultural dance focus (e.g., African or Bollywood extension from Y7) <p><i>(Styles chosen depending on term focus / staff specialism.)</i></p>	<p>8. Respiratory System</p> <p>Pupils will cover all 8 modules throughout the academic year. Pupils will be assessed across all 8 modules in addition to their practical assessments.</p>
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<p>Assessment / Feedback Opportunities</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation with targeted feedback • Peer/paired coaching with Year-8-level vocabulary • Self-analysis using success criteria (extended from Y7) • Video review (where appropriate) • “Progress tasks” at the end of each lesson (mini performance/choreography checks) 	<p>Summative Assessment</p> <ul style="list-style-type: none"> • End-of-unit performance assessment • Choreography assessment using structured motifs and group formations • Healthy Participation theory assessment • Possible recorded performance for portfolio (teacher dependent)
<p>Key Vocabulary</p>	<p>Technical terms</p> <ul style="list-style-type: none"> • Spiral, floorwork, roll, release, contraction, suspension • Balance (off-centre), counterbalance, contact points <p>Choreographic terms (Extending Year 7 concepts)</p>	

	<ul style="list-style-type: none"> • Retrograde, fragmentation, embellishment, style fusion • Rondo, binary, ternary form • Dynamic contrast, accent, phrase development <p>Performance terms</p> <ul style="list-style-type: none"> • Focus, projection, intention, musicality, timing, spatial awareness
Literacy/Reading opportunities	<ul style="list-style-type: none"> • Reading dance stimuli and interpreting meaning • Using advanced vocabulary for peer feedback • Teacher modelling of choreographic language • Written evaluations to describe choreographic decisions • Reading anatomical diagrams related to dance technique
Cross Curricular Themes	<ul style="list-style-type: none"> • Music: rhythm development, accents, phrasing • Drama: emotion, characterisation, staging • English: analysing stimulus, descriptive writing around dance intentions • PSHE: confidence, communication, self-expression • Science: muscles, joints, and how they support movement
Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none"> • Democracy: choosing choreographic directions as a group • Rule of Law: applying studio safety rules and contact-work protocols • Individual Liberty: developing personal movement style • Mutual Respect: collaborative contact work, safe weight sharing • Cultural Appreciation: studying dance from different cultures respectfully • Personal Growth: resilience through rehearsal, leadership roles, teamwork
Career Opportunities	Professional dancer, Dance therapist (link to wellbeing in curriculum), Choreographer / Creative director, Arts administrator, Community dance practitioner, Stage management / production, Dance fitness instructor and Cultural dance ambassador / educator.