

<p>BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3 DANCE</p>		
<p>The big aims of KS3</p>	<ul style="list-style-type: none"> ● To promote a culture of Creativity, with all learners feeling valued. ● To enable/empower learners with higher order thinking skills (Blooms Taxonomy) ● To create a positive, engaging learning environment fostering empathy and self control. ● To develop ‘irresistible’ experiences in dance through the teaching of Dance Performance, appreciation and Choreography. ● To cultivate student leadership and student centred approaches through formative feedback and peer to peer coaching. ● To develop life skills and confidence 	
<p>Characteristic of a compelling learning experience</p>	<ul style="list-style-type: none"> ● Learners exploring and testing their creative abilities ● Student participation and ownership ● Staff working as artists or facilitators ● The growth of resilience and emotionally intelligent behaviours ● Diverse and numerous outcomes in one room ● Independence and confidence building ● Critical thinking opportunities. 	
<p>Key concepts</p>	<p><u>CREATE</u></p> <p>C (Consider: Planning, Strategies, Outcomes, individuals) Teaching the basic skills of Dance: Performing, Choreographing and Appreciation through theme based work. Planning in Life skills, Social skills, Empathy, Confidence building, Group work, Peer work, Formative feedback, Critical thinking with strategies and a variety of outcomes for all individuals.</p> <p>R (Reframe: Language, Questioning, Pace, Differentiation and Behaviour). Developing Dance Vocabulary within the basic elements Action, Space, Dynamics and Relationships within all lesson. Using practical work to own this and questioning technique to aid understanding and consolidation. Emphasis also on the language used with each other, differentiation through task setting and formative assessment with peers. Set habits for behaviour for learning, acceptance of working with others and health and safety, self-discipline and empathy.</p>	

	<p>E (Evidence: Goals, Outcomes, Assessment, and Research). Constant use of video evidence for formative and summative assessment. Clear goal setting in group, and personal tasks with a clear outcome. Research carried out in relation to theme and Homework.</p> <p>A (Accelerate: Expert planning, purposeful feedback, Growth mindset and risk) Instilled within the lesson structure. Constant feedback from class, to each other, individual which is useful and drives each other forward. Creating an environment of trust, positive, safe habits which can then lead to an element of risk.</p> <p>T (Target: Individual progress, habits of mind, precise and honed, language and strategies) Use of formative feedback class books giving individual feedback, emphasis on language used encouraging the use of dance vocabulary when discussing ideas for choreography with each other. Appreciation of each other's work.</p> <p>E (Educate: Educare, to lead out) Encouragement and use of formative assessment in the classroom, Pupils start to become leaders, encourage use of warm ups/cool downs and leading on discussions.</p>	
<p>Key knowledge</p>	<ul style="list-style-type: none"> ● The Four Elements of dance: Action, Space, Dynamics and Relationships (ASDR) and how to adapt this to a practical performance. Pupils will also need this knowledge to appreciate each other's work and professional pieces. ● Secure, comfortable and safe to use their own creativity in a variety of ways. Respectful of each other and the learning environment. ● Pupils will need to understand the word 'Empathy' and how to use it. 	
<p>Key skills</p>	<ul style="list-style-type: none"> ● Working with a partner, Listening Skills, Empathy, Cooperation, Consolidation, Formative Feedback. ● Working through a problem, problem solving using movement ● Using a theme to create a piece of dance in a group embedding ASDR ● Researching a theme: How is this related to our Dance? Transference skills. Taking a theme to performance. ● Performance and confidence skills. ● Organisation of work in theory and practical ● Appreciating own work, peers and professional pieces. ● Understanding the role of Performer and Choreographer. 	

