

**WHAT ARE THE BIG AIMS OF YEAR 9?**

Develop confidence in the three strands: Performing, Choreography, Appreciation

To investigate and explore influential past Dance conventions and genres and apply approaches to new contexts

Develop a sense of confidence and ownership in live performance and creative choreography

Build cultural capital by identifying and understanding the work of iconic dancers and prestigious dance styles.

To build physical skills needed to be successful at Dance.

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?**

Students can explore Merce Cunningham's Chance technique and apply methods to create their own performance piece.

Students can perform set phrases of movement with exceptional demonstration of physical skills.

Students can recognise various dance relationships through appreciation of professional dance works.

Students can apply various dance relationships to their own choreographies.

Students can recognise and apply various dance structures in choreography.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

- choreographic devices of Dance such as formation, dynamics, contact
- Performance techniques
- Physical elements of Dance such as balance, elevation, direction
- **Knowledge of Merce Cunningham's chance technique as a choreographic process**
- **Physical skills in dance; strength, stamina, balance, mobility, flexibility, control, alignment, isolation, coordination, extension**
- **Knowledge of dance relationships; unison, canon, mirroring, action and reaction, contact**
- **Knowledge of dance structures; binary, ternary, rondo, episodic, narrative**

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- **Performing with sense of purpose and audience**
- **working as an ensemble**
- **structuring Dance using choreographic devices**
- **physical skills needed to develop Dance**
- **watching Dance with discrimination and an awareness of the elements of Dance**
- **application of physical skills in a dance performance; strength, stamina balance, mobility, flexibility, control, alignment, isolation, coordination, extension**
- **Using Merce Cunningham's Chance Technique as a choreographic process.**
- **Applying dance relationships to develop dance choreography; unison, canon, mirroring, action and reaction, contact**
- **Structuring choreography through use of dance structures; binary, ternary, rondo, episodic, narrative**

<b>WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?</b>	

- some students may underestimate the time needed to rehearse
- some students may misunderstand the value of warm up
- some students may misunderstand the physicality needed for Dance
- some students may misunderstand working in an ensemble
- some students may misunderstand some of the technical vocabulary
- some students may misunderstand the application of key knowledge into a practical performance