

Dance - Year 7 - MTP - Term 3

Year group -7	Subject: Artificial Things
<p>Prior learning- linked to National curriculum</p>	<p>This is the third unit of work students have studied within PCS. Students have been exposed to cartoon capers, a fast-paced fun routine where they were given the opportunity to develop their choreography. The second unit of work explored was Fitness, students were given the autonomy to create their own circuits to improve their own physical fitness. Within this unit of work I want to retain a fun and creative element as this seems to be the best method of engaging secondary students with dance. The focus of the unit is to expose the students to a dance company that challenges societal stereotypes as to what a dancer should look like; requiring a level of maturity that I feel the students will have or develop during this unit of work. Students will be taught a piece of choreography inspired by Artificial Things, within this we will be focusing on action, space, dynamics and relationships. They will be given the opportunity to develop and change the choreography exploring and developing the expressive skills they focused on within unit 1 'cartoon capers.'</p>
<p>Rationale</p>	<p>Artificial Things: Stopgap Dance Company (Choreographer Lucy Bennett) will be the third unit of work that year 7's study at PCS. This unit will allow students to explore dance through the perspective of a non-able dancer with a strong focus on relationships (Contact work). They will learn about the company and its significance, gaining confidence in developing a piece of inspired choreography I teach them using: Actions, space, dynamics and relationships.</p> <p>This unit allows students to open their mind and experience new choreography. This scheme of work supports GCSE dance as Artificial Things is an anthology piece of work. Therefore, early exposure to the company and its ethos encourages maturity, challenging the stigma of non-able dancers.</p>
<p>Vocabulary:</p>	<p>Keywords: Able Dancer Non-Able dancer Action Space Dynamics Relationships Gesture Contact</p>
<p>Cultural Capital:</p>	<p>This unit of work exposes students to the diversity of dancers in professional work. They also engage in critical thinking, analysing performances.</p>

Key assessments- name the assessments	Students will be assessed at the end of the unit on the performance of the dance learnt and developed in small groups. This focus will be on accuracy and relationship development.
What do children know/ can do now (EDSM)	Students will now understand the relationship content of dance. Additionally, they would have learnt about non- able and abled bodies dancers.