

Year 7 Dance

Unit 1 Topic Title- Capoeira – Developing Technique, Choreography and Performance

Learning Objectives

Students will develop an understanding of Capoeira as a unique Brazilian art form that combines dance, music and martial arts. They will learn fundamental Capoeira movements including Ginga, Esquiva and travelling actions whilst developing coordination, balance, rhythm, flexibility and musicality. Students will understand the importance of safe dance practice through effective warm-ups and cool downs and begin to develop performance skills including focus, projection, timing and confidence. They will investigate the history and cultural significance of Capoeira, using subject-specific vocabulary to evaluate their own and others' performances whilst developing teamwork, resilience and creativity through collaborative choreography.

What previous knowledge is required?

Students should already:

- Understand behaviour expectations within PE and Dance.
- Work safely in pairs and small groups.
- Understand why warm-ups are important before physical activity.
- Follow teacher demonstrations safely.
- Count movement phrases in 8s.
- Demonstrate basic coordination and rhythm.

No previous dance or Capoeira experience is required.

How will this term's content help with future learning?

This unit establishes the foundations for all future Dance learning by developing:

- Technical movement skills.
- Physical literacy.
- Choreographic understanding.
- Performance confidence.
- Musicality and rhythm.
- Cultural appreciation.
- Dance vocabulary.
- Peer and self-evaluation skills.
- Collaborative working.
- Leadership opportunities.

The knowledge and practical skills introduced provide the basis for future KS3 Dance units and prepare students for GCSE Dance through increasing independence in choreography, performance and appreciation.

Common Misconceptions

Students often believe:

- Capoeira is only a martial art rather than an expressive performance art.
- Warm-ups are optional rather than essential for safe practice.
- Bigger movements always create stronger performances.
- Dance is simply copying movement rather than communicating ideas.
- Performance quality only involves remembering choreography rather than demonstrating expression, timing and commitment.

These misconceptions are addressed through practical exploration, teacher modelling, retrieval practice and questioning throughout the unit.

National Curriculum / Specification

Students meet the aims of the KS3 Physical Education National Curriculum by:

- Developing competence in a broad range of physical activities.
- Performing dances using increasingly advanced movement patterns.

- Analysing and improving performances.
- Developing confidence, creativity and teamwork.
- Appreciating dance from different cultures.
- Developing physically active and healthy lifestyles.

Unit 2 Topic Title: Thriller – Characterisation, Performance and Storytelling

Learning Objectives

Students will explore the iconic choreography and performance style of Michael Jackson's *Thriller*, developing expressive performance, characterisation and storytelling through dance. They will refine technical accuracy, musicality, isolation and coordination whilst learning teacher-led choreography before creating their own movement material inspired by the Thriller narrative. Students will develop confidence in performance, apply choreographic devices including formations, levels and dynamics, and evaluate performances using appropriate dance terminology.

What previous knowledge is required?

Students should be able to:

- Demonstrate safe dance practice through effective warm-ups.
- Perform basic movement sequences confidently.
- Count movement phrases accurately.
- Apply simple performance skills including timing and focus.
- Work effectively with partners and groups.
- Use basic dance vocabulary introduced during the Capoeira unit.

How will this term's content help with future learning?

This unit develops students' understanding of:

- Characterisation.
- Narrative through movement.
- Performance quality.
- Musical interpretation.
- Choreographic creativity.
- Dynamics and expressive movement.
- Professional dance appreciation.
- Self and peer evaluation.

The skills developed provide progression into Year 8 Street Dance and Year 9 studies of Michael Jackson's *Beat It* and ZooNation, where students further develop narrative, choreography and performance quality.

Assessment strands

Key stage 3 Dance

Strand What is assessed

Performance Technique, accuracy, timing, coordination, musicality, expression, confidence

Choreography Creativity, use of choreographic devices, structure, originality, communication of ideas

Appreciation Dance knowledge, analysis, evaluation, cultural understanding, use of terminology

Personal Development Teamwork, resilience, leadership, independence, reflection