The Fisher Way: Curriculum

The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.

Successful and resilient learners who aspire to and achieve excellence

Confident individuals who can explore and communicate effectively

Responsible citizens who are active, loving and wise in all their endeavours

Subject	Dance
Year Group	Year 8
Intent	**Successful and resilient learners**: Learners will continue to refine their practical and theoretical knowledge of dance, developing resilience when tackling more complex choreographic tasks and performance challenges. They will be encouraged to problem-solve collaboratively, showing determination to apply feedback and refine their work.

	Confident individuals: Learners will build confidence through exploring contrasting dance styles across different decades and through performing teacher-led choreography. They will become increasingly independent in rehearsals, developing their ability to take creative risks and communicate ideas with clarity. **Responsible citizens:** Learners will explore how dance reflects society and culture, learning about historical and stylistic influences. They will take ownership of their roles within group projects, demonstrating respect for others' contributions and recognising the importance of collaboration in both artistic and professional contexts.
Narrative	All learners will complete Year 8 with an expanded understanding of dance styles, choreographic devices, and interpretive skills. In the **Through the Decades** unit, students will explore the history and development of dance within musicals, from the 1950s to the 1980s, engaging with repertoire from *Grease*, *Hairspray* and *Mamma Mia*. This develops their appreciation of how dance reflects social and cultural changes, while enhancing stylistic versatility. In the **Teacher-Led Choreography** unit, students will refine their technical and compositional skills through taught material, with a focus on unison, canon, repetition, levels, dynamics, and Laban's effort actions. Finally, in the **War Poetry** devised unit, learners will apply their skills to create original choreography in response to a stimulus, developing their ability to interpret text, communicate narrative, and take on different roles within a group. This year offers students greater independence and responsibility in their dance-making, encouraging them to balance creativity with technical precision. Alongside practical workshops, they will complete written and reflective tasks such as research into professional works, performance analysis, and rehearsal logs. By the end of Year 8, students will have a more secure knowledge of stylistic influences, choreographic

	methods, and performance techniques, laying strong foundations for advanced creative and analytical work in Year 9 and progression into KS4 BTEC Performing Arts.		
Half term	Autumn Term	Spring Term	Summer Term
Knowledge (topics studied)	Styles: Through the Decades	Skills: Teacher Led Choreography	Devised: War Poetry
Key skills	Exploring dance and musical theatre styles across decades (1950s *Grease*, 1960s *Hairspray*, 1980s *Mamma Mia*). Learning repertoire and creating short stylistic pieces. Stylistic awareness; movement memory; performance precision; appreciation of historical context; expressive storytelling.	Building vocabulary through teacher-led choreography. Focus on unison, canon, repetition, levels, dynamics, and Rudolf Laban's effort actions. Technical accuracy; understanding of choreographic devices; spatial awareness; rehearsal discipline; teamwork.	Choreographing in response to war poetry. Explore analysis of stimulus, group roles, developing narrative, rehearsal and performance. Creativity; interpreting stimulus; choreographic structuring; leadership and responsibility in group work; expressive communication.

Cultural capital and careers	Research into historical/social contexts of each decade; exposure to professional musical theatre works; theatre etiquette. Discussion of performer pathways.	Exploring Rudolf Laban's theories; links to professional training; learning about choreographer-performer relationships.	Exploring connections between dance, poetry, and history; discussion of the role of dance in reflecting human experiences of conflict. Reference to careers in choreography and performance.
Assessment	Performance of a short group piece in a chosen decade style; peer and teacher feedback.	Formative teacher assessment of accuracy in taught choreography; peer/self-reflection on dynamics and group work.	Summative assessment: Final group performance responding to stimulus; reflective log on group process and creativity.