

Year 7 Dance

Term 2 *The Charleston*



Students are learning about the **Charleston** at this point in Year 7 because they have explored the foundation skills of choreography and should now be ready to improve or develop their expressive skills required for performance. Students will be challenged to learn a longer sequence of dance and perform that reflecting a specific style.

Previous topic: Introduction to Dance

Next topic: The Nutcracker

Core knowledge/skills/concepts

The stylistic features of the Charleston
How to use expressive skills in performance to help communicate the correct mood
Importance of timing in duet work
Safe practice - how to lift a partner safely
When the Charleston was created, and the significance this has on social change in the 1920s

Essential vocabulary

Subject Specific

Safe practice
Expressive skills; focus and facial expression
Stylistic features; twist, swivel, timing, fast footwork, Box step
Choreographic; repetition, motif development

Academic

Enhance, reinforce, constructive, complexity, incorporate, response

Threshold concepts

How to lift a partner safely
Basic method of motif development - adding actions

Opportunities for reading

Historical context of the 1920's will be delivered through paragraphs on the PowerPoint. Students will be given the opportunity to read these to the class or read along with their teacher.

How and when will the core learning be assessed?

Group performance at the end of the topic
Regular performances to show progress and provide opportunity for students to improve;
Live marking and verbal feedback will be the consistent method of providing feedback to students
Online quiz to assess understanding of safe practice, and key information on the Charleston and the decade in which it was created

Links to other topics/subjects

History
Music
Drama