Scheme (	of Learning:											
Topic Seque	nce:	_ \	81 7/3/2	V/ .		V	) 1	A I	_ \\	1/3/2	4	
10	2	3	4	5	6	100	1	8	9	10//	11//	
Netball	Gymnastics	Badminton	Rugby	Dance	Handball	Foo	otball	Basketball	Athletics	Cricket	Outdoor Ed	
Topic Overvi	ew:			16		)	T					
specific skills	dependent on t	he SOW being s	tudied. Each S	OW will follow	the same forma			for a short perfo d a foundation fo				
their skills in <b>Lesson Seau</b>	choreography a	nd will learn how	w to apply feed	dback to impro	ove their work.		100	<u> </u>		<u> </u>		
		be as follows fo	r each topic lis	sted below. Ho	owever, the style	e of Da	nce will	be variable dep	ending on the c	lass.	7	
lesson stude taught to stu group and the Creating Che own choreog which is guid to create a p the assessment within the ast to apply cho	nts will identify idents will be accepted ability within it oreography: Durgraphy, focussing led by the teach hrase. Students ent criteria in this inc Devices: Students ent criteria in the original properties of learning. The overall ai Motion: During guide the students with ope teacher can see the external held to buring the assessment. Students students with expense one external held to buring the assessment. Students with ope teacher can see the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the assessment. Students with opense of the external held to buring the external held to buring the assessment. Students with opense of the external held to buring the assessment with the external held to buring the external	stylistic features cessible to all an t, thus ensuring the developr g on ensuring the er, students will be creating is lesson.  Jents will be taugues and will be a focus areas m of this lesson, each this lesson, each this in how to specifions for differe e whether stude p and guidance essment lesson stents will be tested ess, features of s	of the genre to discuss and aiming for ment of chorece movement do be supported a piece which to swill be discuss will be to extern group will be discuss a group will be discuss to the discuss will be to extern group will be discuss will be discussed with the discussion will be discussed wit	they are studying ach class. The parameter an enjoyable or stellar or their chored will be performable or the class, not seed and demond and allow so given feedbacte the change. For than studen on the feedbacte on the feedbacte or the stellar or	ng, whether this style of dance are experience for the sill learn the sid in the style learn by the sill learn by the si	be from the	m video me could c Dance their pr llenged acher in and how re the sa ore stud ue and c work on student This forr to their their te e dance essessme	earning a motif (in a malysis or recall did be chosen by the actions. Student revious lesson. The touse the knowl a performance so to apply them to ame devices at the ents will be sent diverse choreogram. However, the feast require a more motified feedback with pieces. It is an outside they are stunt will take place and be assessed and the enter and apply style they are stunt will take place and be assessed and apply style they are stunt will take place and apply assessed and apply as the enter and apply and the enter and apply apply and the enter and apply as the enter and apply as the enter and apply as the enter and apply are stunt will take place and apply as the enter and apply as the enter and apply are stunt will take place and apply as the enter and apply are students.	Il of their prior kene class or the took the class or the took so will use these his lesson will be ledge of the styltyle assessment to explore differ aphies which are redback is delived diverse range of all also be used to pportunity for so any changes the ledging and will be in a showing st	to create a see an exploration le learnt in pit. Students where the chosen defined by the chosen defined by the chosen defined by the chosen devices the stylistically be stylistically be during students to in the chosen devices the chosen de	he phrase hding on the ection of their ion lesson revious lessons ill be shown evices will be ill take place in of accurate.  where the teacher would hts' assessment in prove their ensure success on their ability	
Sequence of Lessons:						Topic Resources:						
						Knowledge Dance		A	Prescribed	None	<u> </u>	
1 Capo	eira		V (28)	M / 107	Map:	6	2	1/6	Sources:	1 22	<u>4 777</u>	
2 Waka	Waka				Asse	ssmen	t:					
3 Spies	R				Knov	Knowledge:		10 Marks for knowledge- demonstrated through verbal knowledge and rehearsals.				
4 Greas	ed Lightening	8	3).			Application of Knowledge:		15 Marks for Application of Knowledge- demonstrated through Performance Choreography.				
5 Chore	eography			1		-//	A					
<b>6</b> Dance	e Bingo				Supp	Supportive Reading:						
7 Haka				7								
8	M. A			32	1							
9		- (			<u> </u>							
10	M	1			43/			MALL				
	7.O.		"Michigan		1 2 2	- 11				7641.0		