

Curriculum Map

Subject: **DANCE** Year Group: **9**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>Technical skills, including:</p> <ul style="list-style-type: none"> • action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight) <p>Safe working practices (during performance), including:</p> <ul style="list-style-type: none"> • safe execution • appropriate dancewear, including: • footwear • hairstyle • absence of jewellery. <p>Safe working practices (process), including:</p> <ul style="list-style-type: none"> • warming up • cooling down • nutrition • hydration <p>Expressive skills, including:</p> <ul style="list-style-type: none"> • projection • focus • spatial awareness • facial expression 	<p>Technical skills, including:</p> <ul style="list-style-type: none"> dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt) <p>Expressive skills, including:</p> <ul style="list-style-type: none"> • phrasing. For duet/trio performance only: • musicality) 	<p>Technical skills, including:</p> <ul style="list-style-type: none"> • spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design) <p>Expressive skills, including:</p> <ul style="list-style-type: none"> • sensitivity to other dancers • communication of choreographic intent, including mood(s), meaning(s), idea(s) 	<p>Technical skills, including:</p> <ul style="list-style-type: none"> • relationship content - for duet/trio performance only (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations) <p>In conjunction with the student, the teacher must select two of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA.</p> <p>The titles of the set phrases are as follows:</p> <ul style="list-style-type: none"> • breathe • flux • shift • scoop 	<p>Technical skills, including:</p> <ul style="list-style-type: none"> • timing content • rhythmic content • movement in a stylistically accurate way. <p>In conjunction with the student, the teacher must select two of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA.</p> <p>The titles of the set phrases are as follows:</p> <ul style="list-style-type: none"> • breathe • flux • shift • scoop 	<p>Mental skills and attributes (process), including:</p> <ul style="list-style-type: none"> • systematic repetition • mental rehearsal • rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve. <p>Mental skills and attributes (during performance), including:</p> <ul style="list-style-type: none"> • movement memory • commitment • concentration • confidence.
Skills- What will be developed?	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • balance • coordination • control • flexibility • mobility • strength 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • control • flexibility • mobility • strength • stamina • extension 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • mobility • strength • stamina • extension • isolation. 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility • strength • stamina • extension • isolation.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>Features of production, including:</p> <ul style="list-style-type: none"> staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • lighting eg colour, placement, direction, angles etc 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • properties eg size, shape, materials, how used etc 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • costume (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • dancers (number, gender) • aural settings eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • dance for camera eg placement, angle, proximity, special effects.

SEND- how will support be seen? Seating plans? Simplified questions?	Modified activities where required activities. Seating Plans. Open ended, personal success tasks.					
Assessment- What? Why?	Assessment Focus: Opportunities for students to demonstrate the additional knowledge, skills and understanding specific to duet/trio performances • ie action content (eg travel, turn, elevation, gesture,	Assessment: Opportunities for students to demonstrate safe practice at a challenging level, • eg dynamic content and interaction with other dancers, elevations, moving into and out of the floor at speed	Assessment: Opportunities for students to demonstrate safe practice at a challenging level, • eg spatial content (eg pathways, levels,	Assessment: Opportunities for students to demonstrate safe practice at a challenging level, • expressive skills • mental skills and attributes during performance	Assessment Focus: Opportunities for students to demonstrate safe practice at a challenging level, • eg Assessment of the duet/trio performance will focus on each students' ability to demonstrate application	Assessment: Opportunities for students to demonstrate safe practice at a challenging level, • systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.
Literacy- reading, extended accurate writing and oracy opportunities	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis
Numeracy/computing skills	N/A	N/A	N/A	N/A	N/A	N/A
Character development	<p style="text-align: center;">Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success</p>					
Equality/Diversity opportunities	<p style="text-align: center;">Discussion points were relevant about elite athletes, historical context of the Dances covered. Both male and female Role models and the diversity of disability sport</p>					
Homework/Independent learning	<p style="text-align: center;">Encouragement to attend extra-curricular sports activities. School trips and work shops.</p>					
CIAG coverage/links	<p style="text-align: center;">Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.</p>					

Curriculum Map

Subject: **DANCE** Year Group: **10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>Safe working practices (during performance), including:</p> <ul style="list-style-type: none"> • safe execution • appropriate dancewear, including: • footwear • hairstyle • absence of jewellery. <p>Choreography</p> <p>Action content, including:</p> <ul style="list-style-type: none"> • travel • turn • elevation • gesture • stillness • use of different body parts • floor work • transfer of weight. 	<p>Choreography</p> <p>Dynamic content, including:</p> <ul style="list-style-type: none"> • fast/slow • sudden/sustained • acceleration/deceleration • strong/light • direct/indirect • flowing/abrupt. <p>Structuring devices and form, including:</p> <ul style="list-style-type: none"> • binary • ternary • rondo • narrative • episodic • beginning/middle/end • unity • logical sequence • transitions. 	<p>Choreography</p> <p>Spatial content, including:</p> <ul style="list-style-type: none"> • pathways • levels • directions • size of movement • patterns • spatial design. <p>Choreographic devices, including:</p> <ul style="list-style-type: none"> • motif and development • repetition • contrast • highlights • climax • manipulation of number • unison and canon. 	<p>Choreography</p> <p>Aural settings (and how they affect choreographic outcomes), including:</p> <ul style="list-style-type: none"> • song • instrumental • orchestral • spoken word • silence • natural sound • found sound • body percussion. <p>Effects on choreographic outcomes: • mood and atmosphere • contrast and variety • structure • relationship to theme/idea.</p>	<p>Choreography</p> <p>Performance environments, including:</p> <ul style="list-style-type: none"> • proscenium arch • end stage • site-sensitive (ie designed for non-theatre spaces) • in-the-round. <p>Technical skills, including:</p> <ul style="list-style-type: none"> • systematic repetition • mental rehearsal • rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve. 	<p>Choreography</p> <p>Communication of choreographic intent, including:</p> <ul style="list-style-type: none"> • mood(s) • meaning(s) • idea(s) • theme(s) • style/style fusion(s) <p>Technical skills, including:</p> <p>Mental skills and attributes (during performance).</p>
Skills- What will be developed?	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • balance • coordination • control • flexibility • mobility • strength 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • control • flexibility • mobility • strength • stamina • extension 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • mobility • strength • stamina • extension • isolation. 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility • strength • stamina • extension • isolation.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>Critical appreciation of own work</p> <p>Performance</p> <p>the meaning of the relevant performance terminology</p> <ul style="list-style-type: none"> • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea 	<p>Critical appreciation of own work</p> <p>Performance</p> <p>the meaning of the relevant performance terminology</p> <ul style="list-style-type: none"> • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea 	<p>Critical appreciation of own work</p> <p>Choreography</p> <ul style="list-style-type: none"> • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work 	<p>Critical appreciation of own work</p> <p>Choreography</p> <ul style="list-style-type: none"> • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • staging/set • properties • costume (• dancers (number, gender) • aural • dance for camera 	<p>Features of production, including:</p> <ul style="list-style-type: none"> • staging/set • properties • costume (• dancers (number, gender) • aural • dance for camera
SEND- how will support be seen? Seating plans? Simplified questions?	Modified activities where required activities. Seating Plans. Open ended, personal success tasks.					
Assessment- What? Why?	<p>Assessment Focus:</p> <p>Opportunities for students to demonstrate the additional knowledge, skills and understanding specific to duet/trio performances.</p> <ul style="list-style-type: none"> • 	<p>Assessment Focus:</p> <p>Opportunities for students to demonstrate the additional knowledge, skills and understanding specific to duet/trio performances.</p> <ul style="list-style-type: none"> • 	<p>Assessment:</p> <p>Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance:</p> <ul style="list-style-type: none"> • a solo dance • a group dance of a minimum of 	<p>Assessment:</p> <p>Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance:</p> <ul style="list-style-type: none"> • a solo dance • a group dance of a minimum of 	<p>Assessment Focus:</p> <p>Students must learn how to perform as part of a duet/trio dance. Each student must perform for a minimum of three minutes in a dance which is a maximum of five minutes in duration. The duet/trio dance may be</p>	<p>Assessment:</p> <p>Students must learn how to perform as part of a duet/trio dance. Each student must perform for a minimum of three minutes in a dance which is a maximum of five minutes in duration. The duet/trio dance may be choreographed by</p>

			three minutes follows: • breathe • flux • shift • scoop.	three minutes follows: • breathe • flux • shift • scoop.	choreographed by teacher(s), dance artist(s) or by collaboration between teacher(s) and/or dance artist(s) and students.	teacher(s), dance artist(s) or by collaboration between teacher(s) and/or dance artist(s) and students.
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.
Literacy - reading, extended accurate writing and oracy opportunities	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis	Specific dance text. Long and short answer questions from exams. Dance review and analysis
Numeracy /computing skills	N/A	N/A	N/A	N/A	N/A	N/A
Character development	<p style="text-align: center;">Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success</p>					
Equality /Diversity opportunities	<p style="text-align: center;">Discussion points were relevant about elite athletes, historical context of the Dances covered. Both male and female Role models and the diversity of disability sport</p>					
Homework /Independent learning	<p style="text-align: center;">Encouragement to attend extra-curricular sports activities. School trips and work shops.</p>					
CIAG coverage/links	<p style="text-align: center;">Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display.</p>					

Curriculum Map

Subject: **DANCE** Year Group: **11**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?	<p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <p>Artificial Things A Linha Infra Phoenix Dance Within Her Eyes Emancipation of Expressionism</p>	<p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <p>Artificial Things A Linha Infra Phoenix Dance Within Her Eyes Emancipation of Expressionism</p>	<p>The final performance for assessment must clearly reflect the defined choreographic intent, and ensure coverage of the performance in a duet/trio context.</p> <p>This must include: • opportunities for students to relationship content, musicality and sensitivity to other dancers •</p>	<p>The final performance for assessment must clearly reflect the defined choreographic intent, and ensure coverage of the performance in a duet/trio context.</p> <p>This must include: • opportunities for students to relationship content, musicality and sensitivity to other dancers •</p>		
Skills- What will be developed?	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • balance • coordination • control • flexibility • mobility • strength 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • control • flexibility • mobility • strength • stamina • extension 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • mobility • strength • stamina • extension • isolation. 	<p>Physical skills and attributes, including:</p> <ul style="list-style-type: none"> • posture • alignment • balance • coordination • control • flexibility • mobility • strength • stamina • extension • isolation.
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	<p>Critical appreciation of own work Performance the meaning of the relevant performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea</p>	<p>Critical appreciation of own work Performance the meaning of the relevant performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea</p>	<p>Critical appreciation of own work Choreography • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work</p>	<p>Critical appreciation of own work Choreography • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work</p>		
SEND- how will support be seen? Seating plans? Simplified questions?	Modified activities where required activities. Seating Plans. Open ended, personal success tasks.					
Assessment- What? Why?	<p><u>Assessment Focus:</u> Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance:</p>	<p><u>Assessment:</u> Allow students to demonstrate their ability to:</p> <ul style="list-style-type: none"> • draw together their knowledge, skills and understanding • provide original practical responses • 	<p><u>Assessment:</u> Allow students to demonstrate their ability to:</p> <ul style="list-style-type: none"> • draw together their knowledge, skills and understanding • provide original practical responses • 	<p><u>Assessment:</u> Allow students to demonstrate their ability to:</p> <ul style="list-style-type: none"> • draw together their knowledge, skills and understanding • provide original practical responses • 		

	<ul style="list-style-type: none"> • a solo dance • a group dance of a minimum of three minutes 	provide short and extended written responses. Synoptic assessment of GCSE Dance should require students to: <ul style="list-style-type: none"> • • develop a broad understanding of the connections • demonstrate their understanding of the relationships between theory and practice. 	provide short and extended written responses. Synoptic assessment of GCSE Dance should require students to: <ul style="list-style-type: none"> • develop a broad understanding of the connections • demonstrate their understanding of the relationships between theory and practice. 	<ul style="list-style-type: none"> • provide short and extended written responses. Synoptic assessment of GCSE Dance should require students to: <ul style="list-style-type: none"> • develop a broad understanding of the connections • demonstrate their understanding of the relationships between theory and practice. 		
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.	Modelling of the written and practical skills required. Repeated and retrieval activities. Exam schemes of work.
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Numeracy /computing skills	N/A	N/A	N/A	N/A	N/A	N/A
Character development	<p style="text-align: center;"> Resilience whilst working to obtain and perfect new skills Respectful to other when working in a team and against others. Aspirational to endeavour to achieve next level and be competitive in all activities Compassionate regarding others in the group and developing empathy. Resourcefulness, applying the skills within the activities to achieve personal success </p>					
Equality /Diversity opportunities	<p style="text-align: center;"> Discussion points were relevant about elite athletes, historical context of the Dances covered. Both male and female Role models and the diversity of disability sport </p>					
Homework /Independent learning	<p style="text-align: center;"> Encouragement to attend extra-curricular sports activities. School trips and work shops. </p>					
CIAG coverage/links	<p style="text-align: center;"> Referencing to careers related to the activities being covered as appropriate. Discussion regarding sports careers during fitness programmes Highlight school display. </p>					