

Subject: DANCE

Year Group: 12

[illegible]

Literacy - reading, extended accurate writing and oracy opportunities	Super curriculum activities. Long answer questions form exams					
Numeracy /computing skills						
Character development	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					
Equality /Diversity opportunities	Discussion points were relevant about Dance, historical context of the choreography covered. Both male and female Role models and the diversity of disability sport Rooster ,History of jazz dance before 1940.					
Homework /Independent learning	<u>Homework:</u> Exam question work sheets and revision activities. Reading and note taking expectation outside of classroom environment					
CIAG coverage/links	Referencing to careers related to the activities being covered as appropriate. Opportunity to perform in Christmas show School trip to Move it – Excel Arena London Strictly Copleston – opportunity to showcase own choreography Summer show – Dance East					

Curriculum Map

Subject: **DANCE**

Year Group: **13**

	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 ?	Set Area of Work – Practitioners Choreography paper arrives – 15 th Sept Solo/Group THEORY: Choreography Rambert Dance Co. 1966 – 2002 Rooster – set work Recap American Jazz works covered so far. Bob Fosse – Sweet Charity	Performance Piece as a Quartet Practitioner Solo – Fosse/Bruce/Alston THEORY: Practitioners Richard Alston Christopher Bruce Robert North Bob Fosse Sweet charity and Cabaret	Solo/Group Choreography Performance Piece as a Quartet Practitioner Solo – Fosse/Bruce/Alston THEORY: Practitioners Rooster / Rambert Revision Bob Fosse Cabaret	Rehearsal for Exam end of March THEORY: Practitioners Rooster / Rambert Revision American Jazz revision and long answer essay questions.		
Skills- What will be developed?	Interpretative/performance skills including: • projection • focus • expression • emphasis • timing • musicality.	Interpretative/performance skills including: • projection • focus • expression • emphasis • timing • musicality.	Interpretative/performance skills including: • projection • focus • expression • emphasis • timing • musicality.	Interpretative/performance skills including: • projection • focus • expression • emphasis • timing • musicality.		
Key ‘How’/‘Why’ Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques	Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques	Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques	Essay Structure and exam skill practise Essays on topic covered so far using scaffolding techniques		
SEND- how will support be seen? Seating plans? Simplified questions?	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding		
Assessment- What? Why?	Mock exam	Mock Past Paper	PRACTICAL EXAM	Final exam		
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	Exam Questions and mark schemes	Exam Questions and mark schemes	Exam Questions and mark schemes	Exam Questions and mark schemes		
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