## **Curriculum Map**

Subject: DANCE Year Group: 12

	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?	Manipulation of the movement components through the use of a variety of choreographic devices.  Set Area of Work — Practitioners Presentations in groups Group Choreography — past paper question  Theory: Rambert Dance Co. 1966 — 2002 Rooster — set work History of jazz dance before 1940. Gene Kelly's Life, influences, and career	Manipulation of the movement components through the use of a variety of choreographic devices.  Solo Choreography – past paper question Performance Piece as a Quartet  Theory: Practitioners Richard Alston Christopher Bruce Robert North 1940-1975 timeline Singin' in the Rain -Gene Kelly Different formats of responding to appreciation of dance.	Structuring of movement material through sectional use of choreographic structures,  Solo based on a practitioner Group Choreography based on the style of one of the practitioners  Theory: Rooster Revision Continue Singin' in the Rain Start An American in Paris-Gene Kelly  Set Practitioners Revision Jerome Robbins -Timeline, history, career, life style. Fancy Free – Jerome Robbins	Structuring of movement material through sectional use of choreographic structures,  Group Performance Piece Solo Choreography – past paper question  Theory: Richard Alston Works x 2 Christopher Bruce x 2 Robert North x 2 Jerome Robbins – West Side Story  Revision of Set work and set area of study Jerome Robbins West side story. Comparison of 2 jazz practitioners work and key features	Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea(s),	
Skills- What will be developed?	Physical/technical skills, including:	Physical/technical skills, including: • correct alignment • flexion • extension • rotation • whole body participation and/or isolation • transference of weight • locomotion • elevation • balance	Physical/technical skills, including:	Physical/technical skills, including: • correct alignment • flexion • extension • rotation • whole body participation and/or isolation • transference of weight • locomotion • elevation • balance	Spatial elements spatial control including personal and stage, eg  direction, levels, shape/form.	Pynamic elements  rhythmic control dynamic variation.
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	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
<b>SEND</b> - 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	Seating plans Layered answers AO1. AO2. AO3. Scaffolding	Seating plans Layered answers AO1. AO2. AO3. Scaffolding
Assessment- What? Why?	Mock exam – choreography / performance	Mock exam – Section A	Group Choreography marked against the exam criteria	Section A Past Paper	Solo Choreography Quartet Performance Solo of Practitioner	Preparation for year 12 mock exam paper. End of Year Paper
What <b>memory for learning</b> 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	Exam Questions and mark schemes	Exam Questions and mark schemes

Literacy- reading, extended accurate	Super curriculum activities.					
writing and oracy opportunities	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.					
omework/Independent learning Homework:						
	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 <sup>th</sup> 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		
<b>SEND</b> - 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		
<b>Literacy</b> - 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					
<b>Equality</b> /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	Homework:		
	Exam question work sheets and revision activities.		
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		