

Dance Curriculum Map

Intent

The Curriculum aims to achieve fitness, teamwork, creativity, choreography and performance skills. This is delivered through a variety of styles of performance from Street, Contemporary, Jazz, Ballet, Partner dance and dance from around the world such as Indian Bhangra, Gum boots and the Argentinian Tango. Dance promotes discipline and patience from the learning, rehearsal and performance process. Key skills in Dance are: Performance skills, choreography, appreciation and analysis of performance.

Implementation

Key skills are learnt and revisited in each unit of work. Each unit of work is designed to cover the skills needed to be successful for the BTEC at KS4.

Term	1	2	3	4	5	6
Year 7	<u>Bhangra</u> A lively and expressive dance form that fuses traditional and modern forms of Indian dance. An introduction to performance and choreography. Musicality, Rhythm, Precision, Spatial awareness, Pathways, Formations, Canon, Unison		<u>Choreography</u> An introduction to dance as an art form. Through analysing a range of choreographic devices, students are introduced to the basic concepts of creating and developing dance. Fluency, Characterisation, Facial Expressions, Freeze frame Narrative		<u>Capoeira</u> An introduction to Capoeira, its historical and cultural context and possibilities for choreographic work. Mirroring/Unison, Call and Response, Action/Reaction Duet, Improvisation, Interweave	
Year 8	<u>Swansong</u> Creating an abstract piece of choreography, exploring the work of choreographer 'Christopher Bruce'. Students will be introduced to using a prop within choreography and will create a trip piece which explores the key themes inherent within the piece. Plie, Question and Answer, Repetition, Contact Improvisation Ronde de jambe, Extension, Fragmentation		<u>Rock and Roll</u> Learning key signature movements from different Rock 'n' Roll styles. Including: footwork, turns, lifts and leans. Students will create a duet which incorporates the key techniques and movements used. Control, Directions, Pathways, Formations, Duet, Mirror, Evaluate, Balance, Counterbalance		<u>Contemporary</u> Learning different techniques of contemporary dance and focusing on building students' confidence, style and individuality. Accompaniment, Contrast, Phrase, Confidence Energy, Freestyle, Technique	

A group choreographic piece, taking inspiration from a professional dance work that focuses on interpretive and performance skills.

Year 9	<p align="center">Lindy Hop</p> <p>This unit will give students a brief overview of Lindy Hop. Students will explore Travelling, Centre of Gravity, Gestures, Improvisation Transitions, Placement, Alignment, Lead and Follow, Musicality</p>		<p align="center">Choreography</p> <p>A group choreographic piece, taking inspiration from a professional dance work that focuses on interpretive and performance skills Emphasises, Levels, Stage Presence, Stage Directions, Audience</p>		<p align="center">Street Dance</p> <p>An introduction to the various techniques which make-up Street Dance. There is a key focus on adapting codified movements and creating choreography using established choreographic devices commonly seen in Street Dance. Breaking, Popping, Locking, Break Dancing, B-boying Krumping, New/Old Skool, Battle, Cypher, Fundamentals</p>	
Term	1 Sept – 19th Oct 6 weeks	2 30.10 – 20.12 8 weeks	3 8.1. – 15.2 6 weeks	4 25.2 – 5.4 6 weeks	5 24.4 – 24.5 5 weeks	6 3.6 – 19.7 7 weeks
Year 10 BTEC	<p>UNIT 2: DEVELOPING SKILLS AND TECHNIQUES</p> <p align="center">36 hours</p> <p>Assignment title: Preparing for an audition</p> <p>A: Develop skills and techniques for performance B Apply skills and techniques in rehearsal and performance C Review own development and performance.</p> <p>Iv Assignment Brief Date 24.11.2017</p>	<p>UNIT 2: DEVELOPING SKILLS AND TECHNIQUES</p> <p align="center">36 hours</p> <p>Assignment title: Preparing for an audition</p> <p>A: Develop skills and techniques for performance B Apply skills and techniques in rehearsal and performance C Review own development and performance.</p>	<p>UNIT 2: DEVELOPING SKILLS AND TECHNIQUES</p> <p align="center">Hand out Date: 09.01.2018</p> <p>Unit 1: Exploring the Performing Arts</p> <p>Assignment Title: Dance Festival</p> <p>A: Examine professional practitioner’s performance works</p> <p>B Explore the interrelationships between constituent features of existing performance material</p> <p>Iv Assignment Brief Date 16.01.2018</p>	<p>UNIT 2: DEVELOPING SKILLS AND TECHNIQUES</p> <p align="center">Internal assessment hand in date: 27.03.2018</p> <p align="center">IV Assessment date: 29.3.2018</p> <p>Unit 1: Exploring the Performing Arts</p> <p align="center">Hand out Date: 5.4.18</p>	<p>UNIT 2: DEVELOPING SKILLS AND TECHNIQUES</p> <p align="center">Planned resubmission date 27.4.2018</p>	<p align="center">Unit 1: Exploring the Performing Arts</p> <p align="center">Internal assessment hand in date: 28.6.2018</p> <p align="center">IV Assessment date: 29.3.2018</p> <p align="center">Planned resubmission date 13.7.2018</p>
Year 11 BTEC	<p>Unit 3: Performing to a Brief</p> <p align="center">Set Task</p> <p>Assignment brief set by Edexcel</p> <p align="center">Hand out Date: 01.11.2018</p> <p>A1: Understand how to respond to a brief through discussion and practical exploration activities</p> <p>Focus on discussion and practical exploratory activities on the</p>	<p>Students will need to understand the impact of the following when selecting and developing skills and techniques for performance:</p> <ul style="list-style-type: none"> skills and techniques of the individual performer: vocal, physical <p>skills and techniques of the group: comedy, improvisation.</p>	<p>Students will need to understand the impact of the following when selecting and developing skills and techniques for performance:</p> <ul style="list-style-type: none"> appropriate skills for the target audience: young children, the elderly taking part in skills development classes or workshops 	<p>C: Taking part in a workshop performance</p> <p>C1: Performance skills and techniques</p> <p>Demonstrate effective use of performance skills and techniques in a workshop performance to the target audience:</p> <ul style="list-style-type: none"> vocal skills. <p>Pearson component 3 external set task available</p>	<p align="center">Internal assessment hand in date: 1.5. 2019</p> <p align="center">Examined by Edexcel</p> <p align="center">No resubmission date</p>	

	<p>development of ideas for the work as informed by:</p> <ul style="list-style-type: none"> • structure of the work • style and genre of the work • the skills required creative intentions. <p>B: Selecting and developing skills and techniques for performance</p> <p>B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p>			<p>D: Evaluating the development process and performance outcome</p> <p>D1: Reflect on the process</p>		
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Impact:
How is progress measured? What difference is the curriculum making to student learning?
 Progress is measured through practical progress at KS3. Students work both individually and groups to perform taught routines, own choreography and development techniques in various styles. The difference the curriculum is making to the students learning is that it is allowing the student to engage physically with different social, historical and cultural dance. It provides a platform for students to communicate in groups and to be creative. They develop leadership skills and team working skills to achieve a common goal. They develop confidence in themselves and performance skills to take them forward into the next stage of their life whether that be in dance or transferable skills.

How is mastery achieved through KPI tracking? How is assessment/mock data used? KPI tracking is no longer used as an assessment but the focus is still on skills learnt, developed and mastered. When planning the schemes of learning it is essential to combine and develop performance, choreography and analysis skills. Following on from assessment at the end of each module this will be used to inform the planning of the next modules. What skills need revisiting?
 At BTEC KS4 – Rigorous tracking is used to complete the course and to ensure students are achieving the highest grade possible and where needed targeted intervention is implemented.

How is core vocabulary learnt through knowledge organisers?
 Through homework and memory platforms.
 Students attend the dance clubs on a Wednesday after school led by Rambert Dance. They perform in the dance showcase and the school production. Students regularly rehearse during open studio time at lunch time and after school.