

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, Partner dance and dance from around the world. 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>Olympics</u> An introduction to dance as an art form. Students learn how to choreograph using Olympics as a stimulus. Communication of stimulus, facial expressions, musicality, accuracy.		<u>Emancipation of Expression</u> An introduction to street dance. Students learn key signature movements from different styles, as well as learning a section of Emancipation of Expressionism. Actions, motif, control, tension, dynamics, focus, rhythm, theme.		<u>Emoji choreography</u> Students learn about actions, space and dynamics through different motifs. They use their understanding of this to choreograph a short routine. Students also use the idea of emojis to develop their interpretive skills. Actions, space, dynamics, facial expressions, energy, special awareness, projection, commitment.	
Year 8	<u>Fusion</u> An introduction to dance styles around the world. Students learn to fuse 2 styles of dance together in a performance. They learn about the stylistic features of Bollywood, street dance, contemporary and Brazilian. Posture, accuracy, energy, alignment, facial expressions.		<u>Romeo and Juliet</u> Students are studying Romeo and Juliet in English, so they use their understanding to communicate the main themes into their dance work. Students learn professional repertoire in a neoclassical context to develop their interpretive skills. Projection, interaction with and response to other performers, stage presence, energy, awareness and appreciation of the sound accompaniment.		<u>Choreography</u> 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, actions, dynamics, levels, stylistic features.	

Year 9	<u>A Linha Curva</u> Students learn motifs from <i>A Linha Curva</i> and work in groups to choreograph a short routine. The focus is to use choreographic devices and show the 3 styles from the professional work which are contemporary, samba and capoeira. Students also continue to develop their physical skills. Canon, unison, repetition, formations, extension, alignment, energy.	<u>Contemporary/commercial</u> Learning different techniques of contemporary dance with elements of commercial. The focus is on building students' confidence, style and individuality. Accompaniment, Contrast, Phrase, Confidence Energy, Freestyle, Technique, facial expressions.	<u>Rock'n 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.
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Term	1 Sept – 18 th Oct 7 weeks	2 29.10 – 19.12 8 weeks	3 07.01 – 14.02 6 weeks	4 24.2 – 03.04 6 weeks	5 21.4 – 22.05 5 weeks	6 01.06 – 17.07 7 weeks
Year 10 BTEC	<p>Component 2: DEVELOPING SKILLS AND TECHNIQUES</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>Internal assessment hand in date: 30.03.2020</p> <p>IV Assessment date: 20.04.20</p> <p>Planned resubmission date 07.09.20-18.09.20</p>	<p>Component 2: DEVELOPING SKILLS AND TECHNIQUES</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>Component 2: DEVELOPING SKILLS AND TECHNIQUES</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>Component 2: DEVELOPING SKILLS AND TECHNIQUES</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>Component 1: Exploring the Performing Arts</p> <p>A: Examine professional practitioners' performance work B: Explore the interrelationships between constituent features of existing performance material.</p> <p>Internal assessment hand in date: 15.07.2020</p> <p>IV Assessment date: 07.09.2020</p> <p>Planned resubmission date 21.09.20-02.10.20</p>	<p>Component 1: Exploring the Performing Arts</p> <p>A: Examine professional practitioners' performance work B: Explore the interrelationships between constituent features of existing performance material.</p> <p>Internal assessment hand in date: 15.07.2020</p> <p>IV Assessment date: 07.09.2020</p> <p>Planned resubmission date 21.09.20-02.10.20</p>
Year 11 BTEC	<p>Performing Arts</p> <p>A: Examine professional practitioners' performance work B: Explore the interrelationships between constituent features of existing performance material.</p> <p>Internal assessment hand in date: 15.07.2020</p> <p>IV Assessment date: 07.09.2020</p> <p>Planned resubmission date 21.09.20-02.10.20</p>	<p>Unit 3: Performing to a Brief</p> <p>Set Task</p> <p>Assignment brief set by Edexcel</p> <p>Hand out Date: 27.01.21</p> <p>AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief</p>	<p>Unit 3: Performing to a Brief</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>Activity 1 Ideas Log: Thursday 13th February</p>	<p>Unit 3: Performing to a Brief</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>Activity 2 Skills Log: 2nd April</p>	<p>Unit 3: Performing to a Brief</p> <p>Examined by Edexcel</p> <p>No resubmission date</p> <p>Activity 3 Workshop performance: Friday 31st April (FILMING)</p> <p>Activity 4 Evaluation: 7th May</p>	

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. They perform in the dance showcase and the school production. Students regularly rehearse during open studio time at lunch time and after school.