

KEY STAGE THREE DANCE CURRICULUM MAP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		DANCE Year 7		<p>Safe working practise in the studio & during performance: 1. Safe execution & working practises: a. Warm up b. Cool down</p> <p>Discussing why and when to warm up.</p> <ul style="list-style-type: none"> • 3 parts to a warm up including cardiovascular exercise • Mobilising joints • Stretching <p>Development of dance technique through the taught choreography linking to Year 7 Christmas production – Jazz Dance / Musical Theatre</p> <ul style="list-style-type: none"> • Balance (link to gesture) • Agility (link to warm up, why we warm up and the ability to move quickly and easily) <p>Key words, vocabulary and dance terminology Used all linking to the taught style</p>	<p>Basic Dance Technique & Skills continued</p> <p>Continue to layer dance terminology and vocabulary:</p> <ul style="list-style-type: none"> • Co-ordination (moving more than one body part at a time) • Accuracy of movement <p>Warm up & Cool down continuation</p> <p>Christmas Production continued – clean up and polish pieces</p> <p>Key words & dance terminology continued Used all linking to the taught style</p>	<p>Development of Technique & Performance Skills</p> <p>Layering of the taught skills</p> <p>Safety in the Studio introduction:</p> <ul style="list-style-type: none"> • space • floor • wires <p>Introduction of new danced genre and practitioner - workshop ideas / creative tasks</p>	<p>Technique & Performance Skills continued</p> <p>Development of Performance Piece linking to the taught genre and practitioner</p> <p>Safety in the Studio / appropriate dance wear:</p> <ul style="list-style-type: none"> • Footwear • Hairstyle • Absence of jewellery 	<p>Layer Dance Technique Performance work</p> <p>Introduction of Summer Showcase theme / stylistic features of genre</p> <p>Workshops and creative tasks to generate ideas for whole class performance link in key words and vocabulary</p> <p>Safety in the Studio: Classroom to stage – what are the differences in terms of space & the performers?</p>
<p>KNOWING WHAT (information, facts & content)</p>	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy • Self & peer correction points 			<ul style="list-style-type: none"> • Rehearsal, clean and polish performance work ‘Christmas Production’ • Performance • Teacher & student reflection 	<ul style="list-style-type: none"> • Teacher led modelling • Student copy and refine • Performance 	<ul style="list-style-type: none"> • Create a motif • developments, space & dynamics • Student copy and refine • Performance • Ability to self – correction 	<ul style="list-style-type: none"> • Creative opportunities • Teacher modelling • Use of key words & terms • Working with others • Performance 	<ul style="list-style-type: none"> • Ability to link skills together from practical to theory • Ownership of own development and key skills • Performance
<p>KNOWING HOW (methods and)</p>	<p>Create your own warm-up & cool down performance for teacher & peer marking, assess and feedback</p>			<p>Teacher assessment of performance piece:</p> <ul style="list-style-type: none"> • Technical ability & accuracy • Use of interpretative skills Timing and precision 	<p>Q&A:</p> <ul style="list-style-type: none"> • Terminology and vocabulary • Practitioner research 	<ul style="list-style-type: none"> • Assess through creative tasks (group work) • Practitioner knowledge 	<ul style="list-style-type: none"> • Worksheet assessment of Safe working Practises • Creative tasks (group work) • Practitioner knowledge 	<p>Skills Audit (teacher):</p> <ul style="list-style-type: none"> • dance technique and performance • student progress • safety in the studio • warm up and cool down • dance styles and practitioners
<p>ASSESSMENT</p>								

DANCE Year 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWING WHAT (information, facts & content)	<p>Skill Audit of previous skills from Year 7</p> <p>Dance Technique & Skills (revisit) practical exploration</p> <p>Recap of:</p> <ul style="list-style-type: none"> warm up & cool down key words, vocabulary & terminology (link all to taught style): accuracy precision & Control co-ordination stamina strength <p>Development of dance technique through workshop style classes</p> <p>Select Performance Piece (whole class)</p>	<p>Dance Technique & Skills</p> <p>Continue to layer dance terminology and vocabulary</p> <p>Show work for 'Groove' Dance Show</p> <ul style="list-style-type: none"> Jazz Dance / Musical Theatre Re-introduce dance styles, features and practitioners 	<p>Performance Skills & Show work continued</p> <p>Rehearsal to Performance: polish and clean up pieces</p> <p>development of performance Skills</p>	<p>Technique, Performance Skills and Choreography development</p> <p>Introduction of genre and new practitioner / context:</p> <ul style="list-style-type: none"> background features era <p>Safety in the Studio:</p> <ul style="list-style-type: none"> safe practice studio to Stage attire 	<p>Skill Development and Performance work continued</p> <p>Summer Showcase theme / genre 'Performance Piece' (link to previous term)</p> <p>Workshop style classes / creative tasks to generate ideas for whole class performance</p>	<p>Preparation of Summer Showcase work linking skills and dance technique</p> <p>Skill Audit:</p> <ul style="list-style-type: none"> dance technique and skill student progress safety in the studio dance styles and practitioners self, peer and teacher feedback
KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Teacher led modelling Regular practise Student copy Self & peer correction points 	<ul style="list-style-type: none"> Teacher led modelling Incorporate the taught skills into performance work Rehearse and refine (self and teacher) 	<ul style="list-style-type: none"> Ability to work as a group and support in preparation for performance work Teacher feedback & modelling Regular practise 	<ul style="list-style-type: none"> Motif Developments work Student copy and refine Performance Ability to self – correction 	<ul style="list-style-type: none"> Ability to connect creative and technical work in performance environments Teacher modelling Solo and group work 	<ul style="list-style-type: none"> Practical assessment using performance piece 'Summer Showcase' Linking of Practical and theoretical skills (written task) Ability to self-correct & ownership of own practise
ASSESSMENT	<p>Create your own warm-up & cool down performance for teacher & peer marking, assess and feedback</p>	<p>Teacher assessment of dance technique in preparation for performance work:</p> <ul style="list-style-type: none"> accuracy & precision use of musicality and interpretative skills timing and projection 	<p>Performance assessment from 'Groove' Teacher & student Self-analysis Q&A:</p> <ul style="list-style-type: none"> Terminology Vocabulary 	<ul style="list-style-type: none"> Assess through creative tasks linking to chosen practitioner Context & Practitioner knowledge (worksheet) 	<ul style="list-style-type: none"> Worksheet assessment of Safe working Practises Creative tasks (group work) Practitioner knowledge 	<p>Skill audit of all skills (teacher):</p> <ul style="list-style-type: none"> dance technique and performance student progress safety in the studio warm up and cool down dance styles and practitioners

DANCE Year 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWING WHAT (information, facts & content)	<p>Skill Audit of previous skills from Year 8</p> <p>Advanced Dance Technique & Skills</p> <p>Rec-cap of:</p> <ul style="list-style-type: none"> • safe dance • vocabulary terminology • accuracy • precision & Control • Co-ordination • Stamina • Strength <p>Link all to taught style</p> <p>Development of dance technique through workshop style classes Practical exploration</p> <p>Select Performance Piece (whole class)</p>	<p>Dance Technique & Skills</p> <p>Continue to layer dance terminology and vocabulary</p> <p>Show work for 'Groove'</p> <ul style="list-style-type: none"> • Jazz Dance / Musical Theatre • Re-introduce dance style, features and practitioner and context work 	<p>Performance Skills & Show work continued</p> <p>Rehearsal to Performance:</p> <ul style="list-style-type: none"> • self-correction / awareness • polish and clean up pieces • development of performance skills • flexibility • endurance • accuracy • precision • control • co-ordination • stamina & Strength 	<p>Advanced Technique & Performance Skills Including:</p> <ul style="list-style-type: none"> • chance dance • motif development • structure <p>Performance piece (trio /quartet) linking to the taught genre and new practitioner context & dance history</p>	<p>Skill Development and Performance work continued</p> <p>Summer Showcase theme / genre 'Performance Piece' Link to previous term</p> <p>Workshop style classes / creative tasks to generate ideas for whole class performance</p>	<p>Preparation of Summer Showcase work linking skills and dance technique</p> <p>Skills audit:</p> <ul style="list-style-type: none"> • dance technique and skill • student progress • safety in the studio • dance styles and practitioners • self, peer and teacher feedback
KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy • Self & peer correction points 	<ul style="list-style-type: none"> • Teacher led modelling • Incorporate the taught skills into performance work • Rehearse and refine (self and teacher) 	<ul style="list-style-type: none"> • Teacher feedback • Student modelling • Regular rehearsal • Self /peer/teacher Evaluation tasks 	<ul style="list-style-type: none"> • Motif & Development work • Structure • Performance • Ability to self-correct 	<ul style="list-style-type: none"> • Ability to connect creative and technical work in performance environments • Teacher modelling • Solo and group work 	<ul style="list-style-type: none"> • Practical assessment using performance piece 'Summer Showcase' • Linking of Practical and theoretical skills (written task) • Ability to self-correct & ownership of own practise
ASSESSMENT	<p>Recap:</p> <ul style="list-style-type: none"> • Safe working Practises • Assess and feedback 	<p>Teacher assessment of Physical & Technical skills in preparation for 'Groove':</p> <ul style="list-style-type: none"> • Interpretative skills • Technical ability Accuracy & Precision 	<p>Performance assessment from 'Groove'</p> <p>Teacher feedback Student & peer assessment Self-analysis</p>	<ul style="list-style-type: none"> • Assess through creative tasks linking to chosen practitioner • Context & Practitioner • Q&A 	<ul style="list-style-type: none"> • Assessment of 'Safe Working Practices' • Creative tasks (group work) • Practitioner knowledge 	<p>Skills audit of all skills (teacher):</p> <ul style="list-style-type: none"> • dance technique and performance • student progress • safety in the studio • warm up and cool down • dance styles and practitioners

KEY STAGE FOUR DANCE CURRICULUM MAP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		DANCE Year 10	KNOWING WHAT (information, facts & content)	<p>Re-cap of: Dance Technique & Skills (practical)</p> <p>Rec-cap or introduce (new intake of students):</p> <ul style="list-style-type: none"> warm up & cool down safe dance studio practise vocabulary & terminology link all to taught style <p>Development of dance technique through workshop style classes</p>	<p>Dance Technique & Skills continued</p> <p>Workshop show ideas for 'Groove' 2022 introduce dance style/theme etc link to:</p> <ul style="list-style-type: none"> expressive mental physical technical <p>Introduce Professional Dance Work 1 & 2 DVD analysis / work booklets and power point tasks</p> <p>VHA Set Study 1</p>	<p>Re- cap Safe Dance & working practices</p> <p>Continuation of Dance technique and show work:</p> <ul style="list-style-type: none"> clean up polish costume dance pieces <p>Introduce Choreography Theme / developments/ structure</p> <p>Continue with work 1 & 2 - past paperwork</p> <p>Assess Set Study</p>	<p>Introduction to Performance Piece (VHA) skill development and or begin Set Study 2 assess if ready (April)</p> <p>Assess Solo work (choreography)</p> <p>Continue and clean up dance works (assess)</p> <p>Revision in prep of PPE'S</p>
KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> Teacher led modelling Regular practise Student copy, refine, rehearse and perform Self & peer correction points Teacher feedback 		<p>Recall linking performance and theoretical skills:</p> <ul style="list-style-type: none"> Independent learning Opportunities for peer & self-assessment Teacher feedback 	<ul style="list-style-type: none"> Technique to Performance Re-Call - rehearse & refine Teacher feedback on progress Linking performance and theoretical skills Teacher feedback 	<ul style="list-style-type: none"> Self & peer correction points Linking performance and theoretical skills Re-call Teacher feedback 	<ul style="list-style-type: none"> Recall Teamwork Independent Thinkers Linking performance and theoretical skills Teacher Assessment and feedback 	<ul style="list-style-type: none"> Independent thinkers Recall Linking performance and theoretical skills Teacher Assessment & feedback
ASSESSMENT	<p>Students will be assessed on their dance skill/ knowledge and understanding and performance work. They will be given a grade which will be reported home to parents.</p>						

DANCE Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWING WHAT (information, facts & content)	<p>Feedback & individual tutorials – PPE Yr10 choreography paper (2022)</p> <p>Workshop Choreography Paper Group Based Tasks</p> <p>Workshop show ideas ‘Groove’ Dance Show discuss and experiment with:</p> <ul style="list-style-type: none"> • style & genre • theme • music etc • technique and choreography tasks <p>Introduce Dance Work 3</p> <p>VHA continue with Performance Piece & Dance Work 4 (depending on time)</p> <p>Teacher assessed progress:</p> <ul style="list-style-type: none"> • written tasks • performance work 	<p>Show Work & Dance Technique continued</p> <p>Continue with Performance Pieces And choreography paper</p> <p>Re-cap Set Studies with view to assess technical & performance skill VHA</p>	<p>Finish dance show piece, clean up, costume etc....</p> <p>Revision of:</p> <ul style="list-style-type: none"> • set works 1-4 • warm up & cool down working practises • diet and hydration <p>Past paperwork teacher feedback</p> <p>Assess Performance Piece & feedback</p> <p>Choreography</p> <p>Continued solo/group individual tutorials</p> <p>PPE Preparation</p>	<p>PPE’S</p> <p>Introduce Dance work 4&5 (CWH &VHA)</p> <p>Complete all practical work feedback areas for improvement</p> <p>Moderation: ALL PRACTICAL WORK</p> <p>Revision of:</p> <ul style="list-style-type: none"> • all works x6 • safe dance • skills x4 areas • choreography • extended questions <p>MARK & FEEDBACK PAPER</p>	<p>Revision of:</p> <ul style="list-style-type: none"> • all works x6 • safe dance • skills x4 areas • choreography • extended questions <p>Written Examination</p>	
KNOWING HOW (methods and processes)	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction points • Past paperwork & teacher marking to feedback • Teacher feedback 	<ul style="list-style-type: none"> • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction points • Past paperwork & teacher marking to feedback • Teacher feedback 	<ul style="list-style-type: none"> • Teacher led modelling • Student copy, refine, rehearse and perform • Self & peer correction points • Past paperwork • Teacher feedback 	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction points • Teacher feedback on PPE 	<ul style="list-style-type: none"> • Revision • Past Papers • Tutorials 	
ASSESSMENT	<p>Students will be assessed on their dance skill/ knowledge and understanding and performance work. They will be given a grade which will be reported home to parents.</p>					

KEY STAGE FIVE DANCE CURRICULUM MAP

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		BTEC Performing Arts (Dance) Year 12		<p>Contemporary Dance Technique</p> <p>Unit 12 Understand the development of contemporary dance with reference to past & present practitioners.</p> <p>Develop skills and techniques of contemporary dance.</p> <p>Apply the skills and techniques of contemporary dance to a performance.</p> <p>Review personal development and own performance.</p>	<p>Jazz Dance Technique</p> <p>Unit 10 Understand the development of jazz dance, preparation for essay / presentation.</p> <p>Develop and apply jazz dance techniques and skills.</p> <p>Apply the skills and techniques in selected performance work.</p> <p>Review personal development and own performance.</p>	<p>Contemporary Dance Technique</p> <p>Unit 12 Embed the development of contemporary dance into a presentation or essay.</p> <p>Continue to develop and apply the techniques of contemporary dance in performance & reflect / review.</p> <p>Review personal development and own performance (written)</p>	<p>Jazz Dance Technique</p> <p>Unit 10 Develop and evaluate how jazz dance has evolved including musical accompaniment – essay or presentation.</p> <p>Continue to develop and apply jazz dance techniques and skills into performance work.</p>
<p>KNOWING WHAT (information, facts & content)</p>	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction • Paperwork • Teacher feedback 			<ul style="list-style-type: none"> • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction points • Paperwork • Paperwork • Teacher feedback 	<ul style="list-style-type: none"> • Teacher led modelling • Student copy, refine, rehearse and perform • Self & peer correction points • Paperwork • Teacher feedback 	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction points • Paperwork • Teacher feedback 	<ul style="list-style-type: none"> • Teacher led modelling • Student copy, refine, rehearse and perform • Self & peer correction points • Paperwork • Teacher feedback
<p>KNOWING HOW (methods and)</p>	<p>ASSESSMENT</p> <p>Students will be assessed on their dance skill/ knowledge and understanding and performance work and written evidence – logbook and or presentation / essay. They will be given a grade which will be reported home to parents. BTEC Specification marking criteria.</p>						

BTEC Performing Arts (Dance) Year 13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWING WHAT (information, facts & content)	<p>Developing Skills for Live Performance</p> <p>Unit 34 Development of skill and techniques leading to a performance:</p> <ul style="list-style-type: none"> • Technical • Mental • Physical <p>Logbook and progression of student journey through reflection / self / peer and teacher assessment</p>	<p>Developing Skills for Live Performance continued.</p> <p>Unit 34 'Life of a Performer' preparation and presentation of the key elements needed to become a performer including:</p> <ul style="list-style-type: none"> • qualifications, training routes and strategies to ensure continuing professional and skills development • employment trends and working conditions • lifestyle factors 	<p>Clean up previous unit – Present and Perform</p> <p>Unit 3 (Devised)</p> <ul style="list-style-type: none"> • Research set task • Mind map • Class discussions • Workshop • Improvisation • Creative ideas (Pearson's Set Brief) <p>Creative Journey - notes leading to assessment of Milestone 1</p>	<p>Group Performance Workshop continued</p> <p>Unit 34</p> <ul style="list-style-type: none"> • Creative processes / structures / devices / themes and interpretations • Workshops • Develop and set ideas • Reflection through observation <p>Creative Journey - notes leading to Milestone 2 & 3</p>	<p>Group Performance Workshop continued</p> <p>Unit 34 Preparation for Group Performance Workshop 'Performance' live audience and feedback</p> <p>Reflection of work in preparation for final milestone (4)</p>	Leave
KNOWING HOW (methods and	<ul style="list-style-type: none"> • Teacher led modelling • Regular practise • Student copy, refine, rehearse and perform • Self & peer correction • Paperwork • Teacher feedback 	<ul style="list-style-type: none"> • Rehearsal • Refine, rehearse and evaluate • Self & peer correction • Paperwork • Teacher feedback 	<ul style="list-style-type: none"> • Teacher led modelling • Student copy, refine, rehearse and perform • Self & peer assessment • Assessment Milestone • Teacher feedback 	<ul style="list-style-type: none"> • Regular practise and rehearsal • Self & peer correction points • Assessment Milestone • Teacher feedback 	<ul style="list-style-type: none"> • Reflection & Performance • Feedback Teacher • Milestone 4 & Paperwork clean up • Teacher feedback 	
ASSESSMENT	<p>Students will be assessed on their dance skill/ knowledge and understanding and performance work and written evidence – logbook and or presentation / essay. They will be given a grade which will be reported home to parents. BTEC Specification marking criteria.</p>					