



## Curriculum Map

Subject:

DANCE

Year group: 10

|                                                                  | Autumn 1                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                              | Spring 2                                                                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                            |
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| <b>Content</b><br><br><i>Declarative Knowledge – 'Know What'</i> | <p>C2- Introductory lessons for technique and practices - Knowledge and understanding of skills, techniques and practices required for the performing arts industry focusing on physical, technical and stylistic skills in relation to current works or repertoire.</p> | <p>C1- Knowledge and understanding of professional works and the interrelationships between features, roles and responsibilities and relating to the creative stylistic qualities and purpose of the work. This is preparing them for the exam question released in December.</p> <p>C2- Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire as performers or designers. This half term leads to a mock assessment and summative assessment of technical, physical and performance skills are assessed against the criteria.<br/>Submitted to Pearson.</p> | <p>C1- Knowledge and understanding of professional works and the interrelationships between features, roles and responsibilities and relating to the creative stylistic qualities and purpose of the work. Students will work on their examination coursework.</p> <p>This half term leads to a mock assessment and technical, physical and performance skills are assessed against the criteria.</p> | <p>C1- Knowledge and understanding of professional works and the interrelationships between features, roles and responsibilities and relating to the creative stylistic qualities and purpose of the work. Students will work on their examination coursework. Mock feedback will be given to support submissions.</p> | <p>C1 submitted to Pearson.</p> <p>C2 and C3- Learners will continue to develop technique and will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Choreography workshops to support learners in their creativity and response to a stimulus.</p> | <p>C3- Learners will continue to develop technique and will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. Choreography workshops to support learners in their creativity and response to a stimulus.</p> |



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| <b>Skills</b><br><br><i>Procedural Knowledge – ‘Know How’</i> | <ul style="list-style-type: none"> <li>- Analytical skills of their own and others performance in relation to the set work or repertoire.</li> <li>- Develop the ability to work as a group.</li> <li>- Observe and discuss the theme and ideas of the set work or repertoire and replicate this through their own performance.</li> <li>- Develop physical, interpretative and stylistic dance skills, building to the performance of set phrases, sequences and/or repertoire.</li> <li>- Ability to reflect on own progress and set weekly targets.</li> </ul> | <ul style="list-style-type: none"> <li>- Analytical skills of each feature of the work</li> <li>- Explanation and making connections to the creative stylistic qualities</li> <li>- Communication skills of their interpretations and sharing of ideas with their peers</li> <li>- Critically assess the impact of the creative team through the rehearsal process</li> <li>- Development of writing/verbal presentation to clearly demonstrate their knowledge and understanding.</li> <li>- Analytical skills of their own and others performance in relation to the set work or repertoire.</li> <li>- Develop the ability to work as a group.</li> <li>- Observe and discuss the theme and ideas of the set work or repertoire and replicate this through their own performance.</li> <li>- Develop physical, interpretative and stylistic dance skills, building to the performance of set</li> </ul> | <ul style="list-style-type: none"> <li>- Analytical skills of each feature of the work</li> <li>- Explanation and making connections to the creative stylistic qualities</li> <li>- Communication skills of their interpretations and sharing of ideas with their peers</li> <li>- Critically assess the impact of the creative team through the rehearsal process</li> <li>- Development of writing/verbal presentation to clearly demonstrate their knowledge and understanding.</li> <li>- Analytical skills of their own and others performance in relation to the set work or repertoire.</li> <li>- Develop the ability to work as a group.</li> <li>- Observe and discuss the theme and ideas of the set work or repertoire and replicate this through their own performance.</li> <li>- Develop physical, interpretative and stylistic dance skills, building to the performance of set</li> </ul> | <ul style="list-style-type: none"> <li>- Analytical skills of each feature of the work</li> <li>- Explanation and making connections to the creative stylistic qualities</li> <li>- Communication skills of their interpretations and sharing of ideas with their peers</li> <li>- Critically assess the impact of the creative team through the rehearsal process</li> <li>- Development of writing/verbal presentation to clearly demonstrate their knowledge and understanding.</li> </ul> | <ul style="list-style-type: none"> <li>- Analytical skills of their own and others performance in relation to the set work or repertoire.</li> <li>- Develop the ability to work as a group.</li> <li>- Observe and discuss the theme and ideas of the set work or repertoire and replicate this through their own performance.</li> <li>- Develop physical, interpretative and stylistic dance skills, building to the performance of set phrases, sequences and/or repertoire.</li> <li>- Ability to reflect on own progress and set weekly targets.</li> <li>- Communicating ideas clearly and creatively in response to a set brief/stimulus.</li> <li>- Develop creative skills and apply choreographic and structuring devices.</li> </ul> | <ul style="list-style-type: none"> <li>- Analytical skills of their own and others performance in relation to the set work or repertoire.</li> <li>- Develop the ability to work as a group.</li> <li>- Observe and discuss the theme and ideas of the set work or repertoire and replicate this through their own performance.</li> <li>- Develop physical, interpretative and stylistic dance skills, building to the performance of set phrases, sequences and/or repertoire.</li> <li>- Ability to reflect on own progress and set weekly targets.</li> <li>- Communicating ideas clearly and creatively in response to a set brief/stimulus.</li> <li>- Develop creative skills and apply choreographic and structuring devices.</li> </ul> |
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|                      |                                                                                                                                                                                                                              | <p>phrases, sequences and/or repertoire.</p> <ul style="list-style-type: none"> <li>- Ability to reflect on own progress and set weekly targets.</li> </ul>                                                                                                | <p>phrases, sequences and/or repertoire.</p> <ul style="list-style-type: none"> <li>- Ability to reflect on own progress and set weekly targets.</li> </ul>                                                                                                |                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>- Develop the ability to work as a group.</li> <li>- Communication skills of their interpretations and sharing of ideas with their peers.</li> <li>- Ability to reflect on own progress and set weekly targets for group rehearsals.</li> <li>- To develop their ability to communicate their ideas/research, development of skills and evaluative skills during the creative process.</li> </ul> | <ul style="list-style-type: none"> <li>- Develop the ability to work as a group.</li> <li>- Communication skills of their interpretations and sharing of ideas with their peers.</li> <li>- Ability to reflect on own progress and set weekly targets for group rehearsals.</li> <li>- To develop their ability to communicate their ideas/research, development of skills and evaluative skills during the creative process.</li> </ul> |
| <b>Key Questions</b> | <p>Why is the role and responsibilities important in the creative process?</p> <p>Why is this effective/successful?</p> <p>How could you improve in this skill?</p> <p>How have you improved in this skill over the past</p> | <p>Why is the role and responsibilities important in the creative process?</p> <p>Why is this effective/successful?</p> <p>How could you improve in this skill?</p> <p>How have you improved in this skill over the past week/weeks/assessment period?</p> | <p>Why is the role and responsibilities important in the creative process?</p> <p>Why is this effective/successful?</p> <p>How could you improve in this skill?</p> <p>How have you improved in this skill over the past week/weeks/assessment period?</p> | <p>Why is the role and responsibilities important in the creative process?</p> <p>Why is this effective/successful?</p> <p>How could you improve in this skill?</p> <p>How have you improved in this skill over the past</p> | <p>Why is the role and responsibilities important in the creative process?</p> <p>Why is this effective/successful?</p> <p>How are you relating back to the stimulus?</p> <p>What deeper meaning could you reference and explore further?</p>                                                                                                                                                                                            | <p>Why is the role and responsibilities important in the creative process?</p> <p>Why is this effective/successful?</p> <p>How are you relating back to the stimulus?</p> <p>What deeper meaning could you reference and explore further?</p>                                                                                                                                                                                            |



## Curriculum Map

|                                         | week/weeks/assessment period?                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                   | week/weeks/assessment period?                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                       |
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| <b>Assessment</b>                       | <p>Quizzes<br/>Video<br/>Trackers<br/>Peer, teacher and self feedback<br/>Student exemplars<br/>Knowledge of the assessment criteria.</p>                                                                                                              | <p>Quizzes<br/>Video<br/>Trackers<br/>Peer, teacher and self feedback<br/>Student exemplars<br/>Knowledge of the assessment criteria.</p> <p>C2 Internally assessed and externally moderated, rehearsals, final performance and reviews/logbook of the process.</p>                               | <p>Quizzes<br/>Video<br/>Trackers<br/>Peer, teacher and self feedback<br/>Student exemplars<br/>Knowledge of the assessment criteria.</p>                                                                                                                                                         | <p>Quizzes<br/>Video<br/>Trackers<br/>Peer, teacher and self feedback<br/>Student exemplars<br/>Knowledge of the assessment criteria.</p> <p><b>Mock feedback for C1.<br/>Submission of final coursework C1</b></p> <p>C1 - Internally assessed and externally moderated, one professional work and completed in a formalised assessment window.</p> | <p>Quizzes<br/>Video<br/>Trackers<br/>Peer, teacher and self feedback<br/>Student exemplars<br/>Knowledge of the assessment criteria.</p> <p><b>Submission of final coursework C1</b></p> <p>C1 - Internally assessed and externally moderated, one professional work and completed in a formalised assessment window.</p> | <p>Quizzes<br/>Video<br/>Trackers<br/>Peer, teacher and self feedback<br/>Student exemplars<br/>Knowledge of the assessment criteria.</p>                                                                                             |
| <b>Literacy/Numeracy/SMSC/Character</b> | <p>Verbal discussions</p> <p>Understanding the backgrounds and influences of different practitioners.</p> <p>Confidence in performing, resilience to continue to make short and long term improvements.</p> <p>Team work in lessons and rehearsals</p> | <p>Verbal discussions</p> <p>Understanding the backgrounds and influences of different practitioners.</p> <p>Confidence in performing, resilience to continue to make short and long term improvements.</p> <p>Team work in lessons and rehearsals</p> <p>Written log books and C2 coursework</p> | <p>Verbal discussions</p> <p>Understanding the backgrounds and influences of different practitioners.</p> <p>Confidence in performing, resilience to continue to make short and long term improvements.</p> <p>Team work in lessons and rehearsals</p> <p>Written log books and C1 coursework</p> | <p>Verbal discussions</p> <p>Understanding the backgrounds and influences of different practitioners.</p> <p>Confidence in performing, resilience to continue to make short and long term improvements.</p> <p>Team work in lessons and rehearsals</p> <p>Written log books and C1 coursework</p>                                                    | <p>Verbal discussions</p> <p>Understanding and supporting interpretations of others.</p> <p>Confidence in performing, resilience to continue to make short and long term improvements.</p> <p>Team work in lessons and rehearsals</p> <p>Written log books and C1 coursework</p>                                           | <p>Verbal discussions</p> <p>Understanding and supporting interpretations of others.</p> <p>Confidence in performing, resilience to continue to make short and long term improvements.</p> <p>Team work in lessons and rehearsals</p> |



# Curriculum Map



**Sandringham School**  
*"Everybody can be Somebody"*

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