



Curriculum Map

Subject:

DANCE

Year group: 11 GCSE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>C1 - Performance (technique and looking at physical, technical and expressive skills through the solo set phrase).</p> <p>C1 - Choreography. Explore a variety of different stimuli using movement material and aural setting.</p> <p>C2 - Critical Appreciation Anthology Work - section C. Critically analyse, evaluate and identify the set work.</p>	<p>C1 - Trio Performance. Demonstrate the range of skills in a taught routine of 3-5minutes.</p> <p>C1 - Choreography. Demonstrate a creative response to a choice of stimuli. Exploring a range of different stimuli. Knowledge, understanding and skills for choreography.</p> <p>C2 - Critical Appreciation Anthology Work 5 - section C. Critically analyse, evaluate and identify the set work.</p>	<p>C1 - Trio Performance. Demonstrate the range of skills in a taught routine of 3-5minutes. Refine routine, skills and expressive/mental skills.</p> <p>C1 - Choreography. Exploring movement and aural setting in response to chosen stimuli. Knowledge, understanding and skills for choreography.</p> <p>C2 - Critical Appreciation Anthology Work 6 - section C. Critically analyse, evaluate and identify the set work.</p>	<p>C1 - Choreography. Demonstrate a creative response to a choice of exam stimuli. Exploring a range of different stimuli. Knowledge, understanding and skills for choreography.</p> <p>C1 - Trio Performance. Demonstrate the range of skills in a taught routine of 3-5minutes. Refine routine, skills and expressive/mental skills.</p> <p>C2 - Critical Appreciation Anthology Work 6 - section C. Critically analyse, evaluate and identify the set work.</p>	<p>C2 - Preparation for C2 theory exam. Section A = knowledge and understanding of choreographic processes and performing skills. Section B = critical appreciation of one's own work. Section C = critical appreciation of professional works.</p>	
<p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>C1 - Trio - Physical, Technical, Expressive, Mental skills. Safe practice. Evaluation and feedback. Team work. Choreography - Choreographic intention, stimuli, team work, social</p>	<p>C1 - Trio - Physical, Technical, Expressive, Mental skills. Safe practice. Evaluation and feedback. Team work. Choreography - Choreographic intention, stimuli, team work, social</p>	<p>C1 - Choreographic intention, stimuli, team work, social skills, creativity, reflective practice. Evaluation and feedback</p> <p>C2 - Critical evaluation of a professional work</p>	<p>C1 - Trio - Physical, Technical, Expressive, Mental skills. Safe practice. Evaluation and feedback. Team work. Choreography - Choreographic intention, stimuli, team work, social</p>	<p>C2 - Critical evaluation of a professional work, own work and the choreographic processes and performing skills.</p>	



Curriculum Map

	<p>skills, creativity, reflective practice. Evaluation and feedback. C2 - Critical evaluation of a professional work Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices)</p>	<p>skills, creativity, reflective practice. Evaluation and feedback. C2 - Critical evaluation of a professional work Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices)</p>	<p>Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices)</p>	<p>skills, creativity, reflective practice. . C2 - Critical evaluation of a professional work Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices) C2 - Critical appreciation of one's own work and knowledge and understanding of choreographic processes and performing skills.</p>		
<p>Key Questions</p>	<p>C1 - What is the definition of.... C1 - How does a dancer demonstrate (skill) in their technical dance? C1 - Explain how demonstrates the choreographic intention? C1 - Explain how is shown within your own choreography.</p>	<p>C1 - What is the definition of.... C1 - How does a dancer demonstrate (skill) in their technical dance? C1 - Explain how demonstrates the choreographic intention? C1 - Explain how is shown within your own choreography.</p>	<p>C1 - Explain how demonstrates the choreographic intention? C1 - Explain how is shown within your own choreography. C2 - What is the choreographic intention of the work?</p>	<p>C1 - What is the definition of.... C1 - How does a dancer demonstrate (skill) in their technical dance? C1 - Explain how demonstrates the choreographic intention? C1 - Explain how is shown within your own choreography.</p>	<p>What is the choreographic intention of the work? How is this seen in the features of the production? How can you justify ...? What are the similarities and differences between work 1 and work 2?</p>	



Curriculum Map

	<p>C2 - What is the choreographic intention of the work? C2 - How is this seen in the features of the production? C2 - How can you justify ...?</p>	<p>C2 - What is the choreographic intention of the work? C2 - How is this seen in the features of the production? C2 - How can you justify ...?</p>	<p>C2 - How is this seen in the features of the production? C2 - How can you justify ...?</p>	<p>C2 - What is the choreographic intention of the work? C2 - How is this seen in the features of the production? C2 - How can you justify ...?</p>		
<p>Assessment</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography. C2 - Peer and teacher marking, 6 marks questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of own and others choreography. Creating/devising 2-3 minute piece. C2 - Peer and teacher marking, 6 mark questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of own and others choreography. Mock assessment of 2-3 minute choreography piece relating to stimuli. Mock assessment of Trio Performance. C2 - Peer and teacher marking, 6 + 12 mark questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Final assessment of C1 Trio Performance and C1 Choreography. C2 - Peer and teacher marking, 6 + 12 mark questions, quizzing and end of work test. Exam questions and past paper.</p>	<p>C2 - Peer and teacher marking, 6 and 12 mark question, expanding analysis and evaluation skills, quizzing, testing, exam questions.</p>	
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations. SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others. Resilience to take on feedback from teacher and peers, Aspiration in developing</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations. SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others. Resilience to take on feedback from teacher and peers, Aspiration in developing</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations. SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others. Resilience to take on feedback from teacher and peers, Aspiration in developing</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations. SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others. Resilience to take on feedback from teacher and peers, Aspiration in developing</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations. SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others. Resilience to take on feedback from teacher and peers, Aspiration in developing</p>	



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	technique and critical thinking. Integrity.					
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