

Curriculum Map



Subject: Dance A-Level Year group: 12

Time period	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content	C1 - Performance:	C1 - Quartet	C1 - Quartet	C1 - Solo performance:	C1 - Solo performance:	C1 - Preparation for C1
	technique and looking	performance: learning	performance	creating and	creating and	threshold exam.
	at physical, technical	of repertoire in the	(assessment in	demonstrating a solo	demonstrating a solo	
Declarative	and expressive skills	style of a practitioner.	Velocity dance show):	in the style of a	in the style of a	C2 - Preparation for C2
Knowledge –	through different		learning of repertoire	practitioner through	practitioner through	threshold exam.
'Know What'	contemporary	C1 - Mock	in the style of a	physical and	physical and	
Know what	practitioners for solo and quartet.	Choreography. Demonstrate a	practitioner.	expressive skills.	expressive skills.	
		creative response to a	C1 - Mock	C2 - Critical	C2 - Critical	
	C1 - Choreography:	choice of stimuli.	Choreography	Appreciation:	Appreciation:	
	Explore a variety of	Exploring a range of	(assessment in	Rambert Dance	Rambert Dance	
	different stimuli using	different stimuli.	Velocity dance show).	Company or Rooster	Company or Rooster	
	movement material	Knowledge,	Exploring movement	set work. Sutra set	set work. Sutra set	
	and aural setting.	understanding and	and aural setting in	work or ICDS.	work or ICDS.	
		skills for	response to chosen			
	C2 - Critical	choreography.	stimuli. Knowledge,			
	Appreciation:		understanding and			
	Rambert Dance	C2 - Critical	skills for			
	Company or Rooster	Appreciation:	choreography.			
	set work. Sutra set	Rambert Dance	C2 - Critical			
	work or ICDS.	Company or Rooster				
		set work. Sutra set work or ICDS.	Appreciation:			
		work or ICDS.	Rambert Dance			
			Company or Rooster set work. Sutra set			
			work or ICDS.			
Skills	C1 - Performance -	C1 - Performance -	C1 - Performance -	C1 - Performance -	C1 - Performance -	C1 - Performance -
	physical, technical,	physical, technical,	physical, technical,	physical, technical,	physical, technical,	physical, technical,
	dynamics, spatial,	dynamics, spatial,	dynamics, spatial,	dynamics, spatial,	dynamics, spatial,	dynamics, spatial,
Procedural	interpretative skills	interpretative skills	interpretative skills	interpretative skills	interpretative skills	interpretative skills
Knowledge –	Evaluation and	Evaluation and	Evaluation and	Evaluation and	Evaluation and	Evaluation and
	feedback. Team work.	feedback. Team work.	feedback. Team work.	feedback. Team work.	feedback. Team work.	feedback. Team work.
'Know How'	Choreography -	Choreography -	Choreography -			Exam technique.
	Choreographic	Choreographic	Choreographic	C2 - Critical evaluation	C2 - Critical evaluation	
	intention, stimuli,	intention, stimuli,	intention, stimuli,	and analysis.	and analysis.	C2 - Critical evaluation
	team work, social	team work, social	team work, social			and analysis.



Curriculum Map



					1	
	skills, creativity,	skills, creativity,	skills, creativity,	Features of	Features of	Features of
	reflective practice.	reflective practice.	reflective practice.	production:	production:	production:
	Evaluation and	Evaluation and	Evaluation and	performance	performance	performance
	feedback.	feedback.	feedback.	environment,	environment,	environment,
				staging/set, costume,	staging/set, costume,	staging/set, costume,
	C2 - Critical evaluation	C2 - Critical evaluation	C2 - Critical evaluation	lighting, dancers, aural	lighting, dancers, aural	lighting, dancers, aural
	and analysis.	and analysis.	and analysis.	setting, dance for	setting, dance for	setting, dance for
	Features of	Features of	Features of	camera, choreographic	camera, choreographic	camera, choreographic
	production:	production:	production:	approaches, subject	approaches, subject	approaches, subject
	performance	performance	performance	matter, themes,	matter, themes,	matter, themes,
	environment,	environment,	environment,	context. Historical,	context. Historical,	context. Historical,
	staging/set, costume,	staging/set, costume,	staging/set, costume,	social, geographical,	social, geographical,	social, geographical,
	lighting, dancers, aural	lighting, dancers, aural	lighting, dancers, aural	political contexts.	political contexts.	political contexts.
	setting, dance for	setting, dance for	setting, dance for	•		Exam technique.
	camera, choreographic	camera, choreographic	camera, choreographic			·
	approaches, subject	approaches, subject	approaches, subject			
	matter, themes,	matter, themes,	matter, themes,			
	context. Historical,	context. Historical,	context. Historical,			
	social, geographical,	social, geographical,	social, geographical,			
	political contexts.	political contexts.	political contexts.			
Key Questions	C1 - How can you	C1 - Explain how	C1 - Explain how	C1 - How can you	C1 - How can you	C1 - How can you
key Questions	improve your?	demonstrates the	demonstrates the	improve your?	improve your?	improve your?
		choreographic	choreographic	F 7	P 7	
	C2 - How does link	intention?	intention?	C1 - How are you	C1 - How are you	C1 - How are you
	to context?			showing the	showing the	showing the
		C1 - Explain how is	C1 - Explain how is	practitioners' style?	practitioners' style?	practitioners' style?
	C2 - What is the	shown within your	shown within your	production coyler	production out to	production coyler
	subject	own choreography.	own choreography.	C2 - How does link	C2 - How does link	C2 - How does link
	matter/choreographic			to context?	to context?	to context?
	style?	C2 - How does link	C2 - How does link			
		to context?	to context?	C2 - What is the	C2 - What is the	C2 - What is the
	C2 - How is this seen in	to context.	to context.	subject	subject	subject
	the work?	C2 - What is the	C2 - What is the	matter/choreographic	matter/choreographic	matter/choreographic
	the work:	subject	subject	style?	style?	style?
		matter/choreographic	matter/choreographic	31,101	31,101	31,101
		style?	style?	C2 - How is this seen in	C2 - How is this seen in	C2 - How is this seen in
		Style:	Style:	the work?	the work?	the work?
		C2 - How is this seen in	C2 - How is this seen in	CIIC WOIK;	CITC WOIN;	CITC WOIN;
		the work?	the work?			
		THE WOLK:	THE WOLK:			



Curriculum Map



						C2 - Discuss/Examine/Anal yse/compare
Assessment	C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography. C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.	C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography. C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.	C1 - Peer, self and teacher assessment. Evaluation of skills. Quartet mock assessment. C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.	C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography. C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.	C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography. C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test. Mock papers.	Threshold exam - quartet performance, solo performance. Theory paper - short answer (25 marks) and 2 essays.
Literacy/Numeracy/ SMSC/Character	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 technique and critical thinking. Integrity.	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 technique and critical thinking. Integrity.	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 technique and critical thinking. Integrity.	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 technique and critical thinking. Integrity.	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 technique and critical thinking. Integrity.	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 technique and critical thinking. Integrity.