



# Curriculum Map

Subject: Dance A-Level

Year group: 12

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



# Curriculum Map

	<p>skills, creativity, reflective practice. Evaluation and feedback.</p> <p>C2 - Critical evaluation and analysis. Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, subject matter, themes, context. Historical, social, geographical, political contexts.</p>	<p>skills, creativity, reflective practice. Evaluation and feedback.</p> <p>C2 - Critical evaluation and analysis. Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, subject matter, themes, context. Historical, social, geographical, political contexts.</p>	<p>skills, creativity, reflective practice. Evaluation and feedback.</p> <p>C2 - Critical evaluation and analysis. Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, subject matter, themes, context. Historical, social, geographical, political contexts.</p>	<p>Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, subject matter, themes, context. Historical, social, geographical, political contexts.</p>	<p>Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, subject matter, themes, context. Historical, social, geographical, political contexts.</p>	<p>Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for camera, choreographic approaches, subject matter, themes, context. Historical, social, geographical, political contexts. Exam technique.</p>
<p><b>Key Questions</b></p>	<p>C1 - How can you improve your...?</p> <p>C2 - How does ... link to context?</p> <p>C2 - What is the subject matter/choreographic style?</p> <p>C2 - How is this seen in the work?</p>	<p>C1 - Explain how ..... demonstrates the choreographic intention?</p> <p>C1 - Explain how .... is shown within your own choreography.</p> <p>C2 - How does ... link to context?</p> <p>C2 - What is the subject matter/choreographic style?</p> <p>C2 - How is this seen in the work?</p>	<p>C1 - Explain how ..... demonstrates the choreographic intention?</p> <p>C1 - Explain how .... is shown within your own choreography.</p> <p>C2 - How does ... link to context?</p> <p>C2 - What is the subject matter/choreographic style?</p> <p>C2 - How is this seen in the work?</p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners' style?</p> <p>C2 - How does ... link to context?</p> <p>C2 - What is the subject matter/choreographic style?</p> <p>C2 - How is this seen in the work?</p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners' style?</p> <p>C2 - How does ... link to context?</p> <p>C2 - What is the subject matter/choreographic style?</p> <p>C2 - How is this seen in the work?</p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners' style?</p> <p>C2 - How does ... link to context?</p> <p>C2 - What is the subject matter/choreographic style?</p> <p>C2 - How is this seen in the work?</p>



# Curriculum Map

						<b>C2 - Discuss/Examine/Analyse/compare...</b>
<b>Assessment</b>	<p><b>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</b></p> <p><b>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</b></p>	<p><b>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</b></p> <p><b>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</b></p>	<p><b>C1 - Peer, self and teacher assessment. Evaluation of skills. Quartet mock assessment.</b></p> <p><b>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</b></p>	<p><b>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</b></p> <p><b>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</b></p>	<p><b>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</b></p> <p><b>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test. Mock papers.</b></p>	<p><b>Threshold exam - quartet performance, solo performance. Theory paper - short answer (25 marks) and 2 essays.</b></p>
<b>Literacy/Numeracy/SMSC/Character</b>	<p><b>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</b></p> <p><b>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.</b></p>	<p><b>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</b></p> <p><b>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.</b></p>	<p><b>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</b></p> <p><b>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.</b></p>	<p><b>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</b></p> <p><b>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.</b></p>	<p><b>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</b></p> <p><b>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.</b></p>	<p><b>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</b></p> <p><b>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.</b></p>