



# Curriculum Map

Subject: Dance A-Level

Year group: 13

Time period	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>C1 - Quartet performance: learning of repertoire in the style of a practitioner.</p> <p>C1 - Solo performance: creating and demonstrating a solo in the style of a practitioner through physical and expressive skills.</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: Rambert Dance Company or Rooster set work. Sutra set work or ICDS.</p>	<p>C1 - Solo performance: creating and demonstrating a solo in the style of a practitioner through physical and expressive skills.</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: Rambert Dance Company or Rooster set work. Sutra set work or ICDS.</p>	<p>C1 - Quartet performance: learning of repertoire in the style of a practitioner.</p> <p>C1 - Solo performance: creating and demonstrating a solo in the style of a practitioner through physical and expressive skills.</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: Rambert Dance Company or Rooster set work. Sutra set work or ICDS.</p>	<p>C1 - Preparation for C1 practical exam.</p> <p>C2 - Critical Appreciation: Rambert Dance Company or Rooster set work. Sutra set work or ICDS.</p>	<p>C2 - Preparation for C2 theory exam.</p>	



# Curriculum Map

<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>C1 - Performance - physical, technical, dynamics, spatial, interpretative skills            Evaluation and feedback. Team work.            Choreography - Choreographic intention, stimuli, team work, social 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>C1 - Performance - physical, technical, dynamics, spatial, interpretative skills            Evaluation and feedback. Team work.            Choreography - Choreographic intention, stimuli, team work, social 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>C1 - Performance - physical, technical, dynamics, spatial, interpretative skills            Evaluation and feedback. Team work.            Choreography - Choreographic intention, stimuli, team work, social 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>C1 - Performance - physical, technical, dynamics, spatial, interpretative skills            Evaluation and feedback. Team work.            Choreography - Choreographic intention, stimuli, team work, social 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>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><b>Key Questions</b></p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners’ style?</p> <p>C1 - Explain how .... is shown within your own choreography.</p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners’ style?</p> <p>C1 - Explain how .... is shown within your own choreography.</p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners’ style?</p> <p>C1 - Explain how .... is shown within your own choreography.</p>	<p>C1 - How can you improve your...?</p> <p>C1 - How are you showing the practitioners’ style?</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>	



# Curriculum Map

	<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>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>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>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>C2 - Discuss/Examine/Analyse/compare...</p>	
<b>Assessment</b>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</p> <p>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</p>	<p>Trial exams (solo, quartet, full theory paper).</p> <p>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</p> <p>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</p> <p>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</p>	<p>C1 - performance evening/mock exam for solo, quartet and choreography.</p> <p>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</p> <p>C2 - Peer and teacher marking, short answer questions, essay plans and essay questions, quizzing and end of work test.</p>	<p>C2 theory exam.</p>	
<b>Literacy/Numeracy/SMSC/Character</b>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others.</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others.</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others.</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others.</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>SMSC - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others.</p>	



# Curriculum Map

	<b>Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</b>	<b>Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</b>	<b>Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</b>	<b>Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</b>	<b>Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</b>	
--	--	--	--	--	--	--