



# Curriculum Map

Subject:

**DANCE**

Year group: **11**

	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>C2 = Developing skills and techniques in the performing arts.</b>            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><b>C2 = Developing skills and techniques in the performing arts.</b>            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><b>C3= Responding to a brief</b>            Learners 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.</p>			<p><b>Study leave.</b></p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<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 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>- Communicating ideas clearly and creatively in response to a set brief/stimulus.</li> <li>- Develop creative skills and apply choreographic and structuring devices.</li> <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>			
<p><b>Key Questions</b></p>	<ul style="list-style-type: none"> <li>- How have your physical, interpretative or stylistic skills developed over time?</li> </ul>	<ul style="list-style-type: none"> <li>- How have your physical, interpretative or stylistic skills developed over time?</li> </ul>	<ul style="list-style-type: none"> <li>- How does your action/space/performance relate to the brief?</li> <li>- Why have you included (this costume, set etc)?</li> </ul>			



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	<ul style="list-style-type: none"> <li>- What is the stimulus of the piece? How are themes explored in the repertoire? How can we replicate this in our performance?</li> <li>- Where did you show expressive skills within the performance? Why was this effective?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the stimulus of the piece? How are themes explored in the repertoire? How can we replicate this in our performance?</li> <li>- Where did you show expressive skills within the performance? Why was this effective?</li> </ul>	<ul style="list-style-type: none"> <li>- What ideas have you contributed and were these successful?</li> <li>- What could have been improved and why?</li> </ul>	
<b>Assessment</b>	Internally assessed and externally moderated, rehearsals, final performance and reviews/logbook of the process.	Internally assessed and externally moderated, rehearsals, final performance and reviews/logbook of the process.  Final examination.	Externally assessed exam. Students will be provided with a brief and stimulus to create performance material in groups between three and seven, within a set assessment period timetabled by the exam board, Pearsons. Group performance and 3 written logs/exams. (For both legacy and new specifications).	
<b>Literacy/Numeracy/ SMSC/Character</b>	<ul style="list-style-type: none"> <li>- Development of writing style through homework tasks and short writing tasks to support final evaluations and log books based on progress throughout the process.</li> <li>- Confidence in contributing their ideas/interpretations in lessons as well as performance of repertoire material.</li> <li>- Resilience to apply teacher and peer feedback for improvement in order to make further positive progress.</li> <li>- Independent learning and self-reflection of coursework.</li> <li>- Dance specific terminology used in analysis and presentation of coursework.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of writing style through homework tasks and short writing tasks to support final evaluations and log books based on progress throughout the process.</li> <li>- Confidence in contributing their ideas/interpretations in lessons as well as performance of repertoire material.</li> <li>- Resilience to apply teacher and peer feedback for improvement in order to make further positive progress.</li> <li>- Independent learning and self-reflection of coursework.</li> <li>- Dance specific terminology used in</li> </ul>	<ul style="list-style-type: none"> <li>- Development of writing style through homework tasks and short writing tasks to support the final written exam.</li> <li>- Confidence in contributing their ideas/interpretations in relation to the brief.</li> <li>- Resilience to apply teacher and peer feedback for improvement in order to make further positive progress.</li> <li>- Independent learning and self-reflection of coursework.</li> <li>- Dance specific terminology used in analysis and presentation of coursework</li> <li>- Use of literacy to write evaluations in relation to the set brief in timed conditions.</li> </ul>	

