



Curriculum Map

Subject:

DANCE

Year group: 10 GCSE

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <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>C2 - Critical Appreciation Anthology Work 1 - section C. Critically analyse, evaluate and identify the set work. Section A: Safe practice.</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 2 - section C. Critically analyse, evaluate and identify the set work. Section A: hypothetical choreography.</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 2 - section C. Critically analyse, evaluate and identify the set work. Section B choreography.</p> | <p>C1 - Performance (technique and looking at physical, technical and expressive skills through the solo set phrase 1. Combined with section B questions on C2 paper - students relating to their own experience of performance through 6 mark questions.</p> <p>C2 - Critical Appreciation Anthology Work 3 - section C. Critically analyse, evaluate and identify the set work.</p> | <p>C1 - set phrase 2</p> <p>C2 - Section B set phrases</p> | <p>C2 - Critical Appreciation Anthology Work 4 - section C. Critically analyse, evaluate and identify the set work.</p> |
| <p>Skills</p> <p><i>Procedural Knowledge – ‘Know How’</i></p> | <p>C1 - Physical, Technical, Expressive, Mental skills. Safe practice. Evaluation and feedback. Team work.</p> <p>C2 - Critical evaluation of a professional work Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for</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 Features of production: performance environment, staging/set, costume, lighting, dancers, aural</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 Features of production: performance environment, staging/set, costume, lighting, dancers, aural</p> | <p>C1 - Physical, Technical, Expressive, Mental skills. Safe practice. Evaluation and feedback. Team work.</p> <p>C2 - Critical evaluation of a professional work Features of production: performance environment, staging/set, costume, lighting, dancers, aural setting, dance for</p> | <p>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>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> |



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| | camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices) | setting, dance for camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices) | setting, dance for camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices) | camera, choreographic approaches, intent(mood, idea, theme, style) and content (movement, structure, devices) C2 - Critical appreciation of one's own work - set phrase. | | |
| Key Questions | <p>C1 - What is the definition of.... C1 - How does a dancer demonstrate (skill) in their technical dance?</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>C1 - Explain how demonstrates the choreographic intention? C1 - Explain how is shown within your own choreography.</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>C1 - Explain how demonstrates the choreographic intention? C1 - Explain how is shown within your own choreography.</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>C1 - What is the definition of.... C1 - How does a dancer demonstrate (skill) in their technical dance? C1- How do you demonstrate physical skills in your solo set phrase?</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 - 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> |
| Assessment | <p>C1 - Peer, self and teacher assessment. Evaluation of skills.</p> <p>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.</p> <p>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.</p> <p>C2 - Peer and teacher marking, 6 mark</p> | <p>C1 - Peer, self and teacher assessment. Evaluation of skills. Completion of C2 6 mark exam questions.</p> <p>C2 - Peer and teacher marking, 6 mark questions, quizzing and end of work test.</p> | <p>C2 - Peer and teacher marking, 6 mark question, expanding analysis and evaluation skills, quizzing and end of work test.</p> | <p>C2 - Peer and teacher marking, 6 mark question, expanding analysis and evaluation skills, quizzing and end of work test.</p> |



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| | | | questions, quizzing and end of work test. | Year 10 trial exam C2 exam + solo set phrases | | |
| Literacy/Numeracy/SMSC/Character | <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. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</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. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</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. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</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. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</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. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</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. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</p> |