**Curriculum Overview Table**

**Dance**

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| **End Point** | **Key knowledge** | **Key skills** | **Key Vocabulary** | **Reading and Oracy** | **Numeracy** | **Common misconceptions** |
| **Year 10 -**  **Term 1 (Sept-Oct)**  **7 weeks**  **10x 100 min lessons**  **Lessons 1-10**  **Introduction to and an exploration of a range of different dance styles and professional works.**  **Explore and improve technique and performance skills.**  **Learning to work with and perform in front of others** | Dance interpretation.  What is the dance about?  Rosas Danst Rosas  Zoo nation – Mad hatters Tea Party & Message in a bottle  Christopher Bruce – Swansong  Matthew Bourne - Nutcracker & Edward Scissorhands  Akram Khan – Dust  Jamie – Kate Prince  Cry me a river  Understanding Physical skills: Posture, Alignment  Flexibility, Muscular Strength  Balance, Movement memory | Learning to talk like a choreographer.  Technique and performance skills  Demonstrating good  physical skills, technique and performance skills.  Assessment:  Replication of professional repertoire.  Movement memory.  . | Choreography  Performance  Physical  Posture  Alignment  Flexibility  Muscular Strength  Balance  Movement memory  Assessment:  Adequate, Good  Comprehensive  Specific, Partially, Mostly, Well-developed | Reading:  Intro information on each professional work.  Oracy:  Repetition of key vocabulary.  Do now recap questions are answered verbally. | Numbers associated with all rhythm and dance counts. | Posture and alignment are the same thing.  That you have to be flexible to be able to dance.  You have to be a ballerina to achieve a good grade. |
| **Year 10 -**  **Term 2 (Oct-Dec)**  **7 weeks**  **11x 100 min lessons**  **Lessons 1-2**  **PSA’s**  **Lessons 3-5**  **Learn to understand Matthew Bourne’s Edward Scissorhands in greater depth.**  **Lessons 6-11**  **Comp 2 mock:**  **Akram Khan Dust or**  **Katie Prince Jamie** | Understand what a PSA looks like.  See what a 12/12 model answer looks like.  Edward Scissorhands:  Tim Burton  Matthew Bourne  New Adventures  Storyline & Scenes  Protagonist & hope  Influences & Purpose  Complete a comp 2 performance mock exam so students can practice the rehearsal and performance skills required. | Learning to talk like a choreographer.  Technique and performance skills  Demonstrating good  physical skills, technique and performance skills.  Assessment:  Replication of professional repertoire.  Movement memory. | Storyline & Scenes  Protagonist & hope  Influences & Purpose  Assessment:  Adequate, good  Comprehensive  Specific  Partially, Mostly, Well-developed | Reading:  Edward Scissor hands exemplar coursework.  Oracy:  Repetition of key vocabulary.  Do now recap questions are answered verbally. | Numbers associated with all rhythm and dance counts.  Numbers of dancers and formations. | All dances have a storyline.  The purpose of a dance is only to entertain. |
| **Year 10 -**  **Term 3 (Jan-Feb)**  **6 weeks**  **8x 100 min lessons**  **Formal summative Assessment Component 1**  **Lessons 1-4**  ***Component 1***  **(PSA) *Task 1***  **Lessons 5-8**  ***Component 1***  **(PSA) *Task 5*** | Investigating a professional performing arts work  Investigate how professional performance or production work is created.  Stylistic qualities & influences in relation to the theme: hope | Ability to research and investigate.  Application of knowledge to the given theme.  Ability to produce written explanations. | Stylistic qualities & influences  Contribution, roles, responsibilities & skills  Assessment:  Effective  In depth, thorough, pertinent. | Reading the PSA  Reading their own written work and looking for errors. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | Identifying the facts and basic principles is enough to achieve a pass. |
| **Year 10 -**  **Term 4 (Mar-Apr)**  **6 weeks**  **9x 100 min lessons**  **Formal summative Assessment Component 1**  **Lessons 1-3**  ***Component 1***  **(PSA) *Task 3***  **Lessons 4-6**  ***Component 1***  **(PSA) *Task 4***  **Lessons 7-9**  ***Component 1***  **(PSA) *Task 2*** | Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.  The creative process  Practical explorations  Professionals contribution, roles, responsibilities & skills | Ability to research and investigate.  Ability to explore dance ideas and practically develop them while producing photo evidence of practical explorations.  Application of knowledge to the given theme.  Ability to produce written explanations. | Creative processes.  Set design, costume, processing, touring.  Contribution, roles, responsibilities & skills  Assessment:  Effective  In depth, thorough, pertinent. | Reading the PSA  Reading their own written work and looking for errors. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. |  |
| **Year 10 -**  **Term 5 (Apr-May)**  **5 weeks**  **7x 100 min lessons**  **Lessons 1-6**  **Comp 2 mock:**  **Cry me a river Andrew Winghart or**  **Summer in the city Kyle Hanagami**  **Lesson 7 filmed assessment.** | Complete a comp 2 performance mock exam so students can practice the rehearsal and performance skills required.  Learning new dances also builds students repertoire library ready for the comp 3 exam. | Replication of professional repertoire.  Movement memory.  Demonstrating good  physical skills, technique and performance skills. | Timing, Accuracy  Extension, Dynamics  Formations, relationships  Posture, Alignment  Flexibility  Balance  Movement memory  Assessment:  , Adequate, Good  Comprehensive  Specific, Partially, Mostly, Well-developed | Reading:  Intro information on each professional work.  Oracy:  Repetition of key vocabulary.  Do now recap questions are answered verbally. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | It is easy to watch a dance and copy it.  The slower the dance the easier it is.  Mirroring, reversing. |
| **Year 10 -**  **Term 6 (Jun-Jul)**  **7 weeks**  **11x 100 min lessons**  **Lessons 1-4**  **Evaluating and improving dance**  **Lesson 5**  **Re film performance.**  **Lesson 6**  **Warm ups**  **Lessons 7-11**  **Technique classes** | Watch Mock 2 performance back.  Identify strengths and weaknesses.  Set targets.  Rehearse and improve performance.  Why do we warm up and cool down.  Learn a set warm up routine ready to be filmed performing it.  Students learn 4 set technique routines ready to add to 2 more in September to be filmed for assessment of Comp 2. | Observational skills.  Self analysis.  Identifying own strengths and weaknesses.  Setting targets.  Rehearsing to improve.  Movement memory. | Timing, Accuracy  Extension, Dynamics  Formations, relationships  Posture, Alignment  Flexibility  Balance  Movement memory  Assessment:  Adequate, Good  Comprehensive  Specific, Partially, Mostly, Well-developed | Reading:  Magazine article  Oracy:  Apply knowledge of dance to the performance. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | Warm ups have to be jogging and stretching. |
| **Year 11 -**  **Term 1 (Sept-Oct)**  **7 weeks**  **10x 100 min lessons**  **Formal summative Assessment Component 2**  **Lessons 1- 5**  **Comp 2. Developing Skills and Techniques in Performing Arts**  **Task 1: Planning and filming evidence.**  **Lessons 6-10**  **Task 1: Learning/rehearsing Professional Repertoire** | Complete filming of warm ups and technique classes.  Final decision on selection of professional repertoire to meet the theme of the PSA and group numbers.  Complete a skills audit.  Set 3 targets for skills development.  Start sketch book:  Front cover  Learn a minimum of 2 minutes of rep.  Sketch book:  Rehearsal log | Competent application of technical and performance skills during the rehearsal process.  Demonstrate a competent and disciplined approach to the preparation of skills and techniques for the performance that relate to the theme of connection. | Style, dynamics, practical ability, confidence.  Assessment:  Competent, effective, disciplined.  Comprehensive  Specific, Partially, Mostly, Well-developed | Reading the PSA  Reading their own written work and looking for errors. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | It is easy to watch a dance and copy it.  The slower the dance the easier it is.  Mirroring, reversing. |
| **Year 11 -**  **Term 2 (Oct-Dec)**  **7 weeks**  **11x 100 min lessons**  **Formal summative Assessment Component 2**  **Lessons 1-5**  **Task 1: Learning/rehearsing Professional Repertoire**  **Lesson 6**  **Tasks 2&3**  **Final performance filming**  **Lessons 7-11**  **Tasks 4&5**  **In-depth review.** | Learn a minimum of 2 minutes of rep.  Sketch book:  Rehearsal log  Self analysis and preparation for final performance.  Final performance.  A written review. | An in depth review of the development and application of the skills and techniques used.  Effective use of target setting to drive forward your own development and performances. | Style, dynamics, practical ability, confidence, self analysis, review.  Assessment:  Competent, effective, disciplined.  Comprehensive  Specific, Partially, Mostly, Well-developed | Reading the PSA  Reading their own written work and looking for errors. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | Filming the final performance will be perfect 1st time. |
| **Year 11 -**  **Term 3 (Jan-Feb)**  **6 weeks**  **8x 100 min lessons**  **Formal summative Assessment Component 3**  **Lesson 1**  ***An introduction to Comp 3 and the PSA.***  **Lessons 2-8**  ***Creating the dance piece specified in the brief.*** | Meeting the needs of the person commissioning the work.  Is the work is suitable for the  target audience ?  The theme must be considered throughout all four activities. | The ability to :  Write an interpretation of the brief and not describe the narrative of it.  Explain how their ideas were informed by the practitioners they have learnt about in Comp 1 & 2  Describe their individual contribution to the exploration and development of ideas and planning.  Selecting and development of skills, contribution to the rehearsal process. | Interpretation  Exploration  Creativity  Planning  Rehearsals | Reading the PSA  Reading their own written work and looking for errors. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | Every audience is the same. (You will be given a target audience, your dance must be suitable for them to watch and enjoy)  The whole 10 minute dance must be performed in 1 style. (Your piece can include many styles) |
| **Year 11 -**  **Term 4 (Mar-Apr)**  **6 weeks**  **9x 100 min lessons**  **Formal summative Assessment Component 3**  **Lesson 1**  **Generating ideas**  **Lessons 2-9**  ***Responding to the brief*** | Choreographing a dance.  A wide range of skills and techniques.  Techniques to improve performances. | Using all of the skills they have developed in Components 1 & 2 to create/choreograph a 10 minute group dance.  Learners should explain how they developed the skills they have selected to use, for example explaining specific techniques they use to improve flexibility | Skill development  The ability to name specific techniques. | Reading the PSA  Reading their own written work and looking for errors.  For all written activities learners may bring their own prepared notes into the supervised assessment. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed four sides of A4 in total. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | You have to be on stage for the full 10 minutes. (You can go on and off stage throughout the dance)  You will receive a grade based on your groups performance.  (It is based on your performance alone) |
| **Year 11 -**  **Term 5 (Apr-May)**  **5 weeks**  **7x 100 min lessons**  **Formal summative Assessment Component 3** | Knowing how best to perform in front of an audience.  How to write:  An ideas log  A skills log  An evaluation. | Using all performance skills learnt in Comp 1 and 2 to display their best possible work.  The evaluation should cover the work of both the individual and that of the group  Make specific suggestions for improvement/ideas for further development. | Posture, Alignment  Extension,  Timing,  Dynamics  Projection.  Evaluation | Reading the PSA  Reading their own written work and looking for errors.  For all written activities learners may bring their own prepared notes into the supervised assessment. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed four sides of A4 in total. | Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts. | Nerves are a bad thing and you will perform badly if you are nervous.  (You can use nervous energy positively to improve your performance) |