

## Curriculum Map: Dance Year 10

	<b>Autumn 1/2</b>	<b>Spring 1/2</b>	<b>Summer 1/2</b>
<b>Content</b> Declarative knowledge 'I Know'	<p style="text-align: center;"><b>Exploring the Performing Arts</b></p> Component 1: Learning aim A: Examine professional practitioners' performance work (Rhythm nation, Cinderella).  Learning aim B: Explore the interrelationships between constituent features of existing performance material.  Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.	<p style="text-align: center;"><b>Responding to a brief</b></p> Component 3: Learning aim A: Developing ideas in response to a brief. Learning aim B: Selecting and developing skills and techniques for performance. Learning aim C: Taking part in a workshop performance. Learning aim B: Evaluating the development process and performance outcome.  Students will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.	<p style="text-align: center;"><b>Exploring the Performing Arts</b></p> Component 1: Learning aim A: Examine professional practitioners' performance work (Rhythm nation, Cinderella).  Learning aim B: Explore the interrelationships between constituent features of existing performance material.  Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance.
<b>Skills</b> Procedural Knowledge 'I know how to'	Research professional repertoire ((Rhythm Nation, Cinderella, Hairspray)  Understand the different dance styles / genres and making links between them. Selecting part of the professional pieces to rehearse and develop.  Identify Practitioner Interrelationship, Choreographer Purpose Performer, Physical / Interpretive skills, Musicality, Response to a stimulus	Research ideas for the 'brief' given.  Develop performing arts skills and techniques creatively through the reproduction of dance choreography and performance to communicate intentions to the audience as a group.  Capture ideas on planning, development, and effectiveness of the production process in a written log and an evaluation report.  Creative intentions, stimulus, physical / interpretative and stylistic skills, choreographic structure / devices.	Research professional repertoire ((Rhythm Nation, Cinderella, Hairspray)  Understand the different dance styles / genres and making links between them. Selecting part of the professional pieces to rehearse and develop.  Identify Practitioner Interrelationships, Choreographer Purpose Performer, Physical / Interpretive skills, Musicality, Response to a stimulus
<b>Strategies</b> Conditional Knowledge 'I know when to'	Students understand how to use the various components / principles of dance to enhance a dancer's performance. Use of the principles of choreographing i.e. motif, motif development. Use teamwork and cooperation skills. Students understand the use of the following command words: - describe, explain, analyse, evaluate.	Students understand how to use the various components / principles of dance to enhance a dancer's choreography. Use the principles of choreographing i.e. motif, motif development. To work, collaborate and communicate in a group. Students understand when to use the following command words: - describe, explain, analyse, evaluate to support extended writing. They also need to draw on their knowledge and understanding from component 1.	Students understand and use the various components / principles of dance to enhance a dancer's performance. Use principles of choreographing i.e. motif, motif development. Use teamwork and cooperation skills. Students understand the use of the following command words: - describe, explain, analyse, evaluate.

	<p>Explore different ways in which choreographers work through choreography workshops / improvisation tasks.</p> <p>Workshops based on how the 2 choreographers work with their dancers, set / lighting / music / costume designers.</p> <p>Practically explore the different roles and responsibilities used to create the final performances</p>		<p>Explore different ways in which choreographers work through choreography workshops / improvisation tasks.</p> <p>Workshops based on how the 2 choreographers work with their dancers, set / lighting / music / costume designers.</p> <p>Practically explore the different roles and responsibilities used to create the final performances</p>
Key Questions	<p>What is a Constituent Features? What is a Stylistic features? Who are the Professional Influences? What are Contextual Influences?</p> <p>What are the roles and the responsibilities of a choreographer, costume designer and dancer?</p>	<p>What is Choreographic Process?</p> <p>What Choreography Structure / Devices to use and when?</p> <p>What is Motif, Motif Development, Rehearsals and Stimulus?</p> <p>What are my Strengths and Weaknesses?</p>	<p>What is a Constituent Features? What is a Stylistic features? Who are the Professional Influences? What are Contextual Influences?</p> <p>What are the roles and the responsibilities of a choreographer, costume designer and dancer?</p>
Assessment topics	<p><u>Named Assessment:</u> Assessment 1 Theory</p> <p>Analyse and examine repertoire from two performance styles of dance and evaluate the processes, techniques, approaches, roles and responsibilities, creative intention, key contextual / practitioner's influences, outcomes, and purpose.</p> <p>Explore the interrelationships between constituent features of existing performance material using examples to back up knowledge.</p> <p>Analyse and evaluate how practitioners contribute to the performance process and how their roles and responsibilities differ depending on the performance, style/genre, theme, and outcome.</p> <p>To describe, explain and analyse performance and non-performance roles and related responsibilities.</p>	<p><u>Named Assessment:</u> Assessment 1 Theory External assessment</p> <p>Complete all 3 written tasks (idea logs, skills log, and evaluation report)</p> <p>Evaluate the development process and outcome in response to a brief.</p> <p>Capture ideas on planning, development, and effectiveness of the performance process.</p> <p><i>Must be completed under supervised conditions</i></p>	<p><u>Named Assessment:</u> Assessment 1 Theory</p> <p>Analyse and examine repertoire from two performance styles of dance and evaluate the processes, techniques, approaches, roles and responsibilities, creative intention, key contextual / practitioner's influences, outcomes, and purpose.</p> <p>Explore the interrelationships between constituent features of existing performance material using examples to back up knowledge.</p> <p>Analyse and evaluate how practitioners contribute to the performance process and how their roles and responsibilities differ depending on the performance, style/genre, theme, and outcome.</p> <p>To describe, explain and analyse performance and non-performance roles and related responsibilities.</p>
Cross curricular links/Character Education	<p><u>Cross curricular links</u> Researching professional repertoire (Cinderella, Rhythm Nation, Hairspray)</p> <p>Understanding the Performing Arts industry Written evaluation (structure / extended writing)</p>	<p><u>Cross curricular links</u> - Response to a brief / stimulus.</p> <p>- Choreographing, editing and refining dance movement.</p>	<p><u>Cross curricular links</u> Researching professional repertoire (Cinderella, Rhythm Nation, Hairspray)</p> <p>Understanding the Performing Arts industry Written evaluation (structure / extended writing)</p>

	<p>Understanding / responding to a mark scheme</p> <p>History / period of professional dance works studied.</p>	<ul style="list-style-type: none"> <li>- Target setting (short / medium term) SMART</li> <li>- Written evaluation (structure / extended writing)</li> </ul> <p>Understanding the Performing Arts industry</p> <p>Understanding / responding to a mark scheme</p> <p>Critical Analytical Skills</p>	<p>Understanding / responding to a mark scheme</p> <p>History / period of professional dance works studied.</p>
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