

## Curriculum Coverage in the Department of Performing Arts - Dance

	Year 7	Year 8	Year 9	Year 10		Year 11	
Autumn Term	<p><b>Topic:</b> Dance Styles</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The key stages to an effective warm-up.</li> <li>Health and safety in dance</li> <li>How to prepare the space and body for a dance lesson.</li> <li>Historical and social context of different styles</li> <li>Evolution of dance</li> <li>Key features and stylistic qualities of different Dance styles e.g. Charleston, Disco, Jazz, Contemporary, Street</li> <li>A introduction, through performance, of actions, space, dynamics and relationships</li> <li>Understanding of physical and interpretive skills needed to be an effective performer</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Execution of skills/techniques</li> <li>Creating/ team work/decision making</li> <li>Application of basic compositional ideas</li> <li>Performing – developing and applying physical and interpretive skills e.g. movement memory, timing, musicality and face expressions</li> <li>Analysing and evaluating performances of</li> </ul>	<p><b>Topic:</b> World Dance</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Intro to cultural background, history, key features and stylistic qualities of dance from different cultures. E.g. Bhangra, African, Samba, The Haka.</li> <li>Performing set movements of specific style</li> <li>Choreographing with ASRD developments e.g. formations, levels, unison and cannon.</li> <li>Performing to an audience and evaluating own and others' work</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Exploration of movements involved</li> <li>Execution of skills/techniques.</li> <li>Team work/ decision making</li> <li>Compositional ideas</li> <li>Application of skills</li> <li>Performance and evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Developing skills and techniques in different styles</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Performance types, Dance styles and practitioners work</li> <li>Key vocabulary</li> <li>Physical and Interpretive skills relevant to the performance discipline of Jazz, Contemporary and Street</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Performance skills and techniques – developing physical and interpretive skills</li> <li>Rehearsal practices- practice recall, learning choreography</li> <li>Evaluation</li> </ul>	<p><b>BTEC Dance</b></p> <p><b>Topic:</b> Component 1- Exploring the Performing Arts (<b>EOE and Shadows</b>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Dance styles- Street/Hip hop, Contemporary, Ballet</li> <li>Practitioners- Kenrick H20 Sandy, Christopher Bruce</li> <li>Professional work – EOE, Shadows</li> <li>Creative intentions</li> <li>Purpose</li> <li>Practitioners roles, responsibilities and skills</li> <li>Processes, techniques and approaches used in performance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Research</li> <li>Communication</li> <li>Creating- exploration of techniques/processes and/approaches</li> <li>Improvisation skills</li> <li>Performance and evaluation</li> </ul> <p><b>AOs</b></p> <p>Learning Aims</p> <p>A: Examine professional practitioners' performance work</p> <p>B: Explore the interrelationships between constituent features of existing performance material</p>	<p><b>GCSE Dance</b></p> <p><b>Topic:</b> Component 1 – Performance &amp; choreography (<b>set phrases – Breathe</b>)</p> <p>Component 2 – Dance appreciation (<b>EofE and Shadows</b>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Physical skills and attributes safely during performance</li> <li>Accurate technical skills safely during performance</li> <li>Expressive skills safely during performance</li> <li>Mental skills and attributes during performance</li> <li>Know and understand the defining characteristics of EofE and Shadows</li> <li>Features of the production, performance environments, choreographic approaches, choreographic content, choreographic intent</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Performance skills and attributes – developing physical, technical, expressive and mental skills</li> <li>Analytical skills</li> </ul>	<p><b>BTEC Dance</b></p> <p><b>Topic:</b> Exploring the Performing Arts</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Dance styles</li> <li>Practitioners</li> <li>Professional work – EOE, Scattered and WSS</li> <li>Creative intentions</li> <li>Purpose</li> <li>Practitioners roles, responsibilities and skills</li> <li>Processes, techniques and approaches used in performance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Exploration of techniques</li> <li>Improvisation skills</li> </ul> <p>Learning Aims</p> <p>A: Examine professional practitioners' performance work</p> <p>B: Explore the interrelationships between constituent features of existing performance material</p> <p><b>MOCK EXAM OF COMPONENT 3</b></p>	<p><b>GCSE Dance</b></p> <p><b>Topic:</b> Component 1 – Performance &amp; choreography (<b>Creating group choreography</b>)</p> <p>Component 2 – Dance appreciation (<b>safe working practice, choreography theory</b>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Knowledge and use of action, space, dynamics and relationships</li> <li>Choreographic process</li> <li>Structuring devices and form</li> <li>Choreographic devices</li> <li>Aural setting and the effects on the choreographic outcome</li> <li>Choreographic intent</li> <li>Performance environments</li> <li>Understanding of safe working practices during process</li> <li>Meaning of relevant choreography terminology</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Creativity</li> <li>Choreography skills</li> <li>Organisation</li> <li>Improvisation</li> <li>Use of correct processes</li> <li>Analysing</li> <li>Research</li> <li>Critical appreciation of own work</li> <li>Interpretive</li> <li>Evaluate</li> <li>Reflection</li> </ul>

	own and others work. NC Links: PE NC				<ul style="list-style-type: none"> <li>Critical appreciation of professional works</li> <li>Rehearsing and refining</li> <li>Performance</li> </ul>		
Spring Term	<p><b>Topic:</b> Matthew Bourne's The Nutcracker(Gobstoppers)</p> <p><b>Knowledge:</b> Knowledge and understanding for appreciation of professional works e.g. choreographer, theme, synopsis, structure, style, costume, sound, accompaniment, set, choreographic devices</p> <ul style="list-style-type: none"> <li>Set repertoire based on characters</li> <li>Awareness of dynamic quality through performance and choreography</li> <li>Explore the use of themes in dance and professional dance examples</li> <li>Choreograph and implement choreographic devices</li> <li>Perform group choreography and communicate an idea</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Creating/teamwork/ decision making</li> <li>Application/execution of skills</li> <li>Application of compositional ideas</li> <li>Performing- application of physical and interpretive skills</li> <li>Evaluating</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Zoo Nation – Into the Hoods</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Key features/techniques/stylistic qualities of specific street foundations e.g. Hip hop, Locking, Breaking</li> <li>Background and company info of Zoo nation and context of Into the Hoods</li> <li>Performing set phrase based on character</li> <li>Choreographing entrances in character</li> <li>Creating own street dance ideas for performance</li> <li>Performing and evaluating own and others' work</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Appreciation- watching, discussing and analysing professional work</li> <li>Execution of skills/techniques</li> <li>Creating and decision making</li> <li>Performance- application of physical and interpretive skills</li> <li>Evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Choreography – creating work in response to a theme</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The methods and choreographic devices used to develop an effective piece of choreography.</li> <li>Intro to stimulus/different stimuli</li> <li>What is a motif and motif development?</li> <li>Main elements of Dance - ASDR</li> <li>Choreographic devices</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Improvisation</li> <li>Creating/ decision making/teamwork Application of compositional ideas</li> <li>Performance and analysis</li> <li>Evaluation</li> </ul>	<p><b>BTEC Dance</b></p> <p><b>Topic:</b> Component 1-Exploring the Performing Arts (<b>All That Jazz</b>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Dance styles- Jazz</li> <li>Practitioners – Bob Fosse</li> <li>Professional work – Chicago</li> <li>Creative intentions</li> <li>Key influences</li> <li>Purpose</li> <li>Practitioners roles, responsibilities and skills</li> <li>Processes, techniques and approaches used in performance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Analytical skills</li> <li>Research</li> <li>Communication</li> <li>Exploration of techniques/processes and/approaches</li> <li>Improvisation skills</li> </ul> <p>Learning Aims Component 1 A: Examine professional practitioners' performance work B: Explore the interrelationships between constituent features of existing performance material</p>	<p><b>GCSE Dance</b></p> <p><b>Topic:</b> Component 1 – Performance &amp; choreography (<b>Filming set phrases – Breathe and Shift</b>) Component 2 – Dance appreciation (<b>A Lihna Curva &amp; Within Her Eyes</b>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Physical skills and attributes safely during performance</li> <li>Accurate technical skills safely during performance</li> <li>Expressive skills safely during performance</li> <li>Know and understand the defining characteristics of A Lihna Curva &amp; Within Her Eyes</li> <li>Features of the production, performance environments, choreographic approaches, choreographic content, choreographic intent</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Performance skills and attributes – developing physical, technical,</li> </ul>	<p><b>BTEC Dance</b></p> <p><b>Topic:</b> Component 3- Responding to a brief</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Stimulus</li> <li>Target audience</li> <li>Resources</li> <li>Style</li> <li>Structure</li> <li>Influences of practitioners</li> <li>Choreographic devices</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Communication</li> <li>Organisational skills</li> <li>Creative/improvisation/ decision making</li> <li>Application of performance skills and techniques</li> <li>Evaluation</li> </ul> <p><b>AOs</b></p> <p>AO1 Understand how to respond to a brief AO2 Select and develop skills and techniques in response to a brief AO3 Apply skills and techniques in a workshop performance in response to a brief AO4 Evaluate the development process and outcome in response to a brief</p>	<p><b>GCSE Dance</b></p> <p><b>Topic:</b> Component 1 – Performance &amp; choreography (<b>Refining and filming group choreography</b>) Component 2 – Dance appreciation (<b>Performance &amp; choreography theory</b>)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Choreographic process</li> <li>Structuring devices and form</li> <li>Aural setting and the effects on the choreographic outcome</li> <li>Understanding of safe working practices during performance</li> <li>Meaning of relevant performance terminology</li> <li>Contribution of performance to audience understanding of choreographic intent of the work being performed</li> <li>Contribution of choreography to audience understanding of choreographic intent of the work being performed</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Rehearsing and refining</li> <li>Organisation</li> <li>Use of correct processes</li> <li>Analysing</li> </ul>

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Summer Term	<p><b>Topic:</b> Superheroes</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Intro to the stimulus-genre/style of superheroes</li> <li>What is a motif and motif development?</li> <li>The 4 main elements of Dance - ASDR</li> <li>Creating and developing own ideas with a partner to continue the theme and create own piece.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Creating/ decision making Application of compositional ideas</li> <li>Performance and analysis Evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Musical Theatre</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Introduction to the genre of musical theatre</li> <li>Plot/storyline/themes from different musicals</li> <li>Stylistic qualities of different shows</li> <li>Set repertoire linked to different show numbers.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Application of practical skills/ techniques</li> <li>Execution of performance skills</li> <li>Performance, analysis and evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Developing skills and techniques for ensemble performance (Dance Fest)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Skills and techniques specific to performance discipline</li> <li>Creative intentions and purpose of professional works</li> <li>Rehearsal practices</li> <li>How to track progress</li> <li>Strategies to support development</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Teamwork/communication skills</li> <li>Application of dance skills and techniques</li> <li>Performance and evaluation</li> </ul>	<p><b>BTEC Dance</b></p> <p><b>Topic</b> <b>Component 2-</b> Developing skills and techniques in the Performing Arts (Preparing for Dance Fest performance)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Physical skills</li> <li>Performance/interpretive skills</li> <li>Techniques</li> <li>Stylistic qualities of chosen performance discipline</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Appreciation skills</li> <li>Communication</li> <li>Application of physical and interpretive skills/techniques</li> <li>Performance</li> <li>Evaluation – self-assessment</li> </ul> <p><b>AOs</b> A: Develop skills and techniques for performance B: Apply skills and techniques in rehearsal and performance C: Review own development and performance</p>	<p><b>GCSE Dance</b></p> <p><b>Topic:</b> Component 1 – Performance &amp; choreography <b>(Duet for performance linked to stimulus)</b> Component 2 – Dance appreciation <b>(Infra &amp; Artificial Things)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Physical skills and attributes safely during performance</li> <li>Accurate technical skills safely during performance</li> <li>Expressive skills safely during performance</li> <li>Know and understand the defining characteristics of Artificial Things &amp; Infra</li> <li>Features of the production, performance environments, choreographic approaches, choreographic content, choreographic intent</li> <li>Clearly reflecting choreographic intent</li> </ul>		<p><b>GCSE Dance</b></p> <p><b>Topic:</b> Component 2 – Dance appreciation <b>(Recap and revision)</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understanding of physical and expressive skills</li> <li>Understanding of technical skills including action, space, dynamic and relationship content, timing, rhythmic, accurate stylistic awareness</li> <li>Understanding of mental skills and attributes during performance/process</li> <li>Understanding of safe working practices during performance/process</li> <li>Know the similarities and differences between the defining characteristics</li> <li>Contribution of choreography performance and features of production to the audience's understanding of the work</li> <li>Relationships between choreography, performance and features of production and the ways in which these have been used together to enhance</li> </ul>

					<ul style="list-style-type: none"> <li>• Demonstrate additional knowledge of musicality, sensitivity to others, communication of choreographic intent</li> <li>• Use of relationships such as lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations</li> <li>• Demonstrate safe practice at a challenging level such as physical contact and interaction with other dancers, elevations, moving into and out of the floor at speed</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Performance skills and attributes – demonstrating physical, technical, expressive and mental skills</li> <li>• Analytical skills</li> <li>• Critical appreciation of professional works</li> <li>• Rehearsing and refining</li> <li>• Performance</li> </ul>	<p>audience understanding of the choreographic intention</p> <ul style="list-style-type: none"> <li>• Purpose or significance of different performance environments in which the dance was created and performed</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Choreography</li> <li>• Performance</li> <li>• Describing</li> <li>• Explaining</li> <li>• Comparing</li> <li>• Analysing</li> <li>• Critical appreciation of own work</li> <li>• Interpreting</li> <li>• Evaluate</li> <li>• Reflection</li> <li>• Revision</li> </ul>
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