

## DANCE CURRICULUM MAP

Threshold Concepts		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		Y7	Y8	Y9	Y10	Y11	Y12	Y13
Everybody Can Dance	<b>Content</b>	Basic dance skills; Motif, motif development. Use of dance elements: action, dynamics, space, relationships. Students must be able to learn and develop a basic set motif of movements and develop it using change in movement order, canon change in direction. Dynamic qualities of African Dance. Students will be able to create and perform an African dance using set African steps and showing dance relationships including mirroring, unison, canon and call and response.	Students must now learn longer and more complex Motifs and routines will now incorporate use of gesture, balance, co ordination, isolation, dynamic and rhythmic content in performance through Bollywood dance in term 1 and Street Dance in term 2. Performances will now incorporate facial expressive skills. Students will learn a longer set Bollywood routine requiring greater movement memory and develop into a Group routine using group formations and relationships. Performance will build on the use of dynamics learnt when doing African Dance in year 7.	Social Dance-Links to African dance in Y7 in terms of social dance and dynamics. Lindy Hop students will understand purpose of social dance and partner work techniques. They must learn a fast tempo, energetic partner routine. Specific and more intricate Lindy Hop/Charleston steps, such as shorty George, charleston, boogie back will be learnt and students must be able to develop their own Lindy Hop duet using this material showing seamless transitions. Performance should show a low centre of gravity, fast pace dance. 2nd term Contemporary Dance, to perform a trio dance using a prop and using devices such as Q/A, facial expression and rhythmical content.	Students will use the dance skills they have learnt at KS3 and incorporate them into longer and more developed routines and dances. They will need to perform in 3 different dance styles showing technical, expressive and stylistic qualities.	Learners will demonstrate confident selection, application and effective use of technical, stylistic and interpretative skills when reproducing existing professional repertoire.	Explore and develop physical skills, performance disciplines and styles such as characterisation, facial expression, stamina, flexibility, timing and rhythmic accuracy, emphasis, musicality, phrasing, projection breathing, reaction and interaction with other performers.	Demonstrate confident, disciplined and organised development and application of techniques, accurate physical and interpretative skills, key features and musicality in the performance of a contemporary dance.
	<b>Assessment</b>	Term 1 Group Performance of a developed motif. Term 3 Group African Dance Performance showing appropriate dynamics in their performance . Their choreography should show a range of dance relationships.	Term 1 Group Performance of a Bollywood Dance Term 2 Street Dance Performance based on Into the Hoods.	Term 1 Perform a Lindy Hop duo routine and in Term 2 a contemporary piece (Swan song) theme based trio using a prop.	3 performances in these styles; contemporary, street, jazz for Component 1.	Component 2 Perform a 2 minute section of professional dance repertoire.	Unit 2 Performance.	Unit 3 Group Workshop Performance, Unit 12 Contemporary Dance Technique Performance.
Choreographers have Creative Intentions	<b>Content</b>	Choreographing using a theme (Secret Agents) . Students to use expressive skills in order to show the theme- facial expression, appropriate actions and dynamics. They will explore use of space and use choreographic devices such as motif and motif development canon, action/reaction.	Students are now required to also show development of a particular character (either Big Teef or L'il Red) within their choreography and narrative through performance and choreography using Into the Hoods by Kate Prince as inspiration. Stylistic qualities are used to develop characters.	Use of theme is developed to convey a message to the audience. Students to understand the choreographic intention behind Christopher Bruce's Swansong which uses the theme of political prisoner/torture and interrogation, Students to create a trio using contrasting dynamics, use of levels, pathways and props through Swan Song by Christopher Bruce.	Students will develop their ability to now analyse use of theme through research and present findings on the work of 3 professional practitioners, analysing how they used stimulus to develop theme, character, style, in order to communicate their choreographic intention. They must identify key features of choreography and give a personal review of the professional work.	Students will show their own choreographic intentions using a range of devices and skills that they have developed over KS3 and the BTEC course in order to answer a brief with a set stimulus.	Investigate the work of influential practitioners. Analyse contextual factors that influence their work and critically analyse key information, such as creative intentions, performance, production and repertoire in order to develop and communicate independent judgements.	Develop the ability to interpret stimulus material through skilful, comprehensive and imaginative practical experimentation and effective research.
	<b>Assessment</b>	Small group, student choreographed performance based on the theme of Secret Agents using space, action, relationships and expressive skills in their performance	Small Group Street Dance Performance which shows Fairytale characters through movement selection, stylistic qualities and expressive skills in term 2 and Matilda the Musical in term three showing choreographic intention through facial expression, focus gesture and musicality.	Perform a trio using the theme of interrogation and incorporating a chair How well is the theme communicated?	Component 1 presentation.	Group Performance to a target audience in which they have contributed to the choreography and decision making in order to respond to a set brief from the exam board.	Unit One Exam. Investigating Practitioners Works.	Unit 12 Performance of contemporary dance in the style of a chosen practitioner

Rehearsal is crucial for all performances and productions	<b>Content</b>	Students to rehearse set routines, and their own choreography showing good team work and collaboration.	Students to develop rehearsal techniques used by the choreographer Kate Prince such as picture postcard. Students to use these freeze frames as a method to build their choreography. Using the studio mirrors to check facial expression in order to show choreographic intention.	Students must demonstrate that they understand the importance of safety when using a prop. Students use the mirrors effectively as part of the rehearsal process.	Rehearsal techniques of 3 different choreographers will be incorporated into students' own rehearsal process such as Kate Prince's use of picture postcard and Matthew Bourne's use of recording and reviewing work and company collaboration.	Students to devise their own rehearsal schedules for Comp 3 using the influence gained from other choreographers and write up in their logs.	Rehearsal review for live performance <ul style="list-style-type: none"> <li>• personal management and discipline</li> <li>• skills audit</li> <li>• long-term and short-term goals</li> <li>• actions and targets</li> <li>• use of feedback from others e.g. tutors, instructors, peers</li> </ul>	Students to devise their own rehearsal schedules for Unit 3 using the influence gained from other choreographers and write up in their log.
	<b>Assessment</b>	Peer Evaluation of Performances through describing, evaluating and reflecting by identifying strengths and weaknesses.	Use of techniques during rehearsal process, ability to peer review performances by identifying specific techniques. Answering questions on a quiz for which asks questions on specific key words but also a written evaluative statement.	Peer Evaluation of Performances using dance terminology and demonstration of consistent safe practice.	Presentation on the choreographic rehearsal process of different choreographers and how practitioners interrelate in the rehearsal process in order to create a production- choreographer/dancer/musical director/wardrobe manager.	Component 3 Ideas Log.	Unit two log book of rehearsal process.	Unit 3 Group Workshop Performance.