

### Dance Curriculum Map - Key Stage Three

	Content Covered	Assessment	Wider Learning / Opportunities
Year 7 – Topic 1 Introduction to Dance	Building confidence to improvise Exploring actions, space, dynamics and relationships to choreograph a motif How to structure a motif to create a short dance Mental skills; concentration in performance	Students will regular perform their work so that their progress can be monitored and feedback given  Towards the end of term, students will perform their dances and marked individually	Dance history – students are introduced to dance theorist Rudolf Laban and his method of analysing movement.  Extra-Curricular clubs offered from Term 1, and students will have the chance to audition for the Junior Dance Company
Year 7 – Topic 2 The Charleston	How to replicate taught motifs reflecting the style of the Charleston Using expressive skills in performance, focus and facial expression How to perform lifts safely with a partner Correct communication of mood in performance		Social/cultural history – what events took place in the 1920s. How the Charleston reflected the social changes of the 1920s Extra-Curricular clubs will continue in Term 3, and students will be given the opportunity to perform their Charleston dance in the annual Dance Showcase
Year 7 – Topic 3 Brazilian Culture	Learning movement from a professional dance work How to develop motifs using choreographic devices How to discuss a professional work using dance terminology Understanding rehearsal discipline to prepare for performance		Dance history – The significance of dance company Rambert, the longest running dance company in the UK.  Extra-Curricular clubs will continue in Term 5, and students will be given the opportunity to perform in the Creative Arts Festival
Year 8 – Topic 1 Narrative Dance	How to use a prop in choreography to tell a story Using expressive skills to help communicate a narrative Discussing and reflecting on other’s work using dance terminology Using sensitivity to other dancers to communicate a narrative	Students will regular perform their work so that their progress can be monitored and feedback given  Towards the end of term, students will perform their dances and marked individually	Dance practitioner Christopher Bruce – his significance in modern dance, and his work with Amnesty International  Extra-Curricular clubs offered from Term 1, and students will have the chance to audition for the Junior Dance Company
Year 8 – Topic 2 Contact Improvisation	Further understanding of improvisation to create new ways of moving / lifting / supporting a partner Greater understanding of safe practice in dance, through trust work and lifts How to respond to a stimulus, and use improvisations to choreograph a short duet Importance of mental skills in performance		Dance practitioner Steve Paxton – his significance in technique of contact improvisation and how this began to remove gender stereotyping in dance  Extra-Curricular clubs will continue in Term 3, and students will be given the opportunity to perform their contact duets in the annual Dance Showcase
Year 8 – Topic 3 Dance Fusion	The stylistic features of 3 dance genres, and how to demonstrate them How to structure a dance into different sections Understanding rehearsal discipline to prepare for performance		Dance from different cultures – how / why dance is used in different parts of the world  Extra-Curricular clubs will continue in Term 5, and students will be given the opportunity to perform in the Creative Arts Festival

The three strands of dance  
Choreography, Performance and Appreciation

### Dance Curriculum Map - Key Stage Four

Year 9			Year 10		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3

Contemporary technique Group performance and use of expressive skills The Healthy Dancer	Contemporary technique Group performance and use of expressive skills GCSE terminology - TEMP skills	Exploring different dance styles beyond the GCSE specification Use of expressive skills to enhance a genre How to analyse a professional dance work	Set work 2 - A Linha Curva Practical exploration of; action and relationship content. Communication of intent Theory - analysis of the features of production, answering a 6-mark question	Starting the duet/trio performance. Choosing a dance idea, understanding of the choreographic process through teacher modelling Theory - Section A of the written paper	Set work 3 - Shadows Practical exploration of props from the work. Using one to choreograph a group dance of a specific length Theory - analysis of the features of production. Improving a 6-mark question
Term 4	Term 5	Term 6	Term 4	Term 5	Term 6
Group performance - selecting and communicating a choreographic intent Further understanding of dance analysis	Learning set phrase 1 for Year 11 exam Section B of the written paper, how to answer a 6-mark question	Choreographing from a stimulus and translating ideas into movement Introduction to set work 1 - Emancipation of Expressionism	Set work 4 - Within her Eyes. Practical exploration of contact work through workshop style lessons. Site sensitive performance Theory - analysis of features of production, more focus on dance for camera. Introducing the 12-mark question	Revisiting Set Phrases and Duet/trio performance. Using mental skills to improve performance. Using expressive skills to enhance dance idea Theory - section B of the written paper. Improving 6-mark question responses	Set work 5- Artificial Things. Using set design / props to choreograph a solo dance of specific length. Further understanding of choreographic processes Preparation for mock exam

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Year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Preparation for set phrase exam. Understanding of mental skills when preparing for a performance. Completing duet/trio performance Theory - Artificial Things analysis of features of production, Introducing the 12-mark compare and contrast question	Exploring the choreography question paper. Workshopping ideas. Selection of stimulus and research Theory - revisiting section A of the written paper. Making improvements from Year 10 mock	The choreographic process; improvising, generating, selecting movement to communicate an intent Theory - Set work 6 Infra. analysis of features of production, Improving the 12-mark compare and contrast question	The choreographic process; structuring and refining in preparation for final exam. Rehearsal of duet/trio in preparation for exam Theory - completing section C of the written paper	Practical exam completed 60% of the course Theory - revision	Revision and preparation for the written paper 40% of course

Wider learning and enrichment opportunities

Throughout Key Stage Four students will have several opportunities to visit the theatre to watch professional dances, often these will be different from the set works which is an excellent way for students to learn about and take influence from a wide range of choreographers. Students will have the opportunity to perform in the dance showcase, and audition for the senior dance company who are taken to perform in Spring Forward.