

Curriculum Map: Dance Year 11

	Autumn 1/2	Spring 1/2	Summer 1/2
<p>Content Declarative knowledge 'I Know'</p>	<p style="text-align: center;">Developing skills and techniques in the Performing Arts</p> <p>Component 2:</p> <p>Learning aim A: Develop skills and techniques for performance.</p> <p>Learning aim B: Apply skills and techniques in rehearsal and performance.</p> <p>Learning aim C: Review own development and performance.</p> <p>Students will develop their performing arts skills and techniques through the reproduction of dance repertoire</p>	<p style="text-align: center;">Responding to a brief (if needed)</p> <p>Component 3:</p> <p>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.</p> <p>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>	<p>N/A</p>
<p>Skills Procedural Knowledge 'I know how to'</p>	<p>Select a professional repertoire to perform to a live audience.</p> <p>Select and apply different rehearsal strategies and performance processes to develop stylistic, technical, physical, and interpretative and performance skills to communicate the choreographic intentions to the audience as a group.</p> <p>Apply skills, techniques and practices that enable you to produce and interpret performance work.</p> <p>Reflect and evaluate physical / interpretative/ stylistic and performance strengths, weaknesses, and areas for</p>	<p>Research ideas for the 'brief' given.</p> <p>Develop performing arts skills and techniques creatively through the reproduction of dance choreography and performance to communicate intentions to the audience as a group.</p> <p>Capture ideas on planning, development, and effectiveness of the production process in a written log and an evaluation report.</p> <p>Creative intentions, stimulus, physical / interpretative and stylistic skills, choreographic structure / devices.</p>	

	<p>future development by setting long / medium / short team SMARTER targets.</p> <p>Physical / interpretative and stylistic skills, choreographic structure / devices, technique, application, rehearsal, evaluation</p>		
<p>Strategies Conditional Knowledge 'I know when to'</p>	<p>Students understand and use the various components / principles of dance to enhance a dancer's choreography. Use the principles of choreographing i.e. motif, motif development. Use teamwork and cooperation skills</p>	<p>Students understand and 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 the use of 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.</p>	
<p>Key Questions</p>	<p>What Physical skills should I use and be able to perform? What are Interpretative skills and how can I put them into my performance? What are my Strengths and Weaknesses, What are the effectiveness of targets and what are my targets?</p>	<p>What is Choreographic Process? What Choreography Structure / Devices to use and when? What is Motif, Motif Development, Rehearsals and Stimulus? What are my Strengths and Weaknesses?</p>	
<p>Assessment topics</p>	<p>Reflect on development and application of skills, techniques and working practices and rehearsals through the submission of 'Practical logbooks' / 'Workshop / Rehearsal Diary' (Skills audits, logbook entries, evaluations, reviews, critical judgements focusing on strengths, areas for improvement in the future and personalised targets relating to technical, performance, stylistic and interpretative skills).</p> <p>(internally assessed)</p> <p>Technique / repertoire workshops.</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>Repertoire from professional dance work to communicate existing material to demonstrate understanding of performance (development of physical, stylistic, performance and interpretive skills), processes and practices.</p> <p>Application of rehearsal skills and development processes during workshops/classes, exploring, refining, and developing dance material to replicate professional repertoire.</p> <p>Rehearsals and final performance to be recorded- mock grade will be given.</p>	<p><i>Must be completed under supervised conditions</i></p>	
<p>Cross curricular links/Character Education</p>	<p>Target setting (short / medium term) SMART</p> <p>Understanding the Performing Arts industry</p> <p>Written evaluation (structure / extended writing)</p> <p>Practicing and refining performance strategies and processes.</p> <p>Performing to a live audience</p>	<p>- Response to a brief / stimulus.</p> <p>- Choreographing, editing and refining dance movement.</p> <p>- Target setting (short / medium term) SMART</p> <p>- Written evaluation (structure / extended writing)</p> <p>Understanding the Performing Arts industry</p> <p>Understanding / responding to a mark scheme</p> <p>Critical Analytical Skills</p>	