

Curriculum Map: Dance Year 10

	Autumn 1/2	Spring 1/2	Summer 1/2
Content Declarative knowledge 'I Know'	<p style="text-align: center;">Exploring the Performing Arts</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;">Responding to a brief</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;">Exploring the Performing Arts</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.
Skills 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
Strategies 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"> - Target setting (short / medium term) SMART - Written evaluation (structure / extended writing) <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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