

Subject Name Curriculum Map



Year		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Knowledge and Skills	Actions: Performance: Professionalism. Independence. Providing a solid, confident foundation for Dance. Action, space, relationship, dynamics. Choreography: Using dance actions. Unison. Solo/partner work. Nurturing creativity and originality. Acceptance and tolerance. Anyone can be a dancer. To build movement vocabulary for choreography. Critical appreciation (CA) Self, peer and teacher feedback (Assessment for Learning) Audience etiquette	Ballet: Performance: Physical skills. Ballet technique. Dynamics and style Choreography: Narrative choreography with a focus on Coppelia. Structuring taught sequences and own choreography. CA / AfL Analysis of professional work. Reading and writing. To support student's literacy skills. Key words: technique, posture, dynamics, narrative.	Country and western: Performance: Whole class dance Partner work. Contact. Style Health and safety - spatial awareness. Choreography: Space Contact Relationships. Pathways. Formations. CA / AfL Appreciate professional work. Research task / contextual understanding to support students to research for written and practical work. Key words: formation, pathway, relationships, spatial awareness, health and safety.	Hip Hop: Performance: Stylistic features. Partner work. Group work. Contact. Health and safety. To build physical and technical skills for performance. Choreography: Stylistic features. Professional work used as a tool to inform choreography. To support students to choreograph in different styles for performance. Students to master use of formations, grouping and spatial awareness. CA / AfL	Fusion: Performance: Urban dance. Physical Theatre. Partner work. Group work. Contact. Health and safety Dynamics, formation, canon Musicality. To support students learning different styles for performance and repertoire. Choreography: Dynamics Contact and lift work. Students becoming an object. Transitions. Abstract. Professional work used as a tool to inform choreography.	Thematic: Performance: Thematic. Dance on film. Gestures. Movement to show themes. To build theatrical skills for example expression. Choreography in style and role. Using all choreographic devices, used in Year 7: unison, canon, pace, relationships, pathways, formations, dynamics. To support students to choreograph a dance using a stimulus. CA / AfL Appreciate professional work.

		To learn how to record repertoire Key words: actions, sequence, travel, jump, turn, gesture, stillness			Analysis of professional work and features of the performance. To support students' analytical skills. Key words: Dynamics, accuracy, timing, coordination, canon, formations, fluidity	To support students to choreograph in different styles for performance. To prepare students to use fusion of dance styles. CA / AfL Appreciate professional work. Focus on abstract dance and fusion of styles. Design task Cross curricular links with Drama for physical setting. Key words: Dynamic, mechanical, physical, abstract.	Evaluation task to support students to evaluate their practical work. Key words: gesture, thematic, stimulus
	Assessment	Baseline Testing Perform creative duets Analysis skills.	Accuracy of taught sequence Narrative choreography Analysis skills.	Performance and choreography Analysis skills.	Performance and choreography Analysis skills.	Performance and choreography Analysis skills.	Performance and choreography Analysis skills.
8	Knowledge and Skills	Contemporary Dance: Performance: Physical skills. Providing a solid foundation for contemporary technique.	Cultural Dance: Performance: Gestures. Appreciation of different cultural dances. Indian technique.	Rock and roll: Performance: Energy. Contact. Stamina. Rhythm. Musicality.	Chance: Choreography: Creativity Solo Partner work. Group work. Health and safety.	Musical Theatre: Performance: Expressive skills. Energy. Rhythm. Musicality. Direct correlation.	Musical Theatre continued

		Characterisation. Narrative. To build physical and technical skills in contemporary for performance. Choreography: Choreographing in Contemporary style. Contact. Freeze frames. Analysis of Professional work used as a tool to inform choreography. To build contemporary movement vocabulary for choreography. Critical appreciation (CA) Self, peer and teacher feedback (AfL) Audience etiquette Focus on historical and political context.	Encouraging open-mindedness. Dynamics. To support students learning different styles for performance and repertoire. Choreography: Flower motif. Unison and Canon. Transitions. Structure. Students decide the structure for their choreography. Professional work used as a tool to inform choreography. To support students to choreograph in different styles for performance. To prepare students to use structure. CA / AfL Appreciation of professional work. Focus on cultural dance.	Direct correlation. To support students learning different styles for performance and repertoire and to build stamina. Choreography: Partner work. Group formations, pathways and transitions. Social dance. Body percussion. Professional work used as a tool to inform choreography. To support students to choreograph in different styles for performance. To prepare students to use partner work. CA / AfL Appreciation of professional work. Focus on social and historical context. Costume design task Cross curricular links with	Dynamics. Motif. Contact and lift work. Transitions. Abstract. To support students to choreograph using different methods. CA / AfL Watch professional work. Focus on abstract dance. Reading comprehension To support literacy skills. Key words: Structure, contact, physical, motif, dynamics, action / reaction, trust, counterbalance, support, relationships.	To support students learning different styles for performance and repertoire. To build theatrical skills Choreography: Direct correlation with music. Lyrics and music used inform choreography. Using all choreographic devices used in Year 8: unison, canon, structure, transitions, relationships, pathways, formations etc. To support students to choreograph in different styles for performance. To prepare students to choreograph a dance using lyrics. CA / AfL Appreciation of professional works. Focus on interpretive dance. Evaluation task	
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		Research task To support students to research for written and practical work. Key words: control, commitment, expressive skills, facial expressions, focus.	Research poster To support students with presentation skills and identifying key information for written work. Key words: cultural, Bharatanatyam, gestures, pattern accuracy.	Drama/Art/Textiles for costume. To understand the importance of costume in dance Key words: jive, energy, stamina, partner work, cooperation.		To support students to evaluate their practical work. Key words: theatrical, lyrics, correlation, expressive skills, projection.	
	Assessment	Performance in style and characterisation. Analysis skills.	Performance and choreography in style. Analysis skills.	Performance and choreography (Style and energy) Analysis skills.	Performance and choreography Analysis skills.	Performance and choreography Analysis skills.	
9	Knowledge and Skills	Performance: Physical skills Technical skills To build physical and technical skills for performance. Choreography: Choreographing to demonstrate physical and technical skills. Critical appreciation and Assessment for Learning: Creating revision flip cards.	Emancipation of Expressionism: Performance: Street Dance Dynamics Isolation To support students learning different styles for performance and repertoire. Choreography: Choreography in style To support students to choreograph in different styles for performance. To	A Linha Curva: Performance: Brazilian Dance To support students learning different styles for performance, repertoire and analysing professional work work for the written component. Choreography: Stylistic focus To support students to choreograph in different styles for performance. To	Artificial Things: Performance: To build students understanding of inclusivity and sensitivity in dance. Choreography: Choreographing using a chair as a stimulus. To support students to choreograph using props. Focus on using props with appropriate health and safety. CA and AfL:	Within Her Eyes: Performance: Contact Action reaction Counterbalance Lift work Partner work Health and safety Choreography: Contact Action reaction Counterbalance Lift work To support students to explore choreographic	Choreography: To develop students' expressive skills for performance Choreographic intentions Communicating a stimulus To support students to choreograph a dance using a stimulus. Students use a stimulus to choreograph throughout KS3. CA:

		Learning the definitions for physical and technical skills. Appreciation. Identifying and discussing students' ability to achieve physical and technical skills. Key words: posture, mobility, isolation, coordination, alignment, extension	prepare students to use dynamics. CA and AfL: Written reports detailing the features of the work and students' interpretations. Preparation for BTEC Component 1. Supporting BTEC to develop knowledge of professional works for written component. Key words: street, dynamics, isolation, transition	prepare students to use fusion of dance styles. CA and AfL: Written reports detailing the features of the work and students' interpretations. Preparation for BTEC C1. Supporting to develop knowledge of professional works for written component. Key words: Brazilian, Capoeira, Samba, fusion, energy	Evaluative task reflecting on Year 9. Reviewing the knowledge and skills learned in Year 9. Supporting and developing knowledge of professional works for written component. Key words: Inclusivity, sensitivity, health and safety, prop, partner work	devices. Support achievement in Duet/Trio work. CA and AfL: Written reports detailing the features of the work and students' interpretations. Preparation for BTEC C1. Supporting to develop knowledge of professional works for written component. Key words: contact, action reaction, counterbalance, Lift, health and safety, site specific	Creating revision flip cards. Learning the definitions for choreographic devices. Appreciation: Identifying and discussing a groups' stimulus and how it is communicated. Key words: stimulus, choreographic devices, choreographic intention, structure
	Assessment	Performance of set study.	Performance, choreography and written reports.	Performance, choreography and written reports.	Performance, choreography and written reports.	Performance, choreography and written reports.	Choreography and performance. Devices used and structure
10	Knowledge and Skills	Component 1 Exploring Performing Arts. Performance: Physical skills Technical skills Expressive skills for Component 1 Performance.	Component 1 Focus on Swansong Performance: Physical skills Technical skills Expressive skills for Component 1 Performance. In style and role.	Component 1 Written report CA and AfL: Analysis of professional work. Complete written reports. Review work based on feedback provided.	Component 1 Written report CA and AfL: Analysis of professional work. Complete written reports. Review work based on feedback provided.	Component 2 preparation Performance: Various style-based Dance work shops Choreography: Plan, choreograph and lead a specific	Component 2 Developing Skills and Techniques in the Performing Arts Performance: Exploring and selecting professional works

		In style and role. Choreography: Professional work used as a tool to inform choreography. Exploratory tasks. Critical appreciation and Assessment for Learning: Scaffolding work in preparation for written reports C1 Exploring and appreciating professional works. Key words: SPAG, PEEL, connections, detail, examples, interpretation, describe, discuss, assess.	Choreography: Professional work used as a tool to inform choreography. Exploratory tasks. CA and AfL Scaffolding work in preparation for written reports C1 Analysis of professional work. Key words: SPAG, PEEL, connections, detail, examples, interpretation, describe, discuss, assess.	Feedback is detailed and personalised. Key words: SPAG, PEEL, connections, detail, examples, interpretation, describe, discuss, assess.	Feedback is detailed and personalised. Key words: SPAG, PEEL, connections, detail, examples, interpretation, describe, discuss, assess.	style-based Dance workshop. CA and AfL Students learn from their peers by partaking in student-led workshops. Assess effectiveness of workshop. Open mindedness and versatility. Key words: Warm up, sequence, technique, style, spatial awareness, health and safety, structure.	to learn as repertoire. Physical skills Technical skills Expressive skills CA and AfL: Records detailing process and progress of repertoire. Key words: repertoire, accuracy, timing, dynamics, expression.
	Assessment	Performance, choreography and work sheets.	Performance, choreography and work sheets.	Written report	Written report	Planning and execution of workshop. Engagement in workshops.	Performance and analysis
11	Knowledge and Skills	Component 2 Developing Skills and Techniques in the Performing Arts	Component 2 Developing Skills and Techniques in the Performing Arts	Component 3 Responding to a Brief Group choreography	Component 3 Responding to a Brief Group choreography	Component 3 Practical and written controlled assessments	N/A

		Performance: Physical skills Technical skills Expressive skills Support students to achieve a high standard in line with the BTEC assessment criteria. Repertoire in the style of a selected work. Supporting students to focus on replicating the physical and technical skills of the work. Logbooks detailing process and progress of repertoire. To support students to write in detail and provide specific examples of their process. Key words: repertoire, accuracy, timing, dynamics, expression.	Performance: Physical skills Technical skills Expressive skills Support students to achieve a high standard in line with the BTEC assessment criteria. Repertoire in the style of a selected work. Supporting students to focus on replicating the physical and technical skills of the work. Logbooks detailing process and progress of repertoire. To support students to write in detail and provide specific examples of their process. Key words: repertoire, accuracy, timing, dynamics, expression.	Choreography: Researching stimulus for choreography. Exploring and improvising ideas. Choreography communicates the brief. Explore a variety of choreographic approaches and devices. CA and AfL: Logbooks detailing process and progress of choreography. Write in detail and provide specific examples of their process. Key words: stimulus, choreographic devices, choreographic intention, structure, staging.	Choreography: Rehearsing and refining for performance. Movement memory and perform with confidence. Ensure their choreography communicates the brief. Ensure choreography has appropriate features (music, timing, structure, devices etc) CA and AfL: Preparation for controlled assessments. Preparing notes. Utilising model answers. Key words: stimulus, choreographic devices, choreographic	CA and AfL: Students complete 3 controlled written assessments and 1 practical exam. Key words: SPAG, PEEL, connections, detail, examples, structure, clarity, coherence.	
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					intention, structure, staging.		
	Assessment	Performance and analysis	Performance and analysis	Choreography and analysis	Choreography and analysis	Choreography and written analysis	
12	Knowledge and Skills	Unit 1: Investigating practitioners' work Performance: Learning repertoire of Matthew Bourne, Christopher Bruce and Martha Graham. Students provided with opportunities to perform work Choreography: Developing repertoire in the style of the practitioner. Professional work used as a tool to inform choreography. Critical appreciation and Assessment for Learning: Learning context of the practitioners and their works. Reading information provided and	Unit 1: Exam Part A / Part B CA and AfL: Practice essay writing and understanding how to complete the exam questions. Students receive the brief from Pearson. Students research how the brief relates to the practitioners and their works. Students collate their notes and are supported to organise them. Students practice essay writing for the 3 questions in Unit 1. Students receive feedback and redraft their work. Unit 1 Exam	Unit 2: Developing skills and techniques for live performance Participating in workshop classes in different styles. Learning / performing repertoire. Students must perform their work to be videoed as evidence of their progress at different stages of learning. Key words: repertoire, accuracy, timing, dynamics, expression. Choreography: Warm-ups and sequences in their chosen style. Students lead and teach their sequences to the class.	Unit 2: Developing skills and techniques for live performance Learning / performing repertoire 2 Students must perform their work to be videoed as evidence of their progress at different stages of learning. Choreography: warm-ups and sequences in their chosen style. Students lead and teach their sequences to the class. CA and AfL: Understanding the roles and skills of a performer Writing logbooks and milestones.	Unit 2: Exam Evidence Rehearsal and performance of repertoire. Filming repertoire for evidence CA and AfL: Writing logbooks and milestones	Unit 2: CA and AfL: Finalising written coursework. Writing logbooks and milestones. Evaluating final exam performance.

		creating revision cards. Analysing further professional performances. Students introduced to the structure of the exam paper for Unit 1. Students learn how to use a bibliography.	Key words: SPAG, PEEL, detail, specific examples, practitioner, interpretation.	CA and AfL: Researching professional dancers. Creating PowerPoint presentations on practitioners. Writing logbooks and milestones for Unit 2. Logbooks detailing process and progress of repertoire. To support students to write in detail and provide specific examples of their process. Key words: reflection, evaluation, process, progress, specific examples.	Logbooks detailing process and progress of repertoire. To support students to write in detail and provide specific examples of their process. Key words: reflection, evaluation, process, progress, specific examples.		
	Assessment	Practical and theoretical understanding of professional practitioners and their works.	Written exam	Performance and analysis	Performance and analysis	Performance and analysis	Written coursework

Optional Unit 12:
Contemporary
Dance Technique

Understanding the
development of
Dance technique.

Performance:
Develop skills and
techniques of
contemporary
dance.
Apply the skills and
techniques of
contemporary dance
to a performance.

Participate in
Company Class.
Technique exercises
will draw on the
styles of Graham,
Bourne /Bruce and
more general
contemporary
technique exercises
will also be included.

Participate in
rehearsals to
develop a
contemporary dance
piece and present
their contemporary
dance choreography
in a sharing of work
to an invited
audience.

Optional Unit 12:
Contemporary
Dance Technique

Performance:
Students will
participate in
rehearsals to
develop a
contemporary dance
piece. Students will
present their
contemporary dance
choreography in a
sharing of work to an
invited audience.

Choreography:
Students will
develop a
contemporary dance
using styles from
practitioners.

CA and AfL:
Students write a
report/create a
presentation.

Review personal
development and
own performance
through the writing
of a Performance
Log.

Key words: SPAG,
PEEL, detail, specific
examples,

Unit 3
Group Performance
Workshop

Students will be
given a stimulus
provided by Pearson.

Choreography:
Students explore
and integrate
creative physical
techniques working
collaboratively.

Students research,
discuss and explore
performance
material. Students
present their work
to an invited
audience.

CA and AfL:
Students will reflect
on the development
process, considering
the success and
potential of the work
for further
development.

Students will
evaluate their
contribution to the
process and the
product.

Unit 3
Group Performance
Workshop

Choreography:
Develop and refine
choreography to
ensure it meets the
requirements of the
brief. Students
ensure their work is
appropriate for the
target audience.

CA and AfL:
Students will
continue to reflect
and evaluate their
development in the
form of a process
log.

Key words:
reflection,
evaluation, process,
progress, specific
examples.

Unit 3
Group Performance
Workshop
Examinations

Performance:
Students will submit
a video recording of
the Group Workshop
performance. 10-20
minutes duration.

CA and AfL:
Controlled
Assessment:
Learners will submit
a digital process log
completed at 4
milestone stages
during the
development
process.

1: Interpretation and
planning
2: Development of
creative ideas: Early
stage review
3: Development of
creative ideas: Mid
stage review
4: Review and
reflection

N/A

		Critical appreciation and Assessment for Learning Students understand the development of contemporary dance. Students will receive a series of lectures and seminars on the origins and developments of Contemporary Dance. Students write a report/create a presentation. Review personal development and own performance through the writing of a Performance log. Key words: SPAG, PEEL, detail, specific examples, practitioner, interpretation, reflection, evaluation, process, progress, specific examples.	practitioner, interpretation, reflection, evaluation, process, progress, specific examples.				
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	Assessment	Performance and analysis	Performance and analysis	Choreography and analysis and evaluation	Performance, choreography, analysis and evaluation	Performance and written controlled assessments	