

**Curriculum Overview Table**  
**Dance**

End Point	Key knowledge	Key skills	Key Vocabulary	Reading and Oracy	Numeracy	Common misconceptions
<b>Year 10 - Term 1 (Sept-Oct)</b> <b>7 weeks</b> <b>10x 100 min lessons</b>  <u><b>Lessons 1-10</b></u> <b>Introduction to and an exploration of a range of different dance styles and professional works.</b>  <b>Explore and improve technique and performance skills.</b>  <b>Learning to work with and perform in front of others</b>	Dance interpretation. What is the dance about?  Rosas Danst Rosas Zoo nation – Mad hatters Tea Party & Message in a bottle Christopher Bruce – Swansong Matthew Bourne - Nutcracker & Edward Scissorhands Akram Khan – Dust Jamie – Kate Prince Cry me a river  Understanding Physical skills: Posture, Alignment Flexibility, Muscular Strength Balance, Movement memory	Learning to talk like a choreographer.  Technique and performance skills  Demonstrating good physical skills, technique and performance skills.  Assessment: Replication of professional repertoire.  Movement memory.	Choreography Performance Physical Posture Alignment Flexibility Muscular <b>Strength</b> Balance <b>Movement memory</b>  <b>Assessment:</b> Adequate, Good Comprehensive Specific, Partially, Mostly, Well-developed	Reading: Intro information on each professional work.  Oracy: Repetition of key vocabulary.  Do now recap questions are answered verbally.	Numbers associated with all rhythm and dance counts.          Numbers of dancers and formations.	Posture and alignment are the same thing.  That you have to be flexible to be able to dance.  You have to be a ballerina to achieve a good grade.
<b>Year 10 - Term 2 (Oct-Dec)</b> <b>7 weeks</b> <b>11x 100 min lessons</b>  <u><b>Lessons 1-2</b></u> <b>PSA's</b>  <u><b>Lessons 3-5</b></u> <b>Learn to understand Matthew Bourne's Edward Scissorhands in greater depth.</b>  <u><b>Lessons 6-11</b></u> <b>Comp 2 mock: Akram Khan Dust or Katie Prince Jamie</b>	Understand what a PSA looks like.  See what a 12/12 model answer looks like.  <u>Edward Scissorhands:</u> Tim Burton Matthew Bourne New Adventures Storyline & Scenes Protagonist & hope Influences & Purpose  Complete a comp 2 performance mock exam so students can practice the rehearsal and performance skills required.	Learning to talk like a choreographer.  Technique and performance skills  Demonstrating good physical skills, technique and performance skills.  Assessment: Replication of professional repertoire.  Movement memory.	Storyline & Scenes Protagonist & hope Influences & Purpose  <b>Assessment:</b> Adequate, good Comprehensive Specific Partially, Mostly, Well-developed	Reading: Edward Scissor hands exemplar coursework.  Oracy: Repetition of key vocabulary.  Do now recap questions are answered verbally.	Numbers associated with all rhythm and dance counts.  Numbers of dancers and formations.	All dances have a storyline.  The purpose of a dance is only to entertain.
<b>Year 10 - Term 3 (Jan-Feb)</b> <b>6 weeks</b>	Investigating a professional performing arts work	Ability to research and investigate.	Stylistic qualities & influences	Reading the PSA  Reading their own	Numbers of dancers and formations.	Identifying the facts and basic principles is enough to achieve a

<p><b>8x 100 min lessons</b></p> <p><b>Formal summative Assessment Component 1</b></p> <p><b>Lessons 1-4 Component 1 (PSA) Task 1</b></p> <p><b>Lessons 5-8 Component 1 (PSA) Task 5</b></p>	<p>Investigate how professional performance or production work is created.</p> <p>Stylistic qualities &amp; influences in relation to the theme: hope</p>	<p>Application of knowledge to the given theme.</p> <p>Ability to produce written explanations.</p>	<p>Contribution, roles, responsibilities &amp; skills</p> <p><b>Assessment:</b> Effective In depth, thorough, pertinent.</p>	<p>written work and looking for errors.</p>	<p>Numbers associated with all rhythm and dance counts.</p>	<p>pass.</p>
<p><b>Year 10 - Term 4 (Mar-Apr) 6 weeks 9x 100 min lessons</b></p> <p><b>Formal summative Assessment Component 1</b></p> <p><b>Lessons 1-3 Component 1 (PSA) Task 3</b></p> <p><b>Lessons 4-6 Component 1 (PSA) Task 4</b></p> <p><b>Lessons 7-9 Component 1 (PSA) Task 2</b></p>	<p>Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>The creative process</p> <p>Practical explorations</p> <p>Professionals contribution, roles, responsibilities &amp; skills</p>	<p>Ability to research and investigate.</p> <p>Ability to explore dance ideas and practically develop them while producing photo evidence of practical explorations.</p> <p>Application of knowledge to the given theme.</p> <p>Ability to produce written explanations.</p>	<p>Creative processes. Set design, costume, processing, touring.</p> <p>Contribution, roles, responsibilities &amp; skills</p> <p><b>Assessment:</b> Effective In depth, thorough, pertinent.</p>	<p>Reading the PSA</p> <p>Reading their own written work and looking for errors.</p>	<p>Numbers of dancers and formations.</p> <p>Numbers associated with all rhythm and dance counts.</p>	
<p><b>Year 10 - Term 5 (Apr-May) 5 weeks 7x 100 min lessons</b></p> <p><b>Lessons 1-6 Comp 2 mock: Cry me a river Andrew Winghart or Summer in the city Kyle Hanagami</b></p> <p><b>Lesson 7 filmed assessment.</b></p>	<p>Complete a comp 2 performance mock exam so students can practice the rehearsal and performance skills required.</p> <p>Learning new dances also builds students repertoire library ready for the comp 3 exam.</p>	<p>Replication of professional repertoire.</p> <p>Movement memory.</p> <p>Demonstrating good physical skills, technique and performance skills.</p>	<p>Timing, Accuracy Extension, Dynamics Formations, relationships Posture, Alignment Flexibility Balance Movement memory</p> <p><b>Assessment:</b> , Adequate, Good Comprehensive Specific, Partially, Mostly, Well-developed</p>	<p>Reading: Intro information on each professional work.</p> <p>Oracy: Repetition of key vocabulary.</p> <p>Do now recap questions are answered verbally.</p>	<p>Numbers of dancers and formations.</p> <p>Numbers associated with all rhythm and dance counts.</p>	<p>It is easy to watch a dance and copy it.</p> <p>The slower the dance the easier it is.</p> <p>Mirroring, reversing.</p>

<p><b>Year 10 - Term 6 (Jun-Jul)</b> 7 weeks 11x 100 min lessons</p> <p><b>Lessons 1-4</b> Evaluating and improving dance</p> <p><b>Lesson 5</b> Re film performance.</p> <p><b>Lesson 6</b> Warm ups</p> <p><b>Lessons 7-11</b> Technique classes</p>	<p>Watch Mock 2 performance back. Identify strengths and weaknesses. Set targets. Rehearse and improve performance.</p> <p>Why do we warm up and cool down.</p> <p>Learn a set warm up routine ready to be filmed performing it.</p> <p>Students learn 4 set technique routines ready to add to 2 more in September to be filmed for assessment of Comp 2.</p>	<p>Observational skills.</p> <p>Self analysis.</p> <p>Identifying own strengths and weaknesses.</p> <p>Setting targets.</p> <p>Rehearsing to improve.</p> <p>Movement memory.</p>	<p>Timing, Accuracy Extension, Dynamics Formations, relationships Posture, Alignment Flexibility Balance Movement memory</p> <p><b>Assessment:</b> Adequate, Good Comprehensive Specific, Partially, Mostly, Well-developed</p>	<p>Reading: Magazine article</p> <p>Oracy: Apply knowledge of dance to the performance.</p>	<p>Numbers of dancers and formations.</p> <p>Numbers associated with all rhythm and dance counts.</p>	<p>Warm ups have to be jogging and stretching.</p>
<p><b>Year 11 - Term 1 (Sept-Oct)</b> 7 weeks 10x 100 min lessons</p> <p><b>Formal summative Assessment Component 2</b></p> <p><b>Lessons 1- 5</b> Comp 2. Developing Skills and Techniques in Performing Arts</p> <p><b>Task 1: Planning and filming evidence.</b></p> <p><b>Lessons 6-10</b> Task 1: Learning/rehearsing Professional Repertoire</p>	<p>Complete filming of warm ups and technique classes.</p> <p>Final decision on selection of professional repertoire to meet the theme of the PSA and group numbers.</p> <p>Complete a skills audit. Set 3 targets for skills development.</p> <p>Start sketch book: Front cover</p> <p>Learn a minimum of 2 minutes of rep.</p> <p>Sketch book: Rehearsal log</p>	<p>Competent application of technical and performance skills during the rehearsal process.</p> <p>Demonstrate a competent and disciplined approach to the preparation of skills and techniques for the performance that relate to the theme of connection.</p>	<p>Style, dynamics, practical ability, confidence.</p> <p><b>Assessment:</b> Competent, effective, disciplined. Comprehensive Specific, Partially, Mostly, Well-developed</p>	<p>Reading the PSA</p> <p>Reading their own written work and looking for errors.</p>	<p>Numbers of dancers and formations.</p> <p>Numbers associated with all rhythm and dance counts.</p>	<p>It is easy to watch a dance and copy it.</p> <p>The slower the dance the easier it is.</p> <p>Mirroring, reversing.</p>
<p><b>Year 11 - Term 2 (Oct-Dec)</b> 7 weeks 11x 100 min lessons</p> <p><b>Formal summative</b></p>	<p>Learn a minimum of 2 minutes of rep.</p> <p>Sketch book: Rehearsal log</p>	<p>An in depth review of the development and application of the skills and techniques used.</p> <p>Effective use of target</p>	<p>Style, dynamics, practical ability, confidence, self analysis, review.</p> <p><b>Assessment:</b></p>	<p>Reading the PSA</p> <p>Reading their own written work and looking for errors.</p>	<p>Numbers of dancers and formations.</p> <p>Numbers associated with all</p>	<p>Filming the final performance will be perfect 1<sup>st</sup> time.</p>

<b>Assessment Component 2</b>  <b>Lessons 1-5</b> <b>Task 1:</b> <b>Learning/rehearsing</b> <b>Professional Repertoire</b>  <b>Lesson 6</b> <b>Tasks 2&amp;3</b> <b>Final performance filming</b>  <b>Lessons 7-11</b> <b>Tasks 4&amp;5</b> <b>In-depth review.</b>	Self analysis and preparation for final performance.  Final performance.  A written review.	setting to drive forward your own development and performances.	Competent, effective, disciplined. Comprehensive Specific, Partially, Mostly, Well-developed		rhythm and dance counts.	
<b>Year 11 - Term 3 (Jan-Feb)</b> <b>6 weeks</b> <b>8x 100 min lessons</b>  <b>Formal summative Assessment Component 3</b>  <b>Lesson 1</b> <b>An introduction to Comp 3 and the PSA.</b>  <b>Lessons 2-8</b> <b>Creating the dance piece specified in the brief.</b>	Meeting the needs of the person commissioning the work.  Is the work is suitable for the target audience ?  The theme must be considered throughout all four activities.	The ability to : Write an interpretation of the brief and not describe the narrative of it.  Explain how their ideas were informed by the practitioners they have learnt about in Comp 1 & 2  Describe their individual contribution to the exploration and development of ideas and planning.  Selecting and development of skills, contribution to the rehearsal process.	Interpretation Exploration Creativity Planning Rehearsals	Reading the PSA  Reading their own written work and looking for errors.	Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts.	Every audience is the same. (You will be given a target audience, your dance must be suitable for them to watch and enjoy)  The whole 10 minute dance must be performed in 1 style. (Your piece can include many styles)
<b>Year 11 - Term 4 (Mar-Apr)</b> <b>6 weeks</b> <b>9x 100 min lessons</b>  <b>Formal summative Assessment Component 3</b>  <b>Lesson 1</b> <b>Generating ideas</b>  <b>Lessons 2-9</b> <b>Responding to the brief</b>	Choreographing a dance.  A wide range of skills and techniques.  Techniques to improve performances.	Using all of the skills they have developed in Components 1 & 2 to create/choreograph a 10 minute group dance.  Learners should explain how they developed the skills they have selected to use, for example explaining specific techniques they use to improve flexibility	Skill development The ability to name specific techniques.	Reading the PSA  Reading their own written work and looking for errors.  For all written activities learners may bring their own prepared notes into the supervised assessment. The information can contain brief bullet points or	Numbers of dancers and formations.  Numbers associated with all rhythm and dance counts.	You have to be on stage for the full 10 minutes. (You can go on and off stage throughout the dance)  You will receive a grade based on your groups performance. (It is based on your performance alone)

				mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed four sides of A4 in total.		
<b>Year 11 - Term 5 (Apr-May) 5 weeks 7x 100 min lessons</b>  <b>Formal summative Assessment Component 3</b>	<p>Knowing how best to perform in front of an audience.</p> <p>How to write: An ideas log A skills log An evaluation.</p>	<p>Using all performance skills learnt in Comp 1 and 2 to display their best possible work.</p> <p>The evaluation should cover the work of both the individual and that of the group</p> <p>Make specific suggestions for improvement/ideas for further development.</p>	<p>Posture, Alignment Extension, Timing, Dynamics Projection.</p> <p>Evaluation</p>	<p>Reading the PSA</p> <p>Reading their own written work and looking for errors.</p> <p>For all written activities learners may bring their own prepared notes into the supervised assessment. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed four sides of A4 in total.</p>	<p>Numbers of dancers and formations.</p> <p>Numbers associated with all rhythm and dance counts.</p>	<p>Nerves are a bad thing and you will perform badly if you are nervous. (You can use nervous energy positively to improve your performance)</p>