## **Dance 5 Year Curriculum Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number weeks	4 Weeks		4 Weeks		4 Weeks	
Year 7	Module 1		Module 2		Module 3	
Context	Introduction to performance and technical skills Bugsy Malone		Developing Perf & AppSkills (Chain Gang)		Introduction to Safe working practices and Stomp	
Knowledge	Develop knowledge and understanding of skills required for performing dance		Develop knowledge and understanding of skills required for performing dance		knowledge and understanding of health, well-being and safe and professional practice relevant to dance	
Skills Focus	Performance Posture, Balance, Co-ordination, Control, Concentration, Confidence, M'ment mem, Projection,		Key Skills Performance Precision Dynamics - Strong/light, Flowing/abrupt Co-ordination		Performance Effective warming up Cooling down Posture, Balance, Co-ordination, Control, Concentration,	

	Focus Accuracy Rhythm Timing Response to feedback Capacity to improve Appreciation Dance terminology and definitions of highlighted keywords	Accuracy Appreciation Description and interpretation of stimulus Choreographic intent inc mood meaning and ideas	Confidence, M'ment mem, Projection, Focus Accuracy Rhythm Timing Capacity to improve Choreography Spatial design Transitions
Theme	Bugsy Malone	Slavery	Stomp
Assessment	Perf criteria	Perf criteria	Perf Criteria
Product	Solo set dance	Group Performance	Group Performance
Common Minconceptions	Dancing is so easy and it's for girls	Dance can't express serious issues	Teaching a dance sequence is easy

Links to Prior/Future Learning	Will depend on KS2 experience. KS2 PE National Curriculum		Re-visit physical & Expressive skills learnt in Module 1		Re-visit physical & Expressive skills learnt in Module 1&2	
Careers						
Enrichment/Trips						
SMSC/BV	Healthy Lifestyle Mutual Respect & Tolerance		Racism Mutual Respect & Tolerance		Healthy Lifestyle Mutual Respect & Tolerance	
Cross Curricular					PE – Basketball	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number weeks	4 Weeks		4 Weeks		4 Weeks	
Year 8	Module 1		Module 2		Module 3	
Context	Developing choreography skills (Colours)		Introduction to composition and expression (Berlin Wall)		Developing Perf & Choreography Skills (Swansong)	
Knowledge	Knowledge and understanding of choreographic forms and devices		Explore how to Communicate ideas, feelings, emotions,		Explore how to Communicate ideas, feelings, emotions,	

		meanings and moods	meanings and moods
Skills Focus	Key Skills Choreography Motif and development Repetition Contrast Transitions Unison & canon Visual & ideational stimuli Pathways Changes in level Directions Contact Spatial relationships Dynamic variation Performance Commitment Accuracy Confidence Precision Concentration M'ment memory	Choreography Response to stimulus Motif and development Spatial design Group contact and formations Transitions Unison & canon  Performance Posture, Balance, Co-ordination, Control, Accuracy Precision Confidence Concentration M'ment memory Dynamics- fast/slow, sudden/sustain  Appreciation	Mey Skills Choreography Response to stimulus Motif and development Spatial design Group contact and formations Transitions Unison & canon  Performance Posture, Balance, Co-ordination, Control, Accuracy Precision Confidence Concentration M'ment memory Dynamics- fast/slow, sudden/sustain  Appreciation

	Response to feedback Capacity to improve  Appreciation Dance terminology and definitions of highlighted	Dance terminology and definitions of highlighted keywords above	Dance terminology and definitions of highlighted keywords above	
	keywords above			
Theme	Colour duet	Berlin Wall	Swansong	
Assessment	Chor criteria	Chor criteria	Chor Criteria	
Product	Duet Composition	Group dance	Trio Performance	
Common Minconceptions	Choreography is just making a routine	A starting point for a dance is always the music	You can only lift or support another dancer is they are smaller than you	
Links to Prior/Future Learning	Will depend on KS2 experience	Build upon motif and development skills learnt in Module 1	Build upon spatial designs and contact work used in Module 1 and 2	
Careers				

Enrichment/Trips						
SMSC/BV	Mutual Respect & Tolerance		What is Democracy Mutual Respect & Tolerance		Political Prisoner Mutual Respect & Tolerance	
Cross Curricular						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number weeks	8	7	7	6	5	7
Year 9	Lesson 1	Lesson 2	Lesson 1	Lesson 2	Lesson 1	Lesson 2
Context	Developing Choreography & Appreciation skills (A Linha Curva)	Developing Performance & Choreography skills (Overdrive)	Developing Choreography skills (Within Her Eyes)	Developing Performance & Appreciation skills (Infra)	Developing Performance skills (Set Phrase)	Developing Performance and Appreciation skills ( Shadows)
Knowledge	Knowledge and understanding of choreographic forms and devices	Develop knowledge and understanding of skills required for performing dance	Knowledge and understanding of choreographic forms and devices	Develop knowledge and understanding of skills required for performing dance	Develop knowledge and understanding of skills required for performing dance	Develop critical analysis, interpretation, evaluation and appreciation of professional dance works

61:11 5	14 61 111		14 CL :II	V 61.111		14 61 111
Skills Focus	Key Skills	<u>Key Skills</u>	Key Skills	<u>Key Skills</u>	Key Skills	Key Skills
	<u>Performance</u>	<u>Performance</u>	<u>Choreography</u>	<u>Performance</u>	<u>Performance</u>	<u>Performance</u>
	Mobility	Mobility	Motif and	Mobility	Mobility	Mobility
	Strength	Strength	development	Strength	Strength	Strength
	Stamina	Stamina	Repetition	Stamina	Stamina	Stamina
	Extension	Extension	Contrast	Extension	Extension	Extension
	Posture	Posture	Transitions	Posture	Posture	Posture
	Alignment	Alignment	Unison & canon	Alignment	Alignment	Alignment
	Balance	Balance	Pathways	Balance	Balance	Balance
	Co-ordination	Co-ordination	Changes in level	Co-ordination	Co-ordination	Co-ordination
	Control	<u>Key Skills</u>	Directions	Control	Control	Control
	Accuracy	<u>Choreography</u>	Contact	Accuracy	Accuracy	Accuracy
	Precision	Research	Spatial	Precision	Precision	Precision
	Focus	Improvisation	relationships	Focus	Focus	Focus
	Projection	Selection	Rehearsal	Projection	Dynamics	Projection
	Response to	Development	discipline &	Response to	Sensitivity to	Response to
	feedback	Structuring	Planning	feedback	other dancers	feedback
	Capacity to	Refining and	Communication	Capacity to	Projection	Capacity to
	improve	synthesising ideas	of choreographic	improve	Response to	improve
	Systematic	Response to	intent	Systematic	feedback	Systematic
	repetition	stimuli		repetition	Capacity to	repetition
	<u>Appreciation</u>	Motif &	<u>Appreciation</u>	<u>Appreciation</u>	improve	<u>Appreciation</u>
	Perf terminology	development	Perf terminology	Perf terminology	Systematic	Perf terminology
	Chor Terminology	Transitions	Chor terminology	Chor Terminology	repetition	Chor terminology
	How chor & Per	Highlights	How chor and	How chor & Per	Rehearsal	How chor and
	affects	Climax	perf affects	affects	discipline	perf affects

	understanding of dance Choreographic intent Choreographic content	Group shapes Unison and canon Mental rehearsal Rehearsal discipline Planning of rehearsal Response to feedback Capacity to improve	understanding of dance Choreographic intent Choreographic content	understanding of dance Choreographic intent Choreographic content		understanding of dance Choreographic intent Choreographic content
Theme	A Linha Curva	Overdrive	Within Her Eyes	Infra	Set Phrase	Shadows
Assessment	Perf criteria	Perf & Chor criteria	Chor criteria	Perf criteria	Perf criteria	Perf Criteria
Product	Group Perf	Group Perf	Duet Choreography	Group Perf	Individual performance	Group Perf
Common Minconceptions		Dance has to express a theme	Dance has to take place in a theatrical setting	Ballet is performed to classical music and has fairytale themes	You can only achieve highly in GCSE Dance if you have danced before	

Links to Prior/Future Learning						
Careers						
Enrichment/Trips		Theatre	visit to see any of Go	CSE set works perfor	med live	
SMSC/BV	Identity and Diversity Mutual Respect & Tolerance	Mutual Respect & Tolerance	Love and Relationships Mutual Respect & Tolerance	Terrorism Mutual Respect & Tolerance	Mutual Respect & Tolerance	Political awareness Mutual Respect & Tolerance
Cross Curricular						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number weeks	8	7	7	6	5	7
Year 10	GCSE Dance	GCSE Dance	GCSE Dance	GCSE Dance	GCSE Dance	GCSE Dance
Context	Perf in Duet/trio & Appreciation skills (A Linha Curva & Shadows)	Perf in Duet/trio and Appreciation Skills Solo Composition (Infra)	Composition and Appreciation Skills (Within her eyes)	Appreciation (Section A and Section C of written paper)	Perf in Duet/trio and Appreciation Skills (Emancipation of Expressionism)	Set Phrase
Knowledge	Develop critical appreciation of dance in its	Knowledge and understanding of	Knowledge and understanding of	Develop critical analysis, interpretation,	Develop knowledge and	Develop knowledge and

	physical, artistic, aesthetic and cultural contexts	choreographic forms and devices	choreographic forms and devices	evaluation and appreciation of professional dance works	understanding of skills required for performing dance	understanding of skills required for performing dance
Skills Focus	Performance PHYSICAL SKILLS Posture	Performance PHYSICAL SKILLS Flexibility	Choreography PROCESS Development	Appreciation KNOWLEDGE AND	Performance PHYSICAL SKILLS Flexibility	Performance PHYSICAL SKILLS Posture
	Alignment	Mobility	Structuring	UNDERSTANDING	Mobility	Alignment
	Balance	Strength	Refining and	OF CRITICAL	Strength	Balance
	Coordination	Stamina	synthesising	<u>APPRECIATION</u>	Stamina	Coordination
	Control	Extension	<u>DEVICES</u>	OF THEIR OWN	Extension	Control
	TECH SKILLS	Isolation	Motif and dev	<u>WORK</u>	Isolation	Flexibility
	Actions - travel,	TECH SKILLS	Repetition	Meaning of:	TECH SKILLS	Mobility
	turn, elevation,	Actions - travel,	Contrast	Perf terms	Actions - travel,	Strength
	gesture,stillnessU	turn, elevation,	Highlights	Chor terms	turn, elevation,	Stamina
	se of diff body	gesture,stillnessU	Climax	How perf & chor	gesture,stillnessU	Extension
	parts	se of diff body	<u>STRUCTURING</u>	skills help the	se of diff body	Isolation
	Dynamics	parts	<b>DEVICES AND</b>	audience's	parts	TECH SKILLS
	Spatial design	Floorwork,	<u>FORM</u>	understanding of	Floorwork,	Actions - travel,
	Rhythm/timing	Weight transfer	Binary	a dance	Weight transfer	turn, elevation,
	Accuracy	MENTAL SKILLS	Ternary	<u>KNOWLEDGE</u>	MENTAL SKILLS	gesture,stillnessU
	MENTAL SKILLS	Commitment	Beg/mid/end	<u>AND</u>	Commitment	se of diff body
	Commitment	Concentration	Unity	<u>UNDERSTANDING</u>	Concentration	parts
	Concentration	Confidence	Logical seq	OF CRITICAL	Confidence	Floorwork,
	Confidence	M'ment memory	Transitions	<u>APPRECIATION</u>	M'ment memory	Weight transfer

M'ment memory **PERFORMANCE** OF Sys repetition Sys repetition **Dynamics** Svs repetition **PROFESSIONAL** Spatial design Mental reh **ENVIRONMENTS** Mental reh Reh discipline **DANCE WORKS** Reh discipline Rhythm/timing Mental reh Pros Arch Reh discipline Planning a reh End stage Approach to dev Planning a reh Accuracy Planning a reh Resp to fback of work Resp to fback **MENTAL SKILLS** Site-sensitive Resp to fback Cap to improve In-the-round Features of Cap to improve Commitment Cap to improve production **EXP SKILLS EXP SKILLS ACTION CONTENT** Concentration Projection Travel Choreographic Projection Confidence **EXP SKILLS** Projection M'ment memory Focus Turn intent Focus Focus Spat awareness Elevation Perf environ Chor Spat awareness Sys repetition Spat awareness Phrasing Gesture content including Phrasing Mental reh m'ment, form & Facial exp Stillness Facial exp Reh discipline Phrasing Facial exp Musicality Use of body parts Musicality Planning a reh chor devices Musicality Sens to others Floorwork Sens to others Resp to fback Trans of weight Sens to others Comm of Comm of Cap to improve Comm of chor intent **RELATIONSHIP** chor intent **EXP SKILLS** (Mood, meaning, **CONTENT** (Mood, meaning, chor intent Projection (Mood, meaning, Lead & follow ideas, theme, ideas, theme, **Focus** ideas, theme, style) Mirroring style) Spat awareness style) Act & reaction **Appreciation Appreciation** Phrasing **KNOWLEDGE KNOWLEDGE Appreciation** Accumulation Facial exp AND **KNOWLEDGE** Comp & cont AND Musicality **UNDERSTANDING** AND **UNDERSTANDING** Counterpoint Sens to others **OF CRITICAL UNDERSTANDING** OF CRITICAL Contact Comm of **APPRECIATION OF CRITICAL APPRECIATION Formations** chor intent OF THEIR OWN **APPRECIATION** (Mood, meaning, WORK

OF THEIR OWN WORK	Meaning of: Perf terms	<u>DYNAMIC</u> CONTENT		OF THEIR OWN WORK	ideas, theme, style)
Meaning of:	Chor terms	Fast/slow		Meaning of:	SAFE WORKING
Perf terms	How perf & chor	Sudden/sustain		Perf terms	PRACTICES
Chor terms	skills help the	Acceleration/de		Chor terms	Safe execution
How perf & chor	audience's	Strong/light		How perf & chor	Appropriate
skills help the	understanding of	Direct/indirect		skills help the	dancewear
audience's	a dance	Flowing/abrupt		audience's	Warming up
understanding of		<b>SPATIAL</b>		understanding of	Cooling down
a dance	KNOWLEDGE	<b>CONTENT</b>		a dance	Nutrition
	<u>AND</u>	Pathways		KNOWLEDGE	Hydration
<u>KNOWLEDGE</u>	<u>UNDERSTANDING</u>	Changes in level		<u>AND</u>	
<u>AND</u>	OF CRITICAL	Size of m'ment		<u>UNDERSTANDING</u>	
<u>UNDERSTANDING</u>	<u>APPRECIATION</u>	Patterns		OF CRITICAL	
OF CRITICAL	<u>OF</u>	Directions		<u>APPRECIATION</u>	
<u>APPRECIATION</u>	<u>PROFESSIONAL</u>	Spatial design		<u>OF</u>	
<u>OF</u>	DANCE WORKS	<u>RELATIONSHIP</u>		<u>PROFESSIONAL</u>	
PROFESSIONAL	Approach to dev	<b>CONTENT</b>		DANCE WORKS	
DANCE WORKS	of work	Lead & follow		Approach to dev	
Approach to dev	Features of	Mirroring		of work	
of work	production	Act & reaction		Features of	
Features of	Choreographic	Accumulation		production	
production	intent	Comp & cont		Choreographic	
Choreographic	Perf environ Chor	Counterpoint		intent	
intent	content including	Contact		Perf environ Chor	
		Formations		content including	
l			<u> </u>		

	Perf environ Chor content including m'ment, form & chor devices	m'ment, form & chor devices Choreography PROCESS Development Structuring Refining and synthesising DEVICES Motif and dev Repetition Contrast Highlights Climax STRUCTURING DEVICES AND FORM Binary Ternary Beg/mid/end Unity Logical seq Transitions	COMM OF CHOR  INTENT  Style  Style fusion  Moods  Meanings  Ideas  Themes  AURAL SETTING  Song  Instrumental  Orchestral  Spoken work  Silence  Natural sound  Found sound  Body perc	m'ment, form & chor devices	
Theme	A Linha Curva	Infra	Within Her eyes	Set Dance	Emancipation of

	Shadows					expressionism
Assessment	Perf	Perf & Chor	Composition	Section A & C	Set Dance	D/T Perf
Product	Perf in D/T	Perf in D/T Solo Comp	Comp	Exam paper	Set Dance	Perf in D/T
Common Minconceptions						
Links to Prior/Future Learning						
Careers						
Enrichment/Trips	Theatre visit to see any of set works performed live				External tutor from AQA to teach set phrase	
SMSC/BV	Identity and diversity Mutual Respect & Tolerance	Terrorism Mutual Respect & Tolerance	Love and Relationships Mutual Respect & Tolerance	Mutual Respect & Tolerance	Personal Brand Mutual Respect & Tolerance	Mutual Respect & Tolerance
Cross Curricular						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number weeks	8	7	7	6	5	
Year 11	Theory & Practical	Practical	Practical	Practical	Theory	
Context	Written Paper	Perf in Trio	Group Choreog	Group Choreog	Written PaperComponent	
	Component 2 (40% Final Grade)	Component 1 (30% of Final	Component 1	Component 1	<u>2</u> (40% Final Grade)	
	Section C  Critical	Grade - 40 marks)  Group Choreog	(30% of Final Grade - 40 marks)	(30% of Final Grade - 40 marks)	Section A Choreographic	
	engagement with professional works from the	Component 1	Prep for Moderation Set Phrase	Prep for Moderation Set Phrase	process and performance skills	
	anthology.	(30% of Final Grade - 40 marks)	Perf in Trio Group Choreography	Perf in Trio Group Choreography	Section B Critical	
	<u>Perf in Trio</u>				engagement with own work	
	Component 1				Section C  Critical	
	(30% of Final Grade - 40 marks)				engagement with professional works from the	

					anthology.	
Knowledge	Develop critical analysis, interpretation, evaluation and appreciation of professional dance works	Develop knowledge and understanding of skills required for performing dance Knowledge and understanding of choreographic forms and devices	Develop knowledge and understanding of skills required for performing dance Knowledge and understanding of choreographic forms and devices	Develop knowledge and understanding of skills required for performing dance Knowledge and understanding of choreographic forms and devices	Develop critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts	
Skills Focus	KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF PROFESSIONAL DANCE WORKS Approach to dev of work Features of production Choreographic intent	Performance	Performance	Performance	SAFE WORKING PRACTICES Safe execution Appropriate dancewear Warming up Cooling down Nutrition Hydration  APPRECIATION OF THEIR OWN WORK	

Perf environ Chor	<ul><li>Rhythm</li></ul>	• Rhythm	• Rhythm	Meaning of:	
content including	<ul><li>Timing</li></ul>	<ul><li>Timing</li></ul>	<ul><li>Timing</li></ul>	Perf terms	
m'ment, form &	<ul> <li>Commitment</li> </ul>	<ul> <li>Commitment</li> </ul>	<ul> <li>Commitment</li> </ul>	Chor terms	
chor devices	• Concentration •	• Concentration •	• Concentration •	How perf & chor	
<u>Appreciation</u>	Confidence	Confidence	Confidence	skills help the	
<ul> <li>Features of the</li> </ul>	<ul><li>M'ment mem</li></ul>	<ul> <li>M'ment mem</li> </ul>	<ul> <li>M'ment mem</li> </ul>	audience's	
dance	• Sys repetition •	• Sys repetition •	• Sys repetition •	understanding of	
<ul> <li>Features of the</li> </ul>	Mental reh	Mental reh	Mental reh	a dance	
mood, meaning	• Reh discipline •	• Reh discipline •	• Reh discipline •		
and	Reh plan	Reh plan	Reh plan	KNOWLEDGE AND	
choreographic	<ul> <li>Res to f.back</li> </ul>	<ul> <li>Res to f.back</li> </ul>	• Res to f.back	UNDERSTANDING	
intention	<ul> <li>Cap to imp</li> </ul>	<ul> <li>Cap to imp</li> </ul>	<ul> <li>Cap to imp</li> </ul>	OF CRITICAL	
<ul> <li>Different</li> </ul>	<ul><li>Projection</li></ul>	<ul> <li>Projection</li> </ul>	<ul> <li>Projection</li> </ul>	APPRECIATION OF	
performance	<ul><li>Use of focus</li></ul>	<ul> <li>Use of focus</li> </ul>	<ul><li>Use of focus</li></ul>	<u>PROFESSIONAL</u>	
environments	• Spa awareness •	• Spa awareness •	• Spa awareness •	DANCE WORKS	
	Musicality	Musicality	Musicality	Approach to dev	
<u>Performance</u>	<ul><li>Phrasing</li></ul>	<ul><li>Phrasing</li></ul>	<ul><li>Phrasing</li></ul>	of work	
<ul><li>Posture</li></ul>	<ul> <li>Facial exp</li> </ul>	<ul> <li>Facial exp</li> </ul>	<ul> <li>Facial exp</li> </ul>	Features of	
<ul> <li>Alignment</li> </ul>	<ul> <li>Sens to others</li> </ul>	• Sens to others	• Sens to others	production	
• Balance				Choreographic	
<ul> <li>Coordination</li> </ul>	<u>Choreography</u>	<u>Choreography</u>	<u>Choreography</u>	intent	
<ul><li>Control</li></ul>	• Improvisation •	• Improvisation •	• Improvisation •	Perf environ Chor	
<ul><li>Flexibility</li></ul>	Selection	Selection	Selection	content including	
<ul><li>Mobility</li></ul>	<ul> <li>Development</li> </ul>	Development	Development	m'ment, form &	
<ul><li>Strength</li></ul>	<ul> <li>Structuring</li> </ul>	<ul> <li>Structuring</li> </ul>	<ul> <li>Structuring</li> </ul>	chor devices	
• Stamina				<u>Appreciation</u>	

				1	
<ul><li>Extension</li></ul>	<ul><li>Refining &amp;</li></ul>	<ul><li>Refining &amp;</li></ul>	<ul><li>Refining &amp;</li></ul>	• Features of the	
<ul><li>Isolation</li></ul>	synthesising	synthesising	synthesising	dance	
<ul><li>Dynamics</li></ul>	<ul><li>Motif &amp; dev</li></ul>	<ul><li>Motif &amp; dev</li></ul>	<ul><li>Motif &amp; dev</li></ul>	<ul> <li>Features of the</li> </ul>	
<ul><li>Rhythm</li></ul>	<ul><li>Repetition</li></ul>	<ul><li>Repetition</li></ul>	<ul><li>Repetition</li></ul>	mood, meaning	
<ul><li>Timing</li></ul>	<ul><li>Contrast</li></ul>	<ul><li>Contrast</li></ul>	<ul><li>Contrast</li></ul>	and	
<ul> <li>Commitment</li> </ul>	<ul><li>Transitions</li></ul>	<ul><li>Transitions</li></ul>	<ul><li>Transitions</li></ul>	choreographic	
• Concentration •	<ul><li>Highlights</li></ul>	<ul><li>Highlights</li></ul>	<ul><li>Highlights</li></ul>	intention	
Confidence	<ul><li>Climax</li></ul>	<ul><li>Climax</li></ul>	<ul><li>Climax</li></ul>	<ul><li>Different</li></ul>	
<ul> <li>M'ment mem</li> </ul>	<ul> <li>Group shapes</li> </ul>	<ul> <li>Group shapes</li> </ul>	<ul> <li>Group shapes</li> </ul>	performance	
• Sys repetition •	• unison & canon	• unison & canon	• unison & canon	environments	
Mental reh	<ul><li>Structure</li></ul>	<ul><li>Structure</li></ul>	<ul> <li>Structure</li> </ul>		
• Reh discipline •	<ul><li>Resp to</li></ul>	<ul><li>Resp to</li></ul>	• Resp to		
Reh plan	Stimulus	Stimulus	Stimulus		
<ul> <li>Res to f.back</li> </ul>	<ul><li>Pathways</li></ul>	<ul><li>Pathways</li></ul>	<ul><li>Pathways</li></ul>		
<ul> <li>Cap to imp</li> </ul>	<ul><li>Levels</li></ul>	<ul><li>Levels</li></ul>	• Levels		
<ul><li>Projection</li></ul>	• Size of m'ment	• Size of m'ment	• Size of m'ment		
<ul> <li>Use of focus</li> </ul>	<ul><li>Air patterns</li></ul>	<ul><li>Air patterns</li></ul>	<ul><li>Air patterns</li></ul>		
• Spa awareness •	<ul><li>Directions</li></ul>	<ul><li>Directions</li></ul>	<ul> <li>Directions</li> </ul>		
Musicality	<ul><li>Contact</li></ul>	<ul><li>Contact</li></ul>	<ul><li>Contact</li></ul>		
<ul><li>Phrasing</li></ul>	<ul><li>Formations</li></ul>	<ul><li>Formations</li></ul>	<ul> <li>Formations</li> </ul>		
<ul> <li>Facial exp</li> </ul>	<ul><li>Mood/atm</li></ul>	<ul><li>Mood/atm</li></ul>	<ul><li>Mood/atm</li></ul>		
<ul> <li>Sens to others</li> </ul>	<ul><li>Cont/variety</li></ul>	<ul><li>Cont/variety</li></ul>	<ul><li>Cont/variety</li></ul>		
	<ul><li>Sensitivity/music</li></ul>	<ul><li>Sensitivity/music</li></ul>	•Sensitivity/music		
	ality	ality	ality		
	<ul><li>Supporting</li></ul>	<ul><li>Supporting</li></ul>	<ul><li>Supporting</li></ul>		
	theme/idea	theme/idea	theme/idea		

Theme						
Assessment	Mock Exam Dec 2021		Moderation - Feb/March 2022	Video Assessment April 2022		Exam May 2022
Product	Perf in D/T Exam paper	Perf in D/T Composition	Perf in D/T Set Phrase Composition	Perf in D/T Set Phrase Composition		
Common Minconceptions						
Links to Prior/Future Learning						
Careers						
Enrichment/Trips	Theatre visit to se perforn	e any of set works ned live				
SMSC/BV	Mutual Respect & Tolerance	Mutual Respect & Tolerance	Mutual Respect & Tolerance	Mutual Respect & Tolerance	Mutual Respect & Tolerance	
Cross Curricular						