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 <u>Appreciation</u> Dance terminology and definitions of highlighted keywords		Accuracy <u>Appreciation</u> Description and interpretation of stimulus Choreographic intent inc mood meaning and ideas		Confidence, M'ment mem, Projection, Focus Accuracy Rhythm Timing Capacity to improve <u>Choreography</u> 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	<u>Key Skills</u> <u>Choreography</u> Motif and development Repetition Contrast Transitions Unison & canon Visual & ideational stimuli Pathways Changes in level Directions Contact Spatial relationships Dynamic variation <u>Performance</u> Commitment Accuracy Confidence Precision Concentration M'ment memory		<u>Choreography</u> Response to stimulus Motif and development Spatial design Group contact and formations Transitions Unison & canon <u>Performance</u> Posture, Balance, Co-ordination, Control, Accuracy Precision Confidence Concentration M'ment memory Dynamics- fast/slow, sudden/sustain <u>Appreciation</u>		<u>Key Skills</u> <u>Choreography</u> Response to stimulus Motif and development Spatial design Group contact and formations Transitions Unison & canon <u>Performance</u> Posture, Balance, Co-ordination, Control, Accuracy Precision Confidence Concentration M'ment memory Dynamics- fast/slow, sudden/sustain <u>Appreciation</u>	

	Response to feedback Capacity to improve <u>Appreciation</u> Dance terminology and definitions of highlighted keywords above		Dance terminology and definitions of highlighted keywords above		Dance terminology and definitions of highlighted 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

Skills Focus	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	Performance	Performance	Choreography	Performance	Performance	Performance
	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	Key Skills	Directions	Control	Control	Control
	Accuracy	Choreography	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
	Appreciation	Motif &	Appreciation	Appreciation	improve	Appreciation
	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 GCSE set works performed 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 Alignment Balance Coordination Control **TECH SKILLS** Actions - travel, turn, elevation, gesture,stillnessUse of diff body parts Dynamics Spatial design Rhythm/timing Accuracy **MENTAL SKILLS** Commitment Concentration Confidence	Performance **PHYSICAL SKILLS** Flexibility Mobility Strength Stamina Extension Isolation **TECH SKILLS** Actions - travel, turn, elevation, gesture,stillnessUse of diff body parts Floorwork, Weight transfer **MENTAL SKILLS** Commitment Concentration Confidence M'ment memory	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	Appreciation **KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION OF THEIR OWN WORK** Meaning of: Perf terms Chor terms How perf & chor skills help the audience's understanding of a dance **KNOWLEDGE AND UNDERSTANDING OF CRITICAL APPRECIATION**	Performance **PHYSICAL SKILLS** Flexibility Mobility Strength Stamina Extension Isolation **TECH SKILLS** Actions - travel, turn, elevation, gesture,stillnessUse of diff body parts Floorwork, Weight transfer **MENTAL SKILLS** Commitment Concentration Confidence M'ment memory	Performance **PHYSICAL SKILLS** Posture Alignment Balance Coordination Control Flexibility Mobility Strength Stamina Extension Isolation **TECH SKILLS** Actions - travel, turn, elevation, gesture,stillnessUse of diff body parts Floorwork, Weight transfer

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

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

	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 Component 2 (40% Final Grade) Section C Critical engagement with professional works from the anthology. Perf in Trio Component 1 (30% of Final Grade - 40 marks)	Perf in Trio Component 1 (30% of Final Grade - 40 marks) Group Choreog Component 1 (30% of Final Grade - 40 marks)	Group Choreog Component 1 (30% of Final Grade - 40 marks) Prep for Moderation Set Phrase Perf in Trio Group Choreography	Group Choreog Component 1 (30% of Final Grade - 40 marks) Prep for Moderation Set Phrase Perf in Trio Group Choreography	Written PaperComponent 2 (40% Final Grade) Section A Choreographic process and performance skills Section B Critical engagement with own work Section C Critical 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 • Posture • Alignment • Balance • Coordination • Control • Flexibility • Mobility • Strength • Stamina • Extension • Isolation • Dynamics	Performance • Posture • Alignment • Balance • Coordination • Control • Flexibility • Mobility • Strength • Stamina • Extension • Isolation • Dynamics	Performance • Posture • Alignment • Balance • Coordination • Control • Flexibility • Mobility • Strength • Stamina • Extension • Isolation • Dynamics	SAFE WORKING PRACTICES Safe execution Appropriate dancewear Warming up Cooling down Nutrition Hydration APPRECIATION OF THEIR OWN WORK	

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

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

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 see any of set works performed live					
SMSC/BV	Mutual Respect & Tolerance	Mutual Respect & Tolerance	Mutual Respect & Tolerance	Mutual Respect & Tolerance	Mutual Respect & Tolerance	
Cross Curricular						

Ongoing Skills Bursts	