

Curriculum Map Year 10 DANCE

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Safe Practice and Nutrition	<i>Autumn HT1</i>	<ul style="list-style-type: none"> <i>The dance space</i> <i>Personal safety</i> <i>Injuries</i> <i>Benefits of a warm up/cool down</i> <i>Nutrition – healthy balanced diet</i> <i>Hydration</i> 	<i>KS3 – learning to warm up safely in a practical setting</i>	<i>These are key for safe practice in dance .</i>
Warm up and cool down Developing choreography	<i>Autumn HT1</i>	<ul style="list-style-type: none"> <i>Applying warm up and cool down benefits to practical lessons.</i> <i>Creating own warm up/cool down</i> <i>Choreographic progresses</i> <i>Creating group performance with a set stimulus</i> 	<i>Year 8/9 - leading warm ups KS3 – developing choreography from taught material</i>	<i>Year 11/13 – pupils will be given an external task set by AQA to creatively produce choreography.</i>
Choreographic processes and performing skills	<i>Autumn HT2</i>	<ul style="list-style-type: none"> <i>Knowledge and understanding of choreographic processes and performing skills such as;</i> <ul style="list-style-type: none"> <i>Actions</i> <i>Space</i> <i>Relationships</i> <i>Dynamics</i> <i>Choreographic intention/stimulus</i> <i>Motif/motif developments</i> 	<i>Year 9 – pupils given a choreographic intention set by the teacher to create a contemporary dance.</i>	<i>Year 12/13 – developing movement phrases from taught material using choreographic devices.</i>
Set Phrases (breathe and shift)	<i>Autumn HT2</i>	<ul style="list-style-type: none"> <i>Learn to dance as a soloist using AQA set material</i> <i>Use physical/technical/expressive/mental skills and attributes safely during performance</i> <i>Mini assessments of both set phrases to increase confidence on stage.</i> 	<i>Nursesey – Yoga Reception/year 1/year 2 – developed co-ordination skills.</i>	<i>Year 12/13 – performing a solo in the style of a practitioner</i>
A Linha Curva	<i>Spring HT3</i>	<ul style="list-style-type: none"> <i>Features of production: lighting, costume, aural setting, set design/props and dancers</i> <i>Stimulus, choreographic intention, choreographic approach</i> <i>Movement content</i> <i>Introduction to extending writing tasks</i> 		<i>Year 12/13 – analysing and interpreting set works and area of study</i>
Set Phrases (flux and scoop)	<i>Spring HT3</i>	<ul style="list-style-type: none"> <i>Learn to dance as a soloist using AQA set material</i> <i>Use physical/technical/expressive/mental skills and attributes safely during performance</i> <i>Mini assessments of both set phrases to increase confidence on stage.</i> 	<i>Nursesey – Yoga Reception/year 1/year 2 – developed co-ordination skills.</i>	<i>Year 12/13 – performing a solo in the style of a practitioner</i>
Shadows	<i>Spring HT4</i>	<ul style="list-style-type: none"> <i>Features of production: lighting, costume, aural setting, set design/props and dancers</i> <i>Stimulus, choreographic intention, choreographic approach</i> <i>Movement content</i> <i>Extended writing tasks</i> 		<i>Year 12/13 – analysing and interpreting set works and area of study Year 12 – focusing on other works by Christopher Bruce and the contribution he made to Rambert dance company.</i>
Introduction to duet/trio	<i>Spring HT4</i>	<ul style="list-style-type: none"> <i>Develop a duet/trio performance based on the two set phrases ‘flux and scoop’ using action, dynamic and spatial content.</i> <i>Duet/trio is based on a set stimulus by the teacher. The performance is created in groups with help from teacher.</i> 	<i>Year 8/9 – using choreographic devices to develop taught material</i>	<i>Year 12/13 – working as a part of a quartet</i>
Infra	<i>Summer HT5</i>	<ul style="list-style-type: none"> <i>Features of production: lighting, costume, aural setting, set design/props and dancers</i> <i>Stimulus, choreographic intention, choreographic approach</i> <i>Movement content</i> <i>Extended writing tasks</i> 		<i>Year 12/13 – analysing and interpreting set works and area of study</i>
Development of duet/trio	<i>Summer HT5</i>	<ul style="list-style-type: none"> <i>Students will use motif development and choreographic devices to develop duet/trio performance.</i> 	<i>Year 8/9 – using choreographic devices to develop taught material</i>	<i>Year 12/13 – working as a part of a quartet</i>
Consolidation of pervious learning	<i>Summer HT6</i>	<ul style="list-style-type: none"> <i>Understanding command words</i> <i>Analysis of AO3 and AO4 questions</i> 		<i>Year 11/12/13 – extended writing tasks</i>

Duet/trio performance	<i>Summer HT6</i>	<ul style="list-style-type: none">• <i>Students will use motif development and choreographic devices to develop duet/trio performance.</i>• <i>Mock performance based on physical, technical, expressive and mental skills to increase confidence on stage and prepare for internal moderation.</i>	<i>KS3 – Performing group dances on stage for end of term assessments.</i>	<i>Year 12/13 – working as a part of a quartet</i>
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