

Curriculum Map Year 11 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
Emancipation of Expressionism	<i>Autumn HT1</i>	<ul style="list-style-type: none"> Features of production: lighting, costume, aural setting, set design/props and dancers Stimulus, choreographic intention, choreographic approach Movement content Extended writing tasks 	<i>Year 10 – developing knowledge and understanding of the anthology</i>	<i>Year 12/13 – analysing and interpreting set works and area of study</i>
Duet/trio performance	<i>Autumn HT1</i>	<ul style="list-style-type: none"> Students will use motif development and choreographic devices to develop duet/trio performance. Students will film and reflect on own performance identifying strengths, weaknesses and areas to improve using technical, physical, expressive and mental skills. 	<i>Reception/year 1/year 2 – developed co-ordination skills. Year 8/9 – using choreographic devices to develop taught material Year 10 – duet/ trio performance</i>	<i>Year 12/13 – working as a part of a quartet</i>
Artificial Things	<i>Autumn HT2</i>	<ul style="list-style-type: none"> Features of production: lighting, costume, aural setting, set design/props and dancers Stimulus, choreographic intention, choreographic approach Movement content Extended writing tasks 	<i>Year 10 – developing knowledge and understanding of the anthology</i>	<i>Year 12/13 – analysing and interpreting set works and area of study</i>
Performance: Set Phrases/duet/trio	<i>Autumn HT2</i>	<ul style="list-style-type: none"> Students will film and reflect on own performance identifying strengths, weaknesses and areas to improve using technical, physical, expressive and mental skills. Moderation of both performances linking to AO1. 	<i>Reception/year 1/year 2 – developed co-ordination skills. Year 10 – duet/ trio performance</i>	<i>Year 12/13 – working as a part of a quartet and solo performance by a specific practitioner</i>
Choreography	<i>Autumn HT2</i>	<ul style="list-style-type: none"> Research of set stimuli from AQA Creating own choreographic intention Creating motifs and phrases of movement to match stimulus and intention of work Research aural setting/costume 	<i>KS3 – developing choreography from taught material Year 10 – understanding choreographic processes</i>	<i>Year 13 – pupils will be given an external task set by AQA to creatively produce choreography.</i>
Within her Eyes	<i>Spring HT3</i>	<ul style="list-style-type: none"> Features of production: lighting, costume, aural setting, set design/props and dancers Stimulus, choreographic intention, choreographic approach Movement content Extended writing tasks 	<i>Year 10 – developing knowledge and understanding of the anthology</i>	<i>Year 12/13 – analysing and interpreting set works and area of study</i>
Choreography	<i>Spring HT3</i>	<ul style="list-style-type: none"> Developing motifs and phrases of movement using choreographic devices. Attending enrichments to teach choreography to other pupils. 	<i>KS3 – developing choreography from taught material Year 10 – understanding choreographic processes</i>	<i>Year 13 – pupils will be given an external task set by AQA to creatively produce choreography.</i>
Critical appreciation of own work	<i>Spring HT4</i>	<ul style="list-style-type: none"> Critical appreciation of own performance linking to technical, expressive, mental and physical skills. Critical appreciation of own choreography linking to action, space, dynamics, relationships, choreographic devices and structuring devices. 	<i>KS3 – identifying strengths and weakness of own work.</i>	<i>Year 12/13 – to be able to identify which practitioner best suits their strengths for solo performance</i>
Choreography	<i>Spring HT4</i>	<ul style="list-style-type: none"> Rehearsals and attending enrichments to teach choreography to other pupils. Moderation of own choreography Students will be filmed and internally assessed on action, dynamic, spatial, relationships, choreographic processes, choreographic devices, structuring devices, aural setting, performance environment and choreographic intention. 	<i>KS3 – developing choreography from taught material Year 10 – understanding choreographic processes</i>	<i>Year 13 – pupils will be given an external task set by AQA to creatively produce choreography.</i>
Consolidation of previous learning	<i>Summer HT5</i>	<ul style="list-style-type: none"> Understanding command words Analysis of AO3 and AO4 questions Recap theoretical content from both years. 	<i>Year 10 – mock exam preparation</i>	<i>Year 12/13 – extend writing tasks and exam preparation</i>
Exams	<i>Summer HT6</i>	<i>Revision sessions focusing on;</i> <ul style="list-style-type: none"> Set works and extended writing tasks. Analysis of own work. Safe practice and nutrition. 	<i>Year 10 – mock exam preparation</i>	<i>Year 12/13 - exam preparation</i>