

Curriculum Map Year 12 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
Area of Study: History of Rambert Dance company	Autumn HT1	<ul style="list-style-type: none"> Critical engagement with areas of study must enable students to develop and demonstrate an in-depth knowledge and understanding of dance through time and location relating to features of genre, including: <ul style="list-style-type: none"> style technique influences key practitioners professional repertoire communication of dance ideas. 	Year 9 – brief introduction on the history of contemporary style of dance.	Year 13 – links to Richard Alston and his contribution to the independent contemporary dance scene.
Choreography	Autumn HT1	<ul style="list-style-type: none"> Developing taught material Creating own motifs and phrases of movement using stimulus/choreographic intention given by teacher. 	KS3 – Developing choreography from taught material in a variety of styles Year 11- Students responded creatively to an AQA externally set stimulus	Year 13 – pupils will be given an external task set by AQA to creatively produce choreography.
Set work 'Rooster' by Christopher Bruce	Autumn HT2	<p>Students must know and understand the following about Rooster:</p> <ul style="list-style-type: none"> the significance of the character of the dance the subject matter (e.g. theme or topic) of the dance and its treatment the form of the dance (e.g. phrases, sections) and its effectiveness in communicating the subject matter the Constituent features of the dance and their relevance in embodying the subject matter the choreographic approach (the particular technique, movement style and choreographic style) of the choreographer the influences affecting the development of the choreographer the origins of the dance the relationship between the dance and its context the importance of the dance in the development of both the choreographer and the genre the similarities and differences between the dance and other works by the choreographer. 	Year 10 – Shadows by Christopher Bruce	Year 13 – follows the same structure of another set work called 'Sutra' by Sidi Larbi Cherkaoui.
Solo performance	Autumn HT2	<ul style="list-style-type: none"> Workshops on 6 different practitioners in a variety of different styles of dance. Creating own phrase of movement for each practitioner. Performing to the class to increase confidence on stage. 	Reception/year 1/year 2 – developed co-ordination skills. Year 10/11 AQA set phrases	Year 13 – develop solo performance in chosen practitioner.
Christopher Bruce: Ghost dancers and Swansong	Spring HT3	<p>It will be necessary for students to have an understanding of other works related to the choreographer to understand the development of the choreographer's style and place of the set work within the context of the area of study and the genre. These works are Ghost Dancers and Swansong. Students will need to know the following;</p> <ul style="list-style-type: none"> the significance of the character of the dance the subject matter (e.g. theme or topic) of the dance and its treatment the form of the dance (e.g. phrases, sections) and its effectiveness in communicating the subject matter the Constituent features of the dance and their relevance in embodying the subject matter the choreographic approach (the particular technique, movement style and choreographic style) of the choreographer the influences affecting the development of the choreographer the origins of the dance the relationship between the dance and its context the importance of the dance in the development of both the choreographer and the genre the similarities and differences between the dance and other works by the choreographer. 	Year 10 – Shadows by Christopher Bruce	Year 13 – follows the same structure of another set work called 'Babel' and 'Zero Degrees' by Sidi Larbi Cherkaoui.
Solo performance	Spring HT3	<ul style="list-style-type: none"> Workshops on 6 different practitioners in a variety of different styles of dance. Creating own phrase of movement for each practitioner. Performing to the class to increase confidence on stage. 	Reception/year 1/year 2 – developed co-ordination skills. Year 10/11 AQA set phrases	Year 13 – develop solo performance in chosen practitioner.

Area if study: Robert North	Spring HT4	<p>Students must know and understand the following about the area of study:</p> <ul style="list-style-type: none"> the stylistic features of Rambert Dance Company and how these relate to the genre the choreographic approach (the particular technique, movement style and choreographic style) <p>The range within the genre, including: The influences affecting the development of Robert Norths technique and style and at least two works by Robert North (Death of a Maiden and Lonely Town Lonely Street), including the following features of each work:</p> <ul style="list-style-type: none"> significance of the character of each dance the subject matter (e.g. theme or topic) and its treatment the form of the dance (e.g. phrases, sections) the Constituent features of the dance and their relevance in embodying the subject matter the importance of the practitioners' works in the development of the genre in relation to Rambert Dance Company the relationship between the development of the genre and its context, i.e. the position of the genre within history, culture and society the genre's capacity to reflect and challenge society terminology specific to the genre 	Year 5 – Jazz style of dance and using pedestrian gestures.	Further Education – develops knowledge and understanding of the history of dance.
Solo performance	Spring HT4	<ul style="list-style-type: none"> Pupils must choose a set practitioner for their solo performance. Pupils must create a solo dance in the style of their practitioner. 	Reception/year 1/year 2 – developed co-ordination skills. Year 10/11 AQA set phrases	Year 13 – develop solo performance in chosen practitioner.
Area of Study: Richard Alston	Summer HT5	<p>Students must know and understand the following about the area of study:</p> <ul style="list-style-type: none"> the stylistic features of Rambert Dance Company and how these relate to the genre the choreographic approach (the particular technique, movement style and choreographic style) <p>The range within the genre, including: The influences affecting the development of Richard Alston's technique and style and at least two works by Richard Alston (Soda Lake and Wildlife), including the following features of each work:</p> <ul style="list-style-type: none"> significance of the character of each dance the subject matter (e.g. theme or topic) and its treatment the form of the dance (e.g. phrases, sections) the Constituent features of the dance and their relevance in embodying the subject matter the importance of the practitioners' works in the development of the genre in relation to Rambert Dance Company the relationship between the development of the genre and its context, i.e. the position of the genre within history, culture and society the genre's capacity to reflect and challenge society terminology specific to the genre 	Year 9 – contemporary style of dance	Further Education – develops knowledge and understanding of the history of dance.
Quartet	Summer HT5	<ul style="list-style-type: none"> Students must learn how to perform as part of a quartet. The quartet performance can be choreographed by the student, their teacher or a dance artist. It may also result from a collaboration between the student and teacher/dance artist. Students will perform a contemporary style of dance based on a theme provided by their teacher. Students will research the theme and create motifs and phrases of movement. 	Reception/year 1/year 2 – developed co-ordination skills. Year 9 – contemporary style of dance	Year 13 – develop quartet performance in chosen style of dance.
Consolidation of pervious learning	Summer HT6	<ul style="list-style-type: none"> Understanding command words Analysis of AO3 and AO4 questions Extended writing tasks 	Year 11 – extended writing tasks	Year 13 – extended writing tasks
Quartet	Summer HT6	<ul style="list-style-type: none"> Students will work together and with the teacher to create movement using choreographic devices and motif development of student's work. 	Reception/year 1/year 2 – developed co-ordination skills. Year 9 – contemporary style of dance	Year 13 – develop quartet performance in chosen style of dance.