

Curriculum Map Year 13 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
Optional area of study: History of Independent Contemporary Dance Scene in Britain.	Autumn HT1	<p>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:</p> <ul style="list-style-type: none"> • style • technique • influences • key practitioners • professional repertoire • communication of dance ideas. 	Year 9 – taught material in contemporary dance and brief history of the development of the style of dance.	Further Education – develops knowledge and understanding of the history of dance.
Solo performance	Autumn HT1	<ul style="list-style-type: none"> • Students develop and apply the knowledge, understanding and skills required to perform as a soloist in the style of a specified practitioner. • The selected practitioner can be from any area of study. • The choreography of the solo performance should strive to encapsulate the style of the chosen practitioner. It does not, however, need to be a reconstruction of existing repertoire. • Students develop and apply the following embodied knowledge, skills and understanding to perform as a soloist in the style of their selected practitioner. <ul style="list-style-type: none"> - Physical/technical skills - Spatial elements - Dynamic elements - Interpretative/performance skills 	Reception/year 1/year 2 – developed co-ordination skills. Year 10/11 AQA set phrases Year 12 solo workshops	Further Education - Gives pupils confidence to audition for productions or apply for university.
Quartet performance	Autumn HT1	<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. • Students must develop and apply the following embodied knowledge, understanding and skills to perform within a quartet. <ul style="list-style-type: none"> - Physical/technical skills - Spatial elements - Interpretative/performance skills 	Reception/year 1/year 2 – developed co-ordination skills. Year 9 – contemporary style of dance	Further Education – collaborating with others to produce choreography
Optional set work: ‘Sutra’ by Sidi Larbi Cherkaoui	Autumn HT2	<p>For their selected set work students must know and understand:</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. 	Nursey - Yoga Year 3 – warriors and material arts style of dance Year 5 – pedestrian gestures Year 8 – street dance	Further Education – merging a variety of dance styles together to create a fusion of styles.
Solo performance	Autumn HT2	<ul style="list-style-type: none"> • Students continue to develop choreography for their solo performance. • Students develop and apply the following embodied knowledge, skills and understanding to perform as a soloist in the style of their selected practitioner. <ul style="list-style-type: none"> - Physical/technical skills - Spatial elements - Dynamic elements - Interpretative/performance skills 	Reception/year 1/year 2 – developed co-ordination skills. Year 10/11 AQA set phrases Year 12 solo workshops	Further Education - Gives pupils confidence to audition for productions or apply for university.

		<ul style="list-style-type: none"> • Mini assessment of solo to increase students confidence performing. 		
Quartet performance	Autumn HT2	<ul style="list-style-type: none"> • Students continue to create motifs/phrases of movement and work together and with their teacher to produce content that shows off their skills. • Students must develop and apply the following embodied knowledge, understanding and skills to perform within a quartet. <ul style="list-style-type: none"> - Physical/technical skills - Spatial elements - Interpretative/performance skills 	Reception/year 1/year 2 – developed co-ordination skills. Year 9 – contemporary style of dance	Further Education – collaborating with others to produce choreography
Sidi Larbi Cherkaoui: Babel and Zero Degrees	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 Babel and Zero Degrees.</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 5 – pedestrian gestures Year 8 – street dance	Further Education – merging a variety of dance styles together to create a fusion of styles.
Choreography	Spring HT3	<p>Students must learn how to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to an externally set task. To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:</p> <ul style="list-style-type: none"> • Researching, developing and experimenting with dance ideas through studio and non-studio investigation the rehearsal process. <p>Students must know, understand and be able to apply the following;</p> <ul style="list-style-type: none"> • Action, space and dynamic elements • Choreographic devices • Constituent features • Choreographic structures 	KS3 – Developing choreography from taught material in a variety of styles Year 11- Students responded creatively to an externally set stimulus	Further Education – Creating choreography at university Becoming a choreographer at a dance school/company
Optional area of study: Akram Khan	Spring HT4	<p>For the corresponding area of study students must know and understand:</p> <ul style="list-style-type: none"> • The stylistic features of the Independent contemporary dance scene and how these relate to the genre • The choreographic approach (the particular technique, movement style and choreographic style) <p>The genre, including:</p> <p>The influences affecting the development of Akram Khan technique and style and at least two works by Akram Khan (Zero Degrees and Rush), 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 the area of study • 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 3 – warriors Year 5 – pedestrian gestures	Further Education – developing their dance style

Choreography	Spring HT4	<ul style="list-style-type: none"> Students will continue to research, develop and experiment with dance ideas through studio and non-studio investigation the rehearsal process. Students will develop leadership skills by attending enrichments to teach other pupils their dance. <p>Students must know, understand and be able to apply the following;</p> <ul style="list-style-type: none"> Action, space and dynamic elements Choreographic devices Constituent features Choreographic structures 	KS3 – Developing choreography from taught material in a variety of styles Year 11- Students responded creatively to an externally set stimulus	Further Education – Creating choreography at university Becoming a choreographer at a dance school/company
Optional area of study: Matthew Bourne	Summer HT5	<p>For the corresponding area of study students must know and understand:</p> <ul style="list-style-type: none"> The stylistic features of the Independent contemporary dance scene and how these relate to the genre The choreographic approach (the particular technique, movement style and choreographic style) <p>The genre, including: The influences affecting the development of Matthew Bourne technique and style and at least two works by Matthew Bourne (Swan Lake and Car man), 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 the area of study 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 4 – using characterisation and narratives in the lion king Year 5 – pedestrian gestures Year 7 – musical theatre	Further education – Using your knowledge and understanding of different dance techniques to create a character on stage.
Consolidation of pervious learning	Summer HT6	<ul style="list-style-type: none"> Understanding command words Analysis of AO3 and AO4 questions Recap theoretical content from both years. 	Year 11 – preparation for exams	Further education – preparation for exams in university.