

DANCE Curriculum map
Year: 9
Pathway: Express cohort

Term	Topic	Skills addressed	Literacy skills addressed	Key assessment tasks
Term 1	Set study	<ul style="list-style-type: none"> Physical, technical and mental skills required to be a successful performer. Knowledge and understanding of health, fitness and safe working practice. Recall, select and communicate their knowledge, understanding and appreciation of dance performance and choreography. Analyse and evaluate dance to bring about improvement. Reproduce a set dance, looking at phrasing, timing, use of dynamics and spatial awareness. 	<ul style="list-style-type: none"> Speaking and listening. LA1, LA2, SA2, SA3, SA4, LA3, LA4, LA5, LS4, LS5 H/W literacy tasks. WA1, WA4, WA3, WA5. WS3, WS5, WK1, WK2, WK3. Reading and understanding key words. RA2, RA3, RS3, RS6, RS7, RK1, RK2, Responding to and giving feedback. SA3, SK3, SS1 Completing evaluative work. SA3, SK3, SS1 	<ul style="list-style-type: none"> Technical ability: posture, alignment, co-ordination, balance, strength, flexibility, mobility and control. Accurate reproduction of action and spatial content. Interpretation of dynamic and expressive qualities. Demonstration of style: ability to emulate the style and mood of the original choreography. Safe practice as a performer: execution of movements, clothing, jewellery, hair and footwear. Overall sense of performance: focus and projection, musicality, sensitivity, communication, energy and commitment.
Term 2				
Term 3	Swansong	<ul style="list-style-type: none"> Develop a critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts. Analysis of two sections of a professional work in relation to the fundamental elements of dance on stage. Peer and self-assessment.. Reproduction of 3 chosen motifs. Development of motifs. Use of compositional devices to 	<ul style="list-style-type: none"> Speaking and listening. LA1, LA2, SA2, SA3, SA4, LA3, LA4, LA5, LS4, LS5. H/W literacy tasks. WA1, WA4, WA3, WA5. WS3, WS5, WK1, WK2, WK3. Reading and understanding key words. RA2, RA3, RS3, RS6, RS7, RK1, RK2., Responding to and giving 	<ul style="list-style-type: none"> Accuracy of action, dynamic and spatial content within the context of the group. Communication of choreographic intent. Empathy with the mood or meaning of the dance and ability to interpret and communicate this. Sensitivity to other dancers in a range of dance relationships: in time and space and in group formations and
Term 4				

		<p>improve/lengthen performance.</p> <ul style="list-style-type: none"> Use of a prop to facilitate unique movement material. 	<p>feedback. SA3, SK3, SS1.</p> <ul style="list-style-type: none"> Analysis of professional work focusing on actions, dynamics, space and relationships. Breaking down exam criteria to better inform choices. Communicating within a group. SA3, SK3, SS1. 	<p>dance relationships.</p> <ul style="list-style-type: none"> Safe practice as a performer within a group context: execution of movements, clothing, jewellery, hair, footwear. Overall sense of performance within a group context: focus, projection, musicality, sensitivity, communication, energy, commitment.
Term 5	Group dance (Cunningham)	<ul style="list-style-type: none"> Research history and background of Merce Cunningham and his company. 20th Century dance. Performance of 4 Cunningham influenced sequences showing an understanding of form and technique. Choreography to suit a particular practitioner. Exploring a range of chance methods to create form and structure. Demonstration of Cunningham technique within a performance. 	<ul style="list-style-type: none"> Research. RK1, RS2, RS3, RS4, RS6 Speaking and listening. LA1, LA2, SA2, SA3, SA4, LA3, LA4, LA5, LS4, LS5. H/W literacy tasks. WA1, WA4, WA3, WA5, WS3, WS5, WK1, WK2, WK3. Reading and understanding key words. RA2, RA3, RS3, RS6, RS7, RK1, RK2. Responding to and giving feedback. SA3, SK3, SS1. Communicating within a group. SA3, SK3, SS1. 	<ul style="list-style-type: none"> Accuracy of actions. Use of group to enhance performance. Demonstration of Cunningham technique within a performance. Notable improvement of strength, alignment, posture, flexibility, balance etc.... Understanding of spatial awareness.
Term 6	Choreography	<ul style="list-style-type: none"> Select an appropriate starting point or stimuli. Creating a dance 'in theory', initial thoughts and ideas. Explore and select appropriate movement content to suit chosen theme. Creation of motifs. Use of compositional devices to bring about change and improvement. Exploring structure, relationships, form, dynamics, and space. 	<ul style="list-style-type: none"> Research homework. RK1, RS2, RS3, RS4, RS6 Selection of appropriate starting point or stimuli. RK1, RS2, RS3, RS4, RS6. Mind mapping. Evaluation homework. WA1, WA4, WA3, WA5. WS3, WS5, WK1, WK2, WK3. 	<ul style="list-style-type: none"> Creative and imaginative response to selected stimulus/starting point. Selection of action content and its application to relationships where appropriate. Selection of dynamic content and its application to relationships where appropriate Selection of spatial content and relationships content where Appropriate. Overall form and structure Use of choreographic devices and principles.

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