

**DANCE Curriculum map**
**Year: 9**
**Pathway: Secondary Ready cohort**

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

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