

## Curriculum Map - Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<p><b>“The Greatest Showman”</b></p> <p>Students begin by learning a fun and engaging movement phrase inspired by the movie “The Greatest Showman”. They learn of the 5 basic body actions and dynamics, understanding “what” the dancer does and “how” the dancer moves. Students work in groups to develop this movement with basic use of formation changes and use of canon. Students are then given the opportunity to create their own movement portraying a character from the circus through structured tasks. Finally, students are assessed practically and theoretically with a short knowledge test at the end of the topic.</p>	<p><b>“The Greatest Showman”</b></p> <p>As mentioned, but delivered to the other half of the Year group.</p>	<p><b>“Banksy”</b></p> <p>This scheme of work looks at the graffiti artist Banksy and adopting a character. Students revisit the 5 basic body actions in creative tasks while learning a short sequence. Students are required to consider their dynamics and facial expressions to communicate their Banksy character. Students then begin to learn more about developing movement through use of space including formations, levels, directions and pathways. Creative opportunities include creating their own movement in an urban style while creating a dance battle by using the choreographic device Question and Answer. Students are assessed</p>	<p><b>“Banksy”</b></p> <p>As mentioned, but delivered to the other half of the Year group.</p>	<p><b>“Bollywood”</b></p> <p>Students finish Year 7 by studying a different style of dance and by learning about a different culture. Students watch video clips of traditional and modern Bollywood dance, accompanied with facts about the Bollywood industry and stylistic features. Students learn a short movement phrase which is then developed with Question and Answer as well as by revisiting uses of space and canon. Through further structured tasks, students are able to create their own Bollywood movements. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.</p> <p><b>Review:</b> This scheme of work has been delivered over a couple of years</p>	<p><b>“Bollywood”</b></p> <p>As mentioned, but delivered to the other half of the Year group.</p>

	<p><b>Review:</b> this scheme of work is now in its second year and worked well in 2021. Students enjoyed the theme of the topic and produced good performances for their first ever unit of Dance. Review will continue to take place each year.</p>		<p>practically and theoretically with a short knowledge test at the end of the topic.</p> <p><b>Review:</b> this scheme of work is now in its second year and worked well in 2021. Students enjoyed the difference in theme and dance style and produced good performances. Review will continue to take place each year.</p>		<p>and is regularly reviewed for its effectiveness including quality of movement in the taught movement phrase, and structured tasks to help students create their own movement. Review will continue to take place each year.</p>	
<b>Year 8</b>	<p><b>“A Linha Curva”</b></p> <p>Based on a professional performance piece by Rambert Dance Company (a British Dance Company), students will observe sections of the work, learning sections of dance and creating their own movement based on the themes of curves and lines used within the professional work. Students will also experience teaching their peers what they have created. Furthermore, students revisit choreographic devices such as uses of space</p>	<p><b>“Young Men”</b></p> <p>This scheme of work is also based on a professional work choreographed by Ivan Perez and performed by the Ballet Boyz (a British Dance Company). Students watch clips of the performance to understand the style of dance and witness and understand themes covered in the piece. Students learn a short phrase of movement inspired by the work which is then developed</p>	<p>In Year 8, Dance is delivered within the PE Department’s rotations. Schemes of work are delivered to each group that rotates round to Dance throughout the year. Through regular review and evaluation, either “A Linha Curva” or “Young Men” is selected for each cohort.</p>	<p><b>“A Linha Curva” Or “Young Men”</b></p>	<p><b>“A Linha Curva” Or “Young Men”</b></p>	<p><b>“A Linha Curva” Or “Young Men”</b></p>

	<p>(covered in year 7) and accumulative canon. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.</p> <p><b>Review:</b> having delivered this scheme of work last year, I have come to realise this unit is better suited to female PE groups, thus allowing flexibility to select which sow can be delivered to which cohort I receive in the PE class rotation.</p>	<p>with fragmentation. Through structured tasks students create their own movement in keeping with the themes of the piece; students then revisit ways of developing movement through uses of space, as well as the 5 basic body actions and dynamics. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.</p> <p><b>Review:</b> this scheme of work is now its second year and worked well in 2021. Students enjoyed the theme of the topic, recapping knowledge and skills from Year 7 and produced good performances. Review will continue to take place each year.</p>				
Year 9	<p><b>“Swan Song”</b></p> <p>Students study a professional dance work choreographed</p>	<p><b>“Which Witch”</b></p> <p>Last summer (2022) a new scheme of</p>	In Year 9, Dance is delivered within the PE Department’s	<b>“Swan Song” Or “Which Witch”</b>	<b>“Swan Song” Or “Which Witch”</b>	<b>“Swan Song” Or “Which Witch”</b>

	<p>by leading British choreographer Christopher Bruce, performed by the English National Ballet. Students observe a section of the work to understand the movement style and themes. Through structured tasks students create freeze frames connected by the 5 basic body actions to communicate the main characters through movement. Question and Answer is revisited as a way to develop movement phrases. For the first time, students are required to use contact work i.e. balances, initiating movement and lifting. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.</p> <p><b>Review:</b> this is the first time this scheme of work has been taught and will be reviewed by myself after its first delivery.</p>	<p>work was introduced to trail with female PE groups, based on Macbeth's witches. Students learned about the characters from the Shakespearian play and the characters they would be portraying. They learned a contemporary sequence with new a challenging movements and were introduced to choreographic tasks including: use of formations, proximity and canon to tell a story and communicate characters to an audience, use of levels and pathways, dynamic range and contact work including giving and taking weight and working closely with other dancers.</p> <p><b>Review:</b> This was only delivered for a very short period of time and will be improved for future classes. A knowledge and theory test will be produced to</p>	<p>rotations. Schemes of work are delivered to each group that rotates round to Dance throughout the year.</p>			
--	--	--	--	--	--	--

		accompany the scheme of work.				
<b>Year 10</b>	<b>Component 1 “Exploring the Performing Arts”</b>  This component requires students to learn about three professional works, each of a different style of Dance. In the first half term students will begin investigating their first two professional works, including: the creative stylistic qualities such as style, treatment of themes, response to stimulus, use of production elements and influences on their work, the roles, responsibilities and skills of the practitioners involved in producing the work, and the techniques, approaches and processes used from rehearsal – performance. Students create presentations of their findings to demonstrate their knowledge and understanding. Practical lessons are delivered to	<b>Component 1 “Exploring the Performing Arts”</b>  In the second half term students will continue to learn about the first two selected professional works and begin looking at the third selected professional dance work of a different style from the first two works studied. Students will continue to participate in theory and practical lessons and produce presentations of their findings. In December, the exam board will provide us with a theme. Students must now select one of the professional works studied and produce a presentation that demonstrates their knowledge and understanding of how their chosen professional	<b>Component 1 “Exploring the Performing Arts”</b>  In the third half term, students will undertake their own research and produce their presentation on how their selected professional work relates to the theme provided by the exam board. A specific window of assessment will be given with a clear deadline. Work is marked and feedback given to the students. A resubmission is available if appropriate.	<b>Component 2 “Developing Skills and Techniques in the Performing Arts”</b>  Students will begin work on the second Component of study. This looks at students’ practical performance and their evaluative skills. A range of styles will be covered in technique lessons, and students will continually set targets and review their progress. The exam board will provide a set assignment in which students will respond to in a specific assessment window.	<b>Component 2 “Developing Skills and Techniques in the Performing Arts”</b>  Students will continue working on their assignment set by the exam board in their specific assessment window. Students will perform their final piece and submit their accompanying written work for marking and feedback. A resubmission is available if appropriate.	<b>Component 3: Responding to a Brief</b>  In the sixth half term, students will begin base work for their final Component of study. This is a choreographic task, with assessment in choreographic ability in response to a given theme, performance and evaluative skills. Choreographic tasks and workshops will build on students existing knowledge and give them extra tools for their choreographic toolkit.

	support their written work, experimenting in the style of dance studied and the choreographic techniques of the selected practitioner. This also helps provide a performance piece for our annual production of "Ivolution".	work relates to the given theme.				
<b>Year 11</b>	<p><b>Component 3 "Responding to a Brief"</b></p> <p>In the first half term of Year 11, students will continue to complete base work in preparation for their final Component of study. Students will participate in choreographic workshops, practicing how to develop existing movement, as well as generating their own movement. A past exam paper/brief will be given whereby they must respond and work collaboratively to create their own group dance.</p>	<p><b>Component 3 "Responding to a Brief"</b></p> <p>In the second half term, students will continue to work on their mock group dances. As well as practical experience, students will also practice completing the timed written part of the Component, explaining, reasoning and evaluating their creative choices. Once both practical and written elements are completed, marks and feedback will be provided to students in line with the grading criteria from</p>	<p><b>Component 3 "Responding to a Brief"</b></p> <p>In the third half term, students will be presented with the real question paper/brief from the exam board. Students will have a certain number of hours to complete the practical task in groups as well as prepare and complete their three written milestones. These are written tasks completed in controlled assessment conditions whereby they explain their initial response to the stimulus, the skills they have used to create their work, influences</p>	<p><b>Component 3 "Responding to a Brief"</b></p> <p>In the fourth half term, students will continue working on their dances as mentioned. Students will perform their final performance pieces to a camera in order to be sent to the external examiner, as well as in front of a live audience, including prospective BTEC Dance students from Year 9. They will also complete their final milestone assessment – the evaluation. Edexcel deadlines for</p>	<p><b>N/A Students on Study Leave</b></p> <p><b>Review:</b> Each year I review the workshop and preparation phase of this component, and the use of different stimuli to help prepare students for the real task. I have attended CPD training for the recent changes to this course as a whole and will endeavour to adapt to the changes and connect with Dance specialists to give and receive support.</p>	<p><b>N/A Students on Study Leave</b></p>

		the specification.	from professional dance artists, and an evaluation of the overall process.	sending their work to the examiners usually lies mid-May. We aim to have everything completed before the Easter break to allow time for administration purposes and timely sending of the work. After this, students are on official Study Leave. This completes their BTEC Level 2 TECH Award in Performing Arts: Dance		
<b>Year 12</b>	<p><b>Unit 2 “Developing Skills and Techniques for Live Performance”</b></p> <p>In this unit students are required to learn set repertoire of already existing works of two different styles of Dance. The unit builds upon Component 2 of the Level 2 course. During this first half term students will be studying “Re:Rosas” choreographed by Anna Teresa De Keersmaeker and adapted by the Royal Swedish Ballet</p>	<p><b>Unit 2 “Developing Skills and Techniques for Live Performance”</b></p> <p>Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout the duration of the unit. They will perform their set repertoire in our annual show of “Ivolution”. Students continue researching for their “Life of a Dancer” report.</p>	<p><b>Unit 2 “Developing Skills and Techniques for Live Performance”</b></p> <p>In the third half term students will begin learning their second style of dance; this will be Street/Commercial Dance, and they will learn “Some Like it Hip Hop” choreographed by Kate Prince and performed by ZooNation Dance Company. As before, students will learn the set repertoire alongside learning set</p>	<p><b>Unit 2 “Developing Skills and Techniques for Live Performance”</b></p> <p>Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout the duration of the unit. They will perform their set repertoire in our annual “Spring Showcase”. Students will complete and submit their “Life of a Dancer” report as well</p>	<p><b>Unit 1 “Investigating Practitioners’ Work”</b></p> <p>Students continue to research their practitioners based on their given theme. They are given previous papers to help them prepare for the real task, they are given multiple opportunities to attempt questions from previous papers, as well as exemplar answers from previous high achieving students. Students are then required to sit a written exam in controlled</p>	<p><b>Beginning of Year 13</b></p> <p>During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empt the task they will be given when they begin Year 13.</p>

	<p>School.</p> <p>Students are taught technical exercises in the Contemporary style to help prepare them specifically for their final performance in our annual show "Ivolution".</p> <p>Students regularly film their practical work of both the technical exercises and set repertoire, reviewing their progress through self and peer assessment, weekly diary entries and setting themselves targets.</p> <p>Alongside this, students will begin working on their "Life of a Dancer" report. They are required to write a formal report documenting their research into what it is like to train and become a professional dancer. This includes training routes, providers and courses available, a typical day as a dancers, working conditions, positives/negatives of the</p>	<p><b>Unit 1</b> <b>"Investigating Practitioners' Work"</b></p> <p>Students continue viewing, analysing and researching their chosen professional works.</p>	<p>sequences to help prepare them for this style of dance as well as completing written work to review and evaluate their progress and set themselves targets.</p> <p><b>Unit 1</b> <b>"Investigating Practitioners' Work"</b></p> <p>Students continue viewing, analysing and researching their chosen professional works.</p>	<p>as all of their self/peer assessments and target setting/evaluations.</p> <p><b>Review:</b> Each year the set works are reviewed based on student's engagement and enjoyment, and what I believe will suit and challenge each cohort. This also pushes me professionally to gain knowledge and understanding of different existing professional works.</p> <p><b>Unit 1</b> <b>"Investigating Practitioners' Work"</b></p> <p>Students continue viewing, analysing and researching their chosen professional works.</p>	<p>assessment conditions, provided with unseen questions. This completes their BTEC Level 3 Certificate in Performing Arts: Dance.</p>	
--	---	--	---	--	--	--



	<p>career path, as well as viewing live dance and questioning a current professional dancer, gaining first hand insight into their career.</p> <p><b>Unit 1</b> <b>“Investigating Practitioners’ Work”</b></p> <p>This is an externally set written task which requires students to research two professional choreographers and the social, cultural, historical and political influences on their work. Students are given a list of practitioners they can research into (approved by the exam board) and research tasks are set. One lesson a week is spent viewing, analysing and researching these works in preparation for the exam later in the year.</p>					
<b>Year 13</b>	<p><b>Unit 22</b> <b>“Movement in Performance”</b></p> <p>Students are required to choreograph their own dance</p>	<p><b>Unit 22</b> <b>“Movement in Performance”</b></p> <p>Students will have selected their own stimulus based</p>	<p><b>Unit 3</b> <b>“Group Performance”</b></p> <p>This is the student’s final unit, and is an externally set</p>	<p><b>Unit 3</b> <b>“Group Performance”</b></p> <p>Students continue to work on their choreography</p>	<p><b>N/A</b> <b>Students on Study Leave</b></p>	<p><b>N/A</b> <b>Students on Study Leave</b></p>

	<p>based on a stimulus of their choice. Students will have experimented with a variety of different stimuli in the summer of Year 12, and will continue to do so during this first half term. There is a large focus on the student's knowledge and understanding of relationships, actions, dynamics and space (RADS). They observe three professional performances and analyse the choreographers' use of RADS to communicate their themes and ideas to an audience. Students build on this in order to present in the form of a formal report.</p>	<p>on the experiences they had with a variety of stimuli. They are responsible for choreographing and teaching other dancers the movement in preparation for their final performance at our annual show "Ivolution". Students will then evaluate their own use of RADS and how this communicates their themes and ideas to an audience, and compare this to the way the three professional practitioners did.</p> <p><b>Review:</b> Each year the set works are reviewed based on student engagement, enjoyment and understanding, and are often selected on what I think each cohort will engage with. This also pushes me professionally to broaden my understanding of different professional works. I also review the</p>	<p>task (building upon their experience of Component 3 in the Level 2 course). They are required to choreograph a group piece lasting a minimum of 10 minutes, based on a given stimulus from the exam board. By this point, students have had extensive experience of both using a variety of stimuli to create work upon. This is a collaborative task where students can work together in small groups. Alongside their practical work, students are required to complete three milestone assessments, completed in controlled assessment conditions. These are based on their initial responses to the stimuli, the skills they need to create the piece, and an evaluation of the overall process. Students are also allowed to view exemplar work completed by previous students to help their</p>	<p>and their milestone assessments. For their final performance they must perform in front of a live audience; in the past we have worked closely with Hinchbrook School in Huntingdon, and both ours and their students perform for each other in a large professional space. This then completes their BTEC Level 3 Extended Certificate in Performing Arts: Dance.</p> <p><b>Review:</b> Each year I review the works studied in Unit 22 which acts as a preparation unit for such a large task as this one.</p>		
--	---	---	--	---	--	--

		stimuli students experiment with in the preparation stage and whether these are suitable and challenging.	understanding for what is expected for such a large task.			
--	--	--	---	--	--	--