

Curriculum Rationale and Overview



Subject: Dance

Year group: 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum context	<ul style="list-style-type: none"> ● Participate in and appreciate dance from more than one style ● Critically appreciate at least two professional works by at least two choreographers ● Work collaboratively with others ● Develop knowledge, skills and understanding of health, well-being and safe and professional practice relevant to dance ● Improve own work through analysis, critical self-reflection and evaluation 					
Scheme of Learning Title:	Performance and Critical Appreciation (C1 and C2)	Performance and Critical Appreciation (C1 and C2)	Performance and Critical Appreciation (C1 and C2)	Performance and Critical Appreciation (C1 and C2)	Critical Appreciation (C2)	Critical Appreciation (C2)
Content <i>What will students know?</i>	<p>C1 - Performance How to use technical skills in a performance.</p> <p>C2 - Critical Appreciation Anthology Work 1</p>	<p>C1 - Choreography. How to create a dance using the stimuli</p> <p>C2 - Critical Appreciation Anthology Work 2</p>	<p>C1 - Choreography. How to create a routine in response to a stimuli</p> <p>C2 - Critical Appreciation Anthology Work 2</p>	<p>C1 -Performance How to use technical skills in a performance.</p> <p>How to reflect on their own practice- C2</p> <p>C2 - Critical Appreciation Anthology Work 3</p>	C2 - Critical Appreciation Anthology Work 4	C2 - Critical Appreciation Anthology Work 5
<i>What will students understand?</i>	<p>They will understand how to use physical, technical and expressive skills in a solo piece.</p> <p>What makes a good performance by means of skill, technique and emotion.</p>	<p>How to choreograph a performance.</p> <p>What makes a good performance by means of skill, technique and emotion.</p>	<p>How to choreograph a performance.</p> <p>What makes a good performance by means of skill, technique and emotion.</p>	<p>They will understand how to use physical, technical and expressive skills in a solo piece.</p> <p>How to evaluate their own performances.</p> <p>What makes a good performance by means of skill, technique and emotion.</p>	<p>What makes a good performance by means of skill, technique and emotion.</p>	<p>What makes a good performance by means of skill, technique and emotion.</p>

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<i>What will students be able to do?</i>	<p>They will be able to create a solo piece with physical, technical and expressive skill.</p> <p>Critically analyse, evaluate and identify the set work using key terminology.</p>	<p>Demonstrate a creative response to a choice of stimuli. Exploring a range of different stimuli. Knowledge, understanding and skills for choreography.</p> <p>Critically analyse, evaluate and identify the set work using key terminology.</p>	<p>Demonstrate a creative response to a choice of stimuli. Exploring a range of different stimuli. Knowledge, understanding and skills for choreography.</p> <p>Critically analyse, evaluate and identify the set work using key terminology.</p>	<p>They will be able to create a solo piece with physical, technical and expressive skill. Students will be able to relate to their own experience of performance through 6 mark questions.</p> <p>Critically analyse, evaluate and identify the set work using key terminology.</p>	<p>Critically analyse, evaluate and identify the set work using key terminology.</p>	<p>Critically analyse, evaluate and identify the set work using key terminology.</p>
How will they be formally assessed?	<p>C1 - Peer, self and teacher assessment. Evaluation of skills.</p> <p>C2 - Peer and teacher marking, 6 marks questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of own and others choreography. Creating/devising 2-3 minute piece.</p> <p>C2 - Peer and teacher marking, 6 mark questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of own and others choreography. Assessment of 2-3 minute choreography piece relating to stimuli.</p> <p>C2 - Peer and teacher marking, 6 mark questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Completion of C2 6 mark exam questions.</p> <p>C2 - Peer and teacher marking, 6 mark questions, quizzing and end of work test.</p>	<p>C2 - Peer and teacher marking, 6 mark question, expanding analysis and evaluation skills, quizzing and end of work test.</p> <p>Year 10 trial exam C2 exam + solo set phrases</p>	<p>C2 - Peer and teacher marking, 6 mark question, expanding analysis and evaluation skills, quizzing and end of work test.</p> <p>Year 10 trial exam C2 exam + solo set phrases</p>
Blended Learning Opportunities (yr 7 & 8)	N/A	N/A	N/A	N/A	N/A	N/A
Literacy/Numeracy/Personal Development	<p>Literacy - Key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>Personal Development - Discussions relating to the context of the anthology work. Confidence to share ideas and perform in front of others. Resilience to take on feedback from teacher and peers, Aspiration in developing technique and critical thinking. Integrity.</p>					

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Links to Prior learning						
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