

Curriculum Rationale and Overview



Subject: Dance

Year group: 11

	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/ Choreography and Critical Appreciation					
Content <i>What will students know?</i>	<p>C1 -Performance How to use technical skills in a performance as a soloist.</p> <p>C1- How to choreograph a dance with an aural setting.</p> <p>C2 - Critical Appreciation Anthology Work - section C.</p>	<p>C1 - Trio Performance. How to use technical skills in a 3-5 minute performance as part of a trio.</p> <p>C1 -How to choreograph a performance in response to stimuli.</p> <p>C2 - Critical Appreciation Anthology Work 5 - section C.</p>	<p>C1 - Trio Performance. How to use technical skills in a 3-5 minute performance as part of a trio.</p> <p>C1 -How to choreograph a performance in response to stimuli.</p> <p>C2 - Critical Appreciation Anthology Work 6 - section C.</p>	<p>C1- Trio Performance. How to use technical skills in a 3-5 minute performance as part of a trio.</p> <p>C1 -How to choreograph a performance in response to stimuli. .</p> <p>C2 - Critical Appreciation Anthology Work 6 - section C.</p>	<p>Preparation for C2 theory exam.</p> <p>Section A = Processes and skills required in choreography.</p> <p>Section B =How to evaluate one's own work.</p> <p>Section C = How to critically appreciate professionals' work.</p>	

Curriculum Rationale and Overview



<p><i>What will students understand?</i></p>	<p>C1: How to use physical, technical and expressive skills in a solo piece. How to choreograph a piece whilst including specific techniques.</p> <p>C2: What makes a good performance by means of skill, technique and emotion.</p>	<p>C1: How to use physical, technical and expressive skills in a part of a trio performance.</p> <p>C1: Choreography skills and how to create a piece from a stimulus.</p> <p>C2: What makes a good performance by means of skill, technique and emotion.</p>	<p>C1: How to use physical, technical and expressive skills in a part of a trio performance.</p> <p>C1: Choreography skills and how to create a piece from a stimulus.</p> <p>C2: What makes a good performance by means of skill, technique and emotion.</p>	<p>C1: How to use physical, technical and expressive skills in a part of a trio performance.</p> <p>C1: Choreography skills and how to create a piece from a stimulus.</p> <p>C2: What makes a good performance by means of skill, technique and emotion.</p>	<p>Preparation for C2 theory exam.</p> <p>Section A= Choreography skills.</p> <p>Section B = Self reflection/ evaluation.</p> <p>Section C = Analytical skills of professionals' work.</p>	
<p><i>What will students be able to do?</i></p>	<p>C1: They will be able to create a solo piece with physical, technical and expressive skill. Choreograph a piece exploring a variety of different stimuli using movement material and an aural setting.</p> <p>C2: Critically analyse, evaluate and identify the set work.</p>	<p>C1: They will be able to create a trio piece with physical, technical and expressive skill. Demonstrate the range of skills in a taught routine of 3-5 minutes.</p> <p>C1: Demonstrate a creative response to a choice of stimuli.</p> <p>C2: Critically analyse, evaluate and identify the set work.</p>	<p>C1: They will be able to create a trio piece with physical, technical and expressive and mental skills. Demonstrate the range of skills in a taught routine of 3-5 minutes. Be able to refine the routine.</p> <p>C1 : Be able to explore movement and aural setting in response to chosen stimuli.</p> <p>C2: Critically analyse, evaluate and identify the set work.</p>	<p>C1: Trio Performance. Demonstrate the range of skills in a taught routine of 3-5 minutes. Refine routine, skills and expressive/mental skills.</p> <p>C1: Demonstrate a creative response to a choice of stimuli. .</p> <p>C2 -Critically analyse, evaluate and identify the set work.</p>	<p>Preparation for C2 theory exam.</p> <p>Section A =Show knowledge and understanding of choreographic processes and performing skills.</p> <p>Section B = Critical appreciate/ evaluate their own work.</p> <p>Section C = Critically appreciate the work of professionals.</p>	

Curriculum Rationale and Overview



<p>How will they be formally assessed?</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Evaluation of own and others choreography.</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. Mock assessment of 2-3 minute choreography piece relating to stimuli. Mock assessment of Trio Performance.</p> <p>C2 - Peer and teacher marking, 6 + 12 mark questions, quizzing and end of work test.</p>	<p>C1 - Peer, self and teacher assessment. Evaluation of skills. Final assessment of C1 Trio Performance and C1 Choreography.</p> <p>C2 - Peer and teacher marking, 6 + 12 mark questions, quizzing and end of work test. Exam questions and past paper.</p>	<p>C2 - Peer and teacher marking, 6 and 12 mark question, expanding analysis and evaluation skills, quizzing, testing, exam questions.</p>	
<p>Blended Learning Opportunities (yr 7 & 8)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	
<p>Literacy/Numeracy/ Personal Development</p>	<p>Literacy - key terminology, sentence structure, verbal feedback, oral skills and interpretations.</p> <p>SMSC - 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>					
<p>Links to Prior learning</p>						