Shoreham Academy Dance department: 7 year curriculum map

	Autumn		Spring		Summer				
Year 7	Basic Dance Composition – Fvery s	tudent has a half term of Dance with	in PF in year 7. This is lead by a PF teac	her with a dance assistant in the room.					
	Basic Dance Composition — Every student has a half term of Dance within PE in year 7. This is lead by a PE teacher with a dance assistant in the room.								
Dance within PE	Contextual factors: Focus on building students core understanding of dance factors from KS2. For this stage students will be provided with a spring board of material (provided by teacher) to work with throughout the Key skills taught: Learning dance, developing dance, identifying key dance techniques/components/skills and refining dance through critical analysis. Has links to: Year 8 dance PoS whereby the framework is applied to a professional work.								
Year 8	Dance Composition/Motif and Dev	velopment using Emancipation of Ex	pressionism – Every student has a half	term of Dance within PE in year 8. This is	s lead by a PE teacher with a dance assi	stant in the room.			
Dance within PE	Choreographic Topics: Dance style	s, Dance composition, Dance compo	nents, Dance actions, Motif and develop	oment tools, generating movement mate	erial.				
	Contextual factors: Focus on buildi	ing students core understanding of d	ance factors from year 7. For this stage	students will adapt a piece of repertory	from a professional work in a more der	nanding style throughout the half			
	term.								
	Key skills taught: Learning dance st	Key skills taught: Learning dance styles, developing dance though advanced tools, identifying key dance techniques/components/skills and refining dance through critical analysis.							
	Has links to: Year 9 dance leadersh	ip PoS whereby students will be requ	ired to create their own original motif t	o extend and develop. Emancipation of	Expressionism is a key work used within	n GCSE Dance.			
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Year 9	Development of Dance	Conducting a dance workshop	Rhythmic Gymnastics/ Leadership	Acro Gymnastics/ Leadership	Lesson planning and delivery	Creating a performance piece			
Dance Leadership	Choreographic Topics: Dance composition, Dance components, Dance actions, Dance development tools, generating	Leadership Topics: Safe practice within the dance studio setting, Ice breakers for engaging young children, Leadership styles,	Composition Topics: Basic body skills, ball skills, ribbon skills, hoop skills.	Composition Topics: Basic body skills, dance skills, tumble skills, balance skills.	Leadership Topics: Lesson planning, teaching episodes, evaluation, and analysis.	Leadership Topics: lesson delivery lesson evaluation, creating a complete dance piece.			
	contextual factors: Focus on building students core understanding of dance factors	differentiation, Behaviour management, AFL. Contextual factors: This will build on year 7 and year 8 expectations	Leadership Topics: Safe warm up and cool down, lesson episodes, lesson planning. Contextual factors: Focus on	Leadership Topics: Mini plenaries, differentiation, safe practice. Contextual factors: Focus on building students core	Contextual factors: Students have learnt about all key aspects of a lesson plan in previous weeks and now need to draw this together.	Contextual factors: Students have learnt about all key aspects of a lesson plan in previous weeks and now need to draw this together to lead one of 6 lessons which aims to			
	from KS3 dance within PE. Remove scaffolds for creating motif.	within PE that students should be confident in and have led a warm up/cool down as part of a small team.	building students core understanding of rhythmic gymnastics factors from KS3 gymnastics within PE.	understanding of gymnastic factors from KS3 gymnastics within PE. Key skills taught: Learning	Key skills taught: innovation, decision making, adaptability, use of key vocabulary and critical analysis.	make a dance by week 7. Key skills taught: innovation, decision making, adaptability, use			
	Key skills taught: Learning dance, developing creative response to stimulus and refining dance through critical analysis.	Key skills taught: Teamwork, group discussion, problem solving, adapting, managing and assessing situations.	Key skills taught: Learning rhythmic gymnastics, developing creative response to apparatus and refining gymnastics through critical analysis.	gymnastics, developing creative response to criteria and refining gymnastics through critical analysis. Leading, adapting plans and	Has links to: Within GCSE Dance students are expected to create their own choreography. As a result, they are required to plan a sequence of 5-10 sessions with their dancers.	Has links to: Within GCSE Dance students are expected to create their own choreography. As a resulting are required to plan a			
	Has links to: Year 7 and 8 Dance PoS focused on methods of creating dance.	Has links to: Within GCSE Dance students are expected to create their own choreography. As a result, they are required to plan a sequence of 5-10 sessions with their dancers.	Leading a warm up and cool down, responding to the needs of students, use of key vocabulary. Has links to: Year 7 and 8 Rhythmic Gymnastics PoS focused on methods	considering personal and space safety. Has links to: Year 7 and 8 Gymnastics PoS focused on methods of creating gym routines.	dancers.	they are required to plan a sequence of 5-10 sessions with th dancers.			

of creating gym routines.

GCSE Dance

Year 1 - Practical

Topics:

Building technical competency. Through small technique phrases which are learnt and developed by students.

Learning the set Performance Piece. Focus on action, dynamic and spatial content of the dance.

Contextual factors:

Greater focus now applied to the execution of dance. Students draw on experience of analysing dance to apply new skills.

Key skills taught:

Physical skills:

- posture
- alignment
- balance
- Coordination
- Isolation

Expressive skills:

- Focus
- Musicality

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.

Topics:

Year 1 – Theory

Focus on learning key aspects of movement content (actions, dynamics, space and relationships).

Year 1 - Practical

Topics:

Building technical competency. Through small technique phrases which are learnt and developed by students. (Discreetly include set solo sequences)

Rehearsing and refining the set Performance Piece. Focus on timing rhythmic and stylistic qualities of the dance.

Contextual factors:

Greater focus now applied to the execution of dance. Students draw on experience of analysing dance to apply new skills.

Key skills taught:

Physical skills:

- control
- flexibility
- mobility
- Strength
- Extension

Expressive skills:

- spatial awareness
- facial expression

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.

Year 1 - Theory

Topics:

Exploring choreographic processes and devices and how they relate to stimulus.

Year 1 - Practical

Topics:

Building understanding of different choreographic techniques. Through small creative exercises students will explore characteristics of dance making applying the dance composition tools.

Learning the set solo 1. Focus on action, dynamic and spatial content of the dance.

Contextual factors:

Continued focus on execution of dance but re introduction of creative tasks through use of composition tools. These are more complex tools then previously explored in year 7/8/9.

Key skills taught:

Expressive skills:

- projection
- phrasing

Mental skills:

- systematic repetition
- mental rehearsal
- rehearsal discipline

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.

Year 1 - Theory

Topics:

Focus on knowledge and understanding of performance, technical and expressive skills.

Year 1 - Practical

Topics:

Building understanding of different dance relationships through small creative sessions students will explore a rage of relationship devices and apply them to a stimulus.

Rehearsing, refining and performing the set solo 1. Focus on timing rhythmic and stylistic qualities of the dance.

Contextual factors:

Continued focus on execution of dance but introduction of creative tasks focused on relationships. First time students look at these.

Key skills taught:

- lead and follow
- Mirroring
- action and reaction
- Accumulation
- complement and contrast
- Counterpoint
- Contact
- formations

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.

Year 1 – Theory

Topics:

Focus on knowledge and understanding of critical appreciation of own work.

Performance

Year 1 -Practical

Topics:

Learning the set solo 2. Focus on action, dynamic and spatial content of the dance.

Creating and refining a duet/trio. Focus on action, dynamic and spatial content of the dance.

Contextual factors:

Continued focus on execution of dance applying all physical, technical, expressive and mental skills. Introduction of creative tasks focused on previously acquired dance composition knowledge.

Key skills taught:

Expressive skills:

- musicality
- sensitivity to other dancers

Apply previous enquired skills:

Focus on application of:

- physical skills and attributes safely during performance
- technical skills accurately and safely during performance
- expressive skills
- mental skills and attributes during performance.

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.

Year 1 - Theory

Topics:

Students must learn and understand the defining characteristics of set work **Shadows** including:

staging/set

Year 1 - Practical

Topics:

Rehearsing, refining and performing the set solo 2. Focus on timing rhythmic and stylistic qualities of the dance.

Rehearsing and performing the duet/trio. Focus on timing rhythmic and stylistic qualities of the dance.

Contextual factors:

Continued focus on execution of dance refining all physical, technical, expressive and mental skills.

Key skills taught:

Expressive skills:

 communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).

Apply previous enquired skills:

Focus on application of:

- physical skills and attributes safely during performance
- technical skills accurately and safely during performance
- expressive skills
- mental skills and attributes during performance.

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students begin to focus on physical/expressive and mental skills as touched upon previously.

Year 1 – Theory

Topics:

Students must learn and understand the defining characteristics of set work Infra including:

Learning the different types of dance structures and form.

Key skills taught:

To articulate knowledge and critically reflect to inform artistic practice

Has links to:

Students wouldn't have previously studied dance theory stand alone. This terms topics have been previously explored practically within KS3. This is extended in KS5.

Year 2 - Practical

Topics:

Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:

Action content:

- travel
- turn
- elevation
- gesture
- stillness
- use of different body parts
- floor work
- transfer of weight.

Contextual factors:

Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools.
Students draw on experience of

Focus on learning key aspects of dance production.

- costume
- aural setting
- lighting
- performance environment
- staging/set/prop

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works

Has links to:

Students wouldn't have previously studied this topic however this is extended in greater depth at KS5.

Year 2 - Practical

Topics:

Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:

Dynamic content:

- fast/slow
- sudden/sustained
- Acceleration/ deceleration
- strong/light
- direct/indirect
- flowing/abrupt

Contextual factors:

Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of analysing dance to refine choreography.

Apply knowledge to a number of works.

Plan a programme of progression for a dancer focusing on improving their expressive, technical and performance skills.

Key skills taught:

To critically appreciate their own and others performance and choreography, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

KS3 Dance within PE building on student knowledge of contemporary dance technique. Dance Leadership as students focus on physical/expressive and mental skills in practical classes.

Year 2 - Practical

Topics:

Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:

Spatial content:

- pathways
- levels
- directions
- size of movement
- patterns
- spatial design

Contextual factors:

Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools.
Students draw on experience of analysing dance to refine choreography.

Key skills taught:

- the meaning of performance terminology
- the contribution of performance to audience understanding of the choreographic intent of the work being performed.

Choreography

- the meaning of choreography terminology
- the contribution of choreography to audience understanding of the choreographic intent of the work.

Key skills taught:

To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

KS3 Dance within PE, Dance Leadership and GCSE Dance practical whereby students consistency analyse their own and others work during practical lessons.

Year 2 - Practical

Topics:

Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:

Relationship content:

- lead and follow
- mirroring
- action and reaction
- accumulation
- complement and contrast
- counterpoint
- contact
- formations.

Contextual factors:

Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools. Students draw on experience of analysing dance to refine choreography.

lighting

- props
- costume
- dancers
- aural settings
- dance for camera
- choreographic approaches
- choreographic intent
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

Key skills taught:

staging/set

lighting

costume

dancers

aural settings

dance for camera

choreographic intent

choreographic content

choreographic approaches

props

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

Year 2 - Practical

Topics:

Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:

Choreographic devices:

- motif and development
- repetition
- contrast
- highlights
- climax
- manipulation of number
- unison and canon

Contextual factors:

Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools.
Students draw on experience of analysing dance to refine choreography.

Year 2 - Practical

Topics:

Building choreographic competency. Students respond creatively to a stimulus, to choreograph their own complete dance. This half terms focus is the inclusion and execution of:

Structuring Devices:

- binary
- ternary
- rondonarrative
- Episodic
- begin/middle/end
- unity

logical sequence

transitions

Contextual factors:

Greater focus now applied to the composition of dance against criteria, the inclusion of more advanced devices and tools.
Students draw on experience of

analysing dance to refine choreography.

Key skills taught:

- researching
- improvising
- generating
- selecting
- developing
- structuring
- refining and synthesising.

Has links to:

KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.

Year 2 - Theory

Topics:

Students must learn and understand the defining characteristics of set work Within Her Eyes including:

- staging/set
- lighting
- props
- costume
- dancers
- aural settings
- dance for camera
- choreographic approaches
- choreographic intent
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building

Key skills taught:

- researching
- improvising
- generating
- selecting
- developing
- structuring
- refining and synthesising.

Has links to:

KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.

Year 2 - Theory

Topics:

Students must learn and understand the defining characteristics of set work **Shadows** including:

- staging/set
- lighting
- props
- costume
- dancers
- aural settings
- dance for camera
- choreographic approaches
- choreographic intent
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

researching

- improvising
- generating
- selecting
- developing structuring

 - refining and synthesising.

Has links to:

KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.

Year 2 - Theory

Topics:

Students must learn and understand the defining characteristics of set work Infra including:

- staging/set
- lighting
- props
- costume
- dancers
- aural settings
- dance for camera
- choreographic approaches
- choreographic intent
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

Has links to:

Key skills taught:

researching

improvising

generating

developing

structuring

selecting

KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.

refining and synthesising.

Year 2 – Theory

Topics:

Students must learn and understand the defining characteristics of set work A Linha Curva including:

- staging/set
- lighting
- props
- costume
- dancers
- aural settings
- dance for camera
- choreographic approaches
- choreographic intent
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

Key skills taught:

- researching
- improvising
- selecting
- developing
- structuring
- refining and synthesising.

Has links to:

KS3 Dance within PE building on student knowledge of composition. Dance Leadership as students are now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater depth with a larger time length.

Year 2 - Theory

Students must learn and understand the defining characteristics of set work **Artificial Things** including:

- staging/set

- dancers
- choreographic approaches
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating and reflecting.

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

choreography.

Key skills taught:

researching

analysing dance to refine

- improvising
- generating selecting
- developing
- structuring
- refining and synthesising.

Has links to:

KS3 Dance within PE building on now leading their own choreography groups. This is a smaller scale task of what is later completed at A Level in greater

Year 2 - Theory

Topics:

- staging/set
- props
- dancers
- dance for camera
- choreographic intent
- choreographic content

Key skills taught:

To critically appreciate professional works, through describing, analysing, interpreting, evaluating

Has links to:

GCSE dance theory half terms 1/2/3 from year 1 yet building skills to apply to professional work.

- generating

student knowledge of composition. Dance Leadership as students are depth with a larger time length.

Students must learn and understand the defining characteristics of set work **Emancipation of Expressionism** including:

- lighting
- costume
- aural settings
- choreographic approaches

and reflecting.

Topics:

- lighting
- props
- costume
- aural settings
- dance for camera
- choreographic intent

	skills to apply to professional work.					
KS5						
A Level Dance	Year 1 - Practical	Year 1 - Practical	Year 1 - Practical	Year 1 - Practical	Year 1 - Practical	Year 1 - Praction
	Topics:	Topics:	Topics:	Topics:	Topics:	Topics:
	Students explore a range of tasks	Students must develop and apply	Students must analyse, refine and	Students explore a range of tasks	Students must develop and apply	Students must
	based on a selection of	the knowledge, understanding and	perform final solo in the style of	based on performing as a quartet	the knowledge, understanding and	perform final o
	practitioners to widen	skills required to perform as a	one specified practitioner.		skills required to perform as part of a	and plan devel
	understanding of different styles.	soloist in the style of one specified		Students explore performing in	quartet.	for improving
		practitioner.	To consider:	quartets choreographed by the		and execution
	To consider:		Physical/technical skills	students, their teacher and a dance	Students select a minimum of 2	
	Physical/technical skills	To consider:	Spatial elements	artist.	complete quartets to develop and	To consider:
	Spatial elements	Physical/technical skills	Dynamic elements		refine.	Physical/techn
	Dynamic elements	Spatial elements	Rhythmic control	To consider:		Interpretative/
	Rhythmic control	Dynamic elements	Dynamic variation.	Physical/technical skills	To consider:	
	Dynamic variation.	Rhythmic control	Interpretative/performance skills	Interpretative/performance skills	Physical/technical skills	Key skills taug
	Interpretative/performance skills	Dynamic variation.			Interpretative/performance skills	Critical engage
		Interpretative/performance skills	Key skills taught:	Key skills taught:		of own work a
	Key skills taught:		Researching and exploring to make	Critical engagement in the analysis	Key skills taught:	
	Researching and exploring to	Key skills taught:	connections between theory and	of own work and that of others.	Critical engagement in the analysis	Training and p
	make connections between	Researching and exploring to make	practice.		of own work and that of others.	development.
	theory and practice.	connections between theory and		Training and performance		
		practice.	Critical engagement in the analysis	development.	Training and performance	Experimentation
	Critical engagement in the		of own work and that of		development.	choreographic
	analysis of own work and that of	Critical engagement in the analysis	professional repertoire	Experimentation and application of		devices.
	professional repertoire	of own work and that of		choreographic and structuring	Experimentation and application of	
		professional repertoire	Training and performance	devices.	choreographic and structuring	The necessary
	Training and performance		development.		devices.	practice.
	development.	Training and performance		The necessary awareness of safe	-1	
		development.	Experimentation and application of	practice.	The necessary awareness of safe	A range of skill
	Evacrimentation and application		charageraphic and structuring		practico	colving organ

Experimentation and application of choreographic and structuring devices.

The necessary awareness of safe practice.

A range of skills relating to problem solving, organisation, teamwork and leadership.

Has links to:

Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding.

Experimentation and application of choreographic and structuring devices.

The necessary awareness of safe practice.

A range of skills relating to problem solving, organisation, teamwork and leadership.

Has links to:

Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding

choreographic and structuring devices.

The necessary awareness of safe practice.

A range of skills relating to problem | Student have created their own solving, organisation, teamwork and leadership.

Has links to:

Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding

A range of skills relating to problem solving, organisation, teamwork and leadership.

Has links to:

work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding. Students have created programmes for development in KS4 to build the skills of a dancer which will aid this process.

practice.

A range of skills relating to problem solving, organisation, teamwork and leadership.

Has links to:

Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding. Students have created programmes for development in KS4 to build the skills of a dancer which will aid this process.

Year 1 - Practical

Topics:

Students must analyse, refine and perform final quartets in the space and plan development strategies for improving quality of the work and execution of the work.

Physical/technical skills Interpretative/performance skills

Key skills taught:

Critical engagement in the analysis of own work and that of others.

Training and performance development.

Experimentation and application of choreographic and structuring devices.

The necessary awareness of safe practice.

A range of skills relating to problem solving, organisation, teamwork and leadership.

Has links to:

Student have created their own work from KS3 upwards. The analysis of professional works at GCSE level will have equipped them with the skills to fragment work to deepen understanding. Students have created programmes for development in KS4 to build the skills of a dancer which will aid this process.

Year 1 - Theory

Topics:

Students must know and understand the following about the set work Rooster:

- The significance of the character of the dance
- The subject matter (eg theme or topic) of the dance and its treatment
- The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter

Students must know and understand the following about Rambert:

> • The stylistic features of Rambert Dance Company and how these relate to the genre

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 1 – Theory

Topics:

Students must know and understand the following about the set work Rooster:

> • The Constituent features of the dance and their relevance in embodying the subject matter

Students must know and understand the following about Rambert:

- The choreographic approach (the particular technique, movement style and choreographic style) of a minimum of two named practitioners from the list above showing the range within the genre, including:
- The influences affecting the development of the named practitioner's technique and style

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 1 - Theory

Topics:

Students must know and understand the following about the Contemporary dance scene; set work Rooster:

- The choreographic approach (the particular technique, movement style and choreographic style) of the choreographer
- The influences affecting the development of the choreographer
- The origins of the dance

Students must know and understand the following about

- At least two works from the two selected named practitioners, including the following features of each work:
- significance of the character of each dance
- the subject matter (eg theme or topic) and its treatment
- the form of the dance (eg phrases, sections)
- the Constituent features of the dance and their relevance in embodying the subject matter

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 1 – Theory

Topics:

Focused on Independent students must know and understand:

> • The stylistic features of the area of study and how these relate to the genre

Focused on set work Sutra; students must know and understand:

- The significance of the character of the dance
- The subject matter(eg theme or topic) of the dance and its treatment.
- The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter
- The Constituent features of the dance and their relevance in embodying the subject matter

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 1 – Theory

Topics:

Focused on Independent Contemporary dance scene; students must know and understand:

- The choreographic approach (the particular technique, movement style and choreographic style) of a minimum of two named practitioners showing the range within the genre.
- The influences affecting the development of the named practitioner's technique and style

Focused on set work Sutra; students must know and understand:

- The significance of the character of the dance
- The subject matter(eg theme or topic) of the dance and its treatment.
- The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter
- The Constituent features of the dance and their relevance in embodying the subject matter

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 1 - Theory

Topics:

Focused on Independent Contemporary dance scene; students must know and understand:

- At least two works from the two selected named practitioners, including the following features of each work:
- significance of the character of each dance
- the subject matter (eg theme or topic) and its treatment
- the form of the dance (eg phrases, sections)
- the Constituent features of the dance and their relevance in embodying the subject matter

Focused on set work Sutra; students must know and understand:

- The significance of the character of the dance
- The subject matter(eg theme or topic) of the dance and its treatment.
- The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter
- The Constituent features of the dance and their relevance in embodying the subject matter

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

		Daniel Control	
Yea	ar 2 -	Practical	

Topics:

Students create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to set stimulus.

To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:

Selection of the three movement components.

Manipulation of the movement components through the use of a variety of choreographic devices.

Structuring of movement material through sectional use of choreographic structures.

Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea.

Key skills taught:

Researching, developing and experimenting with dance ideas through studio and non-studio investigation.

Management of the rehearsal process.

Analysing own work to make developments for improved outcomes.

Has links to:

Student have created their own work from KS3 upwards. This was a focus within GCSE and is now amplified at KS5.

Year 2 - Practical

Topics:

Students create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to set stimulus.

To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:

Selection of the three movement components.

Manipulation of the movement components through the use of a variety of choreographic devices.

Structuring of movement material through sectional use of choreographic structures.

Use of other constituent features ie aural setting and dancers (and physical setting where appropriate) in relation to the dance idea.

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Student have created their own work from KS3 upwards. This was a focus within GCSE and is now amplified at KS5.

Practical Assessment period.

Year 2 - Practical

Year 2 – Theory

Topics:

Students must know and understand the following about Rambert:

- At least two works from the two selected named practitioners, including the following features of each work:
- significance of the character of each dance
- the subject matter (eg theme or topic) and its treatment
- the form of the dance (eg phrases, sections)
- the Constituent features of the dance and their relevance in embodying the subject matter

Students must know and understand the following about the set work Rooster:

- The significance of the character of the dance
- The subject matter (eg theme or topic) of the dance and its treatment
- The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject matter

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of history of dance development.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 2 – Theory

Topics:

Students must know and understand the following about Rambert:

- The importance of the practitioners' works in the development of the genre in relation to Rambert Dance Company
- The relationship between the development of the genre and its context, ie the position of the genre within history, culture and society
- The genre's capacity to reflect and challenge society
- Terminology specific to the genre

Students must know and understand the following about the Focused on set work Sutra; set work Rooster:

- The Constituent features of the dance and their relevance in embodying the subject matter
- The relationship between the dance and its context
- The importance of the dance in the development of both the choreographer and the genre
- · The similarities and differences between the dance and other works by the choreographer.

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of history of dance development.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 2 - Theory

Topics:

Focused on Independent Contemporary dance scene; students must know and understand:

- At least two works from the two selected named practitioners, including the following features of each work:
- significance of the character of each dance
- the subject matter (eg theme or topic) and its treatment
- the form of the dance (eg phrases, sections)
- the Constituent features of the dance and their relevance in embodying the subject matter

students must know and understand:

- The significance of the character of the dance
- The subject matter(eg theme or topic) of the dance and its treatment.
- The form of the dance (eg phrases, sections) and its effectiveness in communicating the subject
- The Constituent features of the dance and their relevance in embodying the subject matter
- The choreographic approach (the particular technique, movement style and choreographic style) of the choreographer

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of history of dance development.

Has links to:

Year 2 – Theory

Topics:

Focused on Independent Contemporary dance scene; students must know and understand:

- The importance of the practitioners' works in the development of the genre in relation to the area of study
- The relationship between the development of the genre and its context, ie the position of the genre within history, culture and society
- The genre's capacity to reflect and challenge society
- Terminology specific to the genre.

Focused on set work Sutra; students must know and understand:

- The influences affecting the development of the choreographer
- The origins of the dance
- The relationship between the dance and its context
- The importance of the dance in the development of both the choreographer and the genre
- The similarities and differences between the dance and other works by the choreographer

Key skills taught:

Critical analysis, interpretation, evaluation and appreciation of professional dance works.

Has links to:

GCSE dance theory analysing the 6 anthology works however requires greater breadth and depth.

Year 2 - Theory

Exam revision.

Topics:

Exam period.

Year 2 - Theory

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