**Curriculum Mapping 2022-23**  **Subject:**  **Dance** **Curriculum Leader: Charly Abbotts**

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|  | **KS3 Curriculum**   1. Teaching crucial knowledge. 2. Exposing to key vocabulary. 3. Developing cultural capital. 4. Enabling the development of knowledge. 5. Challenging misconceptions. 6. Emphasising inter-connectedness. 7. Teaching and development of skills. | | | **KS4 Curriculum**   1. Transition to education after KS4 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and Accelerated Curriculum. 4. Guidance for next stage of education | | **KS5 Curriculum**   1. Transition to HE/FE/Employment (including apprenticeship). 2. Developing further on the attitudes and attributes for success. 3. Building on all areas from KS3 and KS4. | |
|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral**  **Curriculum** | **Vertically integrated across Key Stages – Each KS** | | | | | | |
| **Skills** |  |  |  | K&U of the choreographic approach, intentions & stimuli of anthology works.  Analysis/interpretation of movement, aural setting, costume, set design, props, performance environment in the anthology works.  Writing short, 6 & 12 mark answers.  Performance skills - expressive, technical, mental, physical.  Choreography skills - RADS, choreographic devices. | **Building on previous skills (higher expectation of skill level) plus:**  Writing 12 mark comparison question.  Independence with revision and rehearsals. | **Building on previous skills from GCSE plus:**  Solo choreography skills.  Duet performance skills.  Written skills – writing in a more sophisticated and structured way.  Answering essays 25 marks  Time management with independent study periods. | **Building on previous skills plus:**  Group choreography skills.  Quartet performance skills.  Performing in the style of a practitioner.  Time management of writing a whole paper.  Writing short answers 4-6 marks |
| **Knowledge & Understanding**  **Key Topics per half Term** |  |  |  | **2022-2023** *(different to 23-24 as they’ve done Year 9 Dance).*  \*Continue learning hwk quizzes throughout Y10 (terminology)\*  **T1**:  -Check K&U of SB 6 marker Q on choreo (prep for assessment).  -AW1 (ALC) re-call > SC 6 marker Q (prep for assessment).  -AW2 begin E of E (practical exploration).  >H/w: perf/choreo revision + exam style Q’s as starters.  \*Exam (SA p/c, SB 6ch, SC 1,6 ALC).  **T2:** -AW2 finish E of E.  -12 marker Q.  -E of E performance piece.  >H/w: Q’s on SB performance Q’s.  **T3:** -AW3 A. Things with practical exploration focusing on choreo skills.  -SA hypothetical choreo Q’s.  **T4:** -AW4 1 Begin Infra.  -12 marker comparison Q.  -Technique/teach Scoop or Breathe.  >H/w: Q’s on SB phrase (scaffold – plan > write half > improve > add on to finish)  **T5:** -AW4 Finish Infra.  -AW5 Within Her Eyes.  -Technique/finish scoop or breathe.  -Give choreography paper.  **T6:** -AW6 Shadows.  -Finish choreography.  **To be updated for 2023-2024** | **2022-2023**  *Already done in Y9&Y10:*  *SA hyp choreo + choreo/perf skill Q practice.*  *SB phrase + choreo practice.*  *SC content: ALC (AW1), E of E (AW2), A.Things (AW3), begun Infra (AW4).*  *SC Q’s: 1, 6 and 12 marker.*  *Phrase practice + some of Breathe taught, choreo practice x2.*  **T1: 3theory/2practical**  - Finish AW4 Infra/Begin AW5 WHE.  - Go over last written mock re-capping (SA, SB, SC 6 and 12 markers) - DIRT.  - Technique, finish Breathe & begin Scoop.  - Choreography focus: reflection from Y10, watching exemplar choreo’s, workshops & half term hwk – research of actual AQA paper.  >Hwk/starters/plenaries – health and safety exam style Q’s.  **T2: 2 theory/3 practical**  Finish AW5 WHE.  >Hwk/starters/plenaries - perf/choreo skills.  Finish Scoop. Rehearsal of phrases for NEA assessment.  Begin actual choreography.  **T3**: **2 theory/3 practical**  Shadows AW6.  >Hwk/starters/plenaries - hypothetical choreo.  Prep for written paper assessment.  Improvement of choreographies (1 lesson).  Begin trio (2 lessons).  Opportunity in Feb half term for all day rehearsal.  **T4:** Rehearsal of trio and choreography.  PN notes to be done.  12 marker comparison.  Half term h/w: give exam paper – choice of doing it timed. Give M/S and self-mark.  **T5:** Improvement of theory skills for written paper.  Practice of answering SB Q’s on the trio + comparison 12 marker.  **T6:** Revision of all theory work.  **To be updated for 2023-2024** | **T1:** BIDS booklet, Bourne, Nutcracker, AO3/AO4+PEAL  LRe Swansong – Bruce introduction .Own practice and skills in dance/ Rambert Dance company – early history / Solo choreography mock  **T2:** Bourne dev over time, influences pp, Sleeping Beauty.  Begin duet.  LRE – Own practice and skills in dance / Alston – Soda lake / start Solo choreography for final Yr 12 exam  **T3:** Red Shoes, Romeo & Juliet, choreo/mvt style seen in Bourne's works table, Sadlers Wells, wider context (timeline), BIDS dev.  Focus on duet.  LRE - Solo Choreography – actual / Alston continued with Wildlife and Strong language. Bruce - Ghost Dances, Sergeant Early’s Dream  **T4:** Bourne showing BIDS char features table.  Khan info/Kathak, Rush, K&Larbi – zero degrees.  Duet (final).  LRE -Solo Choreography – final  Rambert continued with all Artistic directors studied  **T5:** Finish zero, Isles of Wonder, DESH  LRE - Revision – Own practice, Rambert, Alston and Bruce  **T6:** Preparation for Y13: Learn solo performances & trio.  Big Dance, XENOS  Khan quiz.  LRE - Mock Group choreography for Yr 13 started. How to approach and planning for Autumn assessment | **T1:** Look at re-do of summer essay (influences impacting choreo style B/K choice). Re-cap Quartet & solos from y12 summer / Info on Larbi + Sutra context / Group choreography mock preparation/    LRe - Rooster sections 1 - 3  **T2:** Continue Sutra context / begin solo performance / Rooster continued / Group choreography – start final Yr 13 piece for exam  LRe – Rooster sections 4-8  **T3:** Sutra analysis / continue creating solo, refine quartet / Final Group choreography preparation.  LRe – Siobhan Davies and works  **T4:** Rehearsal of all practical work / Revision of BIDS / Rambert / Bruce and Alston revision  **T5:** Revision of all topics  **T6:** N/A |
| **Common Assessment of Progress and Performance**  **(CAPP)** |  |  |  | T1: Oct - written SA perf/choreo skills + SB 6 (choreo) + SC (Linha) 1,6.  T2: *CAPP 1*  Assessment of small group performance of E of E.  T4: CAPP 2  March: written SA (hypothetical choreo) and SC (12 marker E of E or A.Things).  T5: Mock of solo phrase.  SB 6 marker Q (phrase).  T6: Exam week – choreography assessment. | End of T1/beginning of T2: CAPP 1 early Nov (to use choreo assessment of summer term Y10 piece & mock paper at end of Y10).  T2: PPE’s Exam week Nov (focus on practical).  6/12 - **actual NEA Component 1 solo performance phrases** and mock assessment of choreography.  T3: End of T3 – written mock. Sample of Q’s from all 3 sections of the written paper (instead of exam week in Nov).  Feb – in lesson, mock choreo & trio assessment.  T4: CAPP 3  Take to Feb Bromley showcase with trio.  8/3 – GCSE mock (hall 3-6pm hall).  21/3 – GCSE final dress rehearsal (3-6pm hall).  22/3 – **actual NEA Component 1 choreography, trio** (hall - all day, done by 4pm).  T5: CAPP 4 (use NEA + written mocks done so far).  T6: June - **actual written paper Component 2.** | T1: Oct in class assessments Wk5&6 - Bourne’s contribution to BIDS. Own practice short questions  Practice: solo choreography.  T2 Rambert essay    T3: early Jan – Bourne's m&c style seen in works.  T4: PPE 1 (mid Feb). Do first half written paper within lessons – Rambert and BIDS development.  Feb - mock of the duet (Bromley showcase).  Mock of choreography  7/3 - A Level Dance mock (duet/choreo).  14/3 – A Level dress run (hall 3-6pm).  15/3 – A Level exam (hall all day).  T6: written paper (influences of choreo style B/K choice).  Whole paper practice across all sections | T1: Oct Assessment Wk 6  Mock: written (works showing BIDS CF’s) and Rambert structured questions  Mock: quartet  Practice: group choreography  T2: CAPP 1 (2nd wk back)  Rambert essay  PPE Dec: Assessment week ( Rooster and Rambert essay ; HC Khan).  Mock: quartet,  T3: Mock: solo  T4: CAPP 2 after Feb half term. PPE – whole paper written (All of Rooster plus Rambert; Sutra mvt&d styles > intention/ presentation).  7/3 - A Level Dance mock (solo/quartet/choreo).  14/3 – A Level dress run (hall 3-6pm).  15/3 – A Level exam (hall all day).  Easter break – 2018 whole paper (inc. BIDS B&K contribution to dev or style & cultural features in BIDS & Sutra phys set > CI&CP).    T5: 2019 whole paper (Importance of works in context of BIDS & Sutra Q changed – Sutra typical of Larbi’s style).  At least 3 whole papers to be completed before exam, all in exam conditions  T6: actual exam (June) |
| **Wider Curriculum including extracurricular opportunities**  **e.g SMSC, Careers and Employability, Literacy and Numeracy** |  | | | -Thrive Dance Company (social).  -Whole School Production (social/cultural).  -Musicals Day of Dance (cultural).  -Trips to watch live performances offered during the year (cultural appreciation). | -Thrive Dance Company (social).  -Whole School Production (social/cultural).  -Musicals Day of Dance (cultural).  -Trips to watch live performances offered during the year (cultural appreciation).  -Inclusive dance covered via topic of disabled dancers (SMSC) | -Thrive Dance Company.  -Whole School Production.  -Musicals Day of Dance.  -Trips to watch live performances offered during the year (cultural appreciation).  -SPHC issues in Britain impacting the dance scene  **Plus -** Community service supporting lower years (GCSE). | -Thrive Dance Company.  -Whole School Production.  -Musicals Day of Dance.  -Trips to watch live performances offered during the year (cultural appreciation).  **Plus -** Supporting lower years (GCSE). |
| **Attitudes & Attributes**  **Growth Mindset,**  **Independent Learning** |  |  |  | Resilience  Planning & research  Problem solving  Creativity  Confidence  Self motivation, self efficiency, self direction when independently rehearsing.  Analysis and interpretation. | **Building on previous attitudes/attributes plus:**  Adaptability when choreographing with younger students. Teamwork & interpersonal skills | **Building on previous attitudes/attributes from GCSE plus:**  Ability to evaluate and discuss  Teamwork and interpersonal skills being in the Year 13 quartet, Organisation and commitment rehearsing after school. | **Building on previous attitudes/attributes plus:**  Ability to evaluate and discuss  Increasing their global awareness  Leadership & Management working with younger dancers for their choreography. |
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school