



## Dance Department Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10 BTEC	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39-week plans	<p>Lesson 1: C1 (practical and Theory)- Emancipation of Expressionism Lesson 2: C1 (practical)- Within Her Eyes and Jazz Lesson 3: C1 (theory)</p> <p>Lessons 1: C1 and C3 (practical)- A Linha Curva and Mock Lesson 2: C3 (Practical and theory) Mock Lesson 3: C1 (Theory)</p>	<p>Lessons 1 and 2: C1 (practical)- Professional Works - BTEC External Assignment TBC</p> <p>Lesson 3: C1 (theory) - Milestone Log Entries</p>	<p>Lessons 1 and 2: C1 (practical)- Professional Works - BTEC External Assignment TBC</p> <p>Lesson 3: C1 (theory) - Milestone Log Entries</p>
Key Retainable Knowledge & Skills	<p><b>Half –Term 1:</b></p> <p><u>Component 1- Professional Work 1 ‘Emancipation of Expressionism’</u></p> <p><b>C1 Practical:</b></p> <p>Rep, workshops, and choreography</p> <p><b>C1 Theory:</b></p> <p>Appreciation, Themes, Constituent Features, Choreographic Principles, Analysis and Evaluation. Logbook and presentation</p> <p><u>Component 1- Professional Work 2 ‘With Her Eyes’ James Cousins</u></p> <p><b>C1 Practical:</b></p> <p>Rep, workshops, and choreography</p> <p><b>C1 Theory:</b></p> <p>Appreciation, Themes, Constituent Features, Choreographic Principles, Analysis and Evaluation. Logbook and presentation</p> <p><b>Half – Term 2:</b></p> <p><u>Component 1- Professional Work 3 “A Linha Curva” by Itzik Galili</u></p> <p><b>C1 Practical:</b></p> <p>Rep, workshops, and choreography</p> <p><b>C1 Theory:</b></p> <p>Appreciation, Themes, Constituent Features, Choreographic Principles, Analysis and Evaluation. Logbook and presentation</p> <p><u>Component 3- Performance to a Brief</u></p> <p><b>C3 Practical:</b></p> <p>Working to a stimulus, Group exploration and choreography workshops</p> <p><b>C3: Theory:</b></p> <p>Milestone log entries</p>	<p><u>Component 1- Professional Works</u></p> <p><b>C1 Practical:</b></p> <p>Rep, workshops, and choreography</p> <p><b>C1 Theory:</b></p> <p>Appreciation, Themes, Constituent Features, Choreographic Principles, Analysis and Evaluation. Logbook and presentation</p> <p>Exam this term ready for external sampling of C1.</p>	<p><u>Component 1- Professional Works (Exam)</u></p> <p><b>C1 Practical:</b></p> <p>Rep, workshops, and choreography</p> <p><b>C1 Theory:</b></p> <p>Appreciation, Themes, Constituent Features, Choreographic Principles, Analysis and Evaluation. Logbook and presentation</p> <p><u>Component 2 – Jazz Dance</u></p> <p><b>C2 Practical:</b></p> <p>Jazz dance technique classes Milestone rehearsals</p> <p><b>C2 Theory:</b></p> <p>Ongoing Logbook – Skills development</p>



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<b>Key Technical Vocabulary</b>	Krumping, Break, Dance Hall, Commercial, Waacking, Locking, RADS Contraction, isolation, facial expression, footwork, prop  Release, Cunningham, Contraction, Posture, Alignment, RADS  Centre of gravity, fluidity, low level, freedom, samba, capoeira, contact work  Group work, contact work, frantic assembly, DV8, Response, Brief, Intention, development, motif, structure, relationship.	Creative Intention, Purpose, Components of a Performance, Process of a Performance.	Creative Intention, Purpose, Components of a Performance, Process of a Performance.  Extension, Isolation, Balance, Style, Musicality, Alignment, Flexibility, Musical Accompaniment, Contraction, Co-ordination.
<b>Opportunities for Reading</b>	Research on Professional works and relevant Practitioners  Reading of the brief and commission/ research into local area	Research on Professional works and relevant Practitioners	Research on Bob Fosse and History of Jazz Dance
<b>Developing Cultural Capital</b>	Creating a performance piece for local community  Brazilian Culture, Black culture (black history month), Russian Ballet	Dependant on external brief released in September.	Development of Jazz and blues within America.
<b>Cross Curricular Links (Authentic Connections)</b>	PSHE- Exploration of mental illness	Depends on brief set by exam board. TBC	History-1920's prohibition (speak Easy)
<b>Key Assessment</b>	Component 1 Coursework Repertoire Exam Component 3 Mock Exam	Component 1 Coursework Repertoire Exam	Component 2 Mock Exam Logbook Evaluation assessment



## Dance Department Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 11 BTEC	Term 1	Term 2	Term 3
<b>Unit(s)</b> – As outlined in 39-week plans	Lessons 2: Component 2- Practical Lesson 3- Component 2- Theory / Practical (logbooks)	All Lessons Component 3: Performing to a Brief external Unit	<b>Course Complete</b>
<b>Key Retainable Knowledge &amp; Skills</b>	<b>Component 2- Complete all C2 Logbooks and Evaluations- All to be completed by Christmas</b> <ul style="list-style-type: none"> <li>Logbook</li> <li>Technique and Workshops</li> <li>Milestone Rehearsals</li> <li>Final Performance</li> <li>Performance Evaluation</li> </ul>	<b>Component 3: Performance to a brief</b>  Jan weeks 1 and 2- Log book practice and scaffolding use  <b>External Unit</b>	n/a
<b>Key Technical Vocabulary</b>	Krumping, Break, Dance Hall, Commercial, Waacking, Locking, RADS Contraction, Isolation, Facial Expression, Footwork, Prop, Release, Cunningham, Contraction, Posture, Alignment, Centre of gravity, Fluidity, Low level, Freedom, Samba, Capoeira, Contact work  Extension, Isolation, Balance, Style, Musicality, Alignment, Flexibility, Musical Accompaniment, Contraction, Co-ordination.	Group work, Contact work, Frantic Assembly, DV8, Response, Brief, Intention, Development, Motif, Structure, Relationship.	n/a
<b>Opportunities for Reading</b>	Reviews of professional works Marking Criteria	Analysis of brief and commission- research into local areas. Marking Criteria	n/a
<b>Developing Cultural Capital</b>	Brazilian Culture, Black culture (black history month), Russian Ballet	Dependent on external brief released January 2021	n/a
<b>Cross Curricular Links</b> (Authentic Connections)	PSHE- Exploration of mental illness	Dependent on external brief released January 2021	n/a
<b>Key Assessment</b>	All component 1 and 2 coursework to be completed. Final assessment of C2 Performance piece. Logbook evaluations	Mid way reviews Practical Star Mark Final Exam performance and review – Component 3 external	n/a



## Dance Department Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 11 GSCE	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit(s)</b> – As outlined in 39 week plans	Lesson 1: C1 (practical) Set Phrases (Scoop and Shift) Lesson 2- C1 (Practical) Performance in a duet/trio Lesson 3- (Theory) Written exam		Lesson 1 and 2: C1 (Practical)- Group Choreography Lesson 3- (Theory) Written exam	Lessons 2: C1 (practical) All practical work Lesson 2: C2 (Theory) Paper prep Lesson 3- (Practical) Mop up of other practical components	All lessons: C2 (theory) Written paper preparation	<b>Course Complete</b>
<b>Key Retainable Knowledge &amp; Skills</b>	<b>Comp 1- Solo Performance (Breathe and Shift)</b>  All banked and filmed by October Half Term  <b>Comp 1- Performance Duo/Trio (Flux and Scoop)</b>  All banked and filmed by October Half Term  <b>Comp 2-</b> basic info and catch up all 6, dance works  Section C exam questions		<b>Comp 1- Group Choreography</b>  <b>Comp 2- Theory Paper</b>  Section B- Choreography and development questions and analysis based on group choreography	<b>Comp 1- Choreography re-visit solos and trios</b>  <b>Comp 2- Section A/B</b> -Own work analysis <b>Section C</b> 12-mark essay questions	<b>Component 2- Dance Appreciation</b>  Revision	n/a
<b>Key Technical Vocabulary</b>	Technical, Physical, Expressive Mental skills	Theme, Intention, Contact work, Teamwork, Expression, RADS	Stimuli, Structure, RADS, Motif, Development, Accompaniment, Intention, Contact, Expression, Technique	Analyse, Develop, Describe, Suggest, Summarise Stimuli, Structure, RADS, Motif, Development, Accompaniment, Intention, Contact, Expression, Technique	Analyse, Develop, Describe, Suggest, Summarise	n/a
<b>Opportunities for Reading</b>	Marking Criteria STAR Mark Feedback and analysis	Marking Criteria Reviewing key themes in set phrases in more depth.	Marking Criteria Peer evaluations based on progress towards marking criteria	Marking Criteria Star Marks Essay Examples	Marking Criteria	n/a
<b>Developing Cultural Capital</b>	Dependent on intention of trio piece	Key themes explored in set works	Dependent on theme created by students	Themes explored in set works and independent stimuli choices	Themes explored in set works	n/a
<b>Cross Curricular Links</b> (Authentic Connections)	PSHE- linking to trio theme	Geography History- Themes explored in set works	PSHE- peer and self-review and awareness	PSHE- peer and self-review and awareness	PSHE- peer and self-review and awareness Revision Skills	n/a
<b>Key Assessment</b>	Final exam of set phrase Practical STAR mark of Trio	Section C essay questions- STAR mark	Fully Theory Prelim Dec 19	Component 1- Final Exam.	Component 2- Final Exam.	n/a



## Dance Department Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 12 F. Dip	Term 1	Term 2	Term 3
Unit(s) – As outlined in 39 week plans	<b>Introduce and Assess:</b> Unit 2: Developing Skills and Technique for live performance  <b>Introduce Technique only:</b> Unit 12 Contemporary Dance Technique	<b>Introduce &amp; Assess:</b> Unit 1: Investigating Practitioners  <b>Introduce:</b> Unit 3: Group Performance workshop  <b>Develop Technique only:</b> Unit 12 Contemporary Dance Technique	<b>Assess (External Exam):</b> Unit 3: Group Performance workshop  <b>Assess:</b> Unit 12 Contemporary Dance Technique
Key Retainable Knowledge & Skills	<b>Unit 2 Developing Skills and Techniques for Live Performance</b> <ul style="list-style-type: none"> <li>Christopher Bruce research</li> <li>Logbook</li> <li>Life of a Dancer Presentation</li> <li>Group work</li> <li>Professional Repertoire</li> </ul> <b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>Technique</li> <li>Cunningham</li> </ul> <b>Cabaret Evening Performance</b>	<b>Unit 1: Investigating Practitioners</b> <ul style="list-style-type: none"> <li>Study of Practitioners</li> <li>Historical</li> <li>Cultural</li> <li>Social Context</li> <li>Style</li> </ul> <b>Unit 3 Group Performance Workshop</b> <ul style="list-style-type: none"> <li>Frantic Assembly</li> <li>Group Choreography</li> <li>Performing to an audience</li> <li>Chance Dance</li> <li>Production Roles</li> </ul> <b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>Technique</li> <li>Choose: Release/ Graham</li> </ul> <b>Movement Evening Performance</b>	<b>Unit 3 Group Performance Workshop</b> <ul style="list-style-type: none"> <li>Frantic Assembly</li> <li>Group Choreography</li> <li>Performing to an audience</li> <li>Chance Dance</li> <li>Production roles</li> </ul> <b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>Rehearsal</li> <li>Performance</li> <li>Set Phrase</li> <li>Choreography</li> <li>Presentation into Practitioners</li> </ul>
Key Technical Vocabulary	SMART targets, research, technique, projection, musicality.  Posture, alignment, balance, control, Facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development	Historical, Social, Cultural, Political Context of Professional Repertoire.  Choreographic devices, Stimulus, Choreographic Intention, Target Audience, Exploration, Style.  Posture, alignment, balance, control, Facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development	Choreographic devices, Choreographic Intention, Style, Target Audience, Structure, Evaluation  Posture, alignment, balance, control, Facial expression, centre of gravity, footwork, isolation, style, structure, relationship, Intention, motif development
Opportunities for Reading	Independent research into practitioners and performances including reviews and autobiographies.  Peer and self-evaluation	Independent research into practitioners and performances including reviews and autobiographies.  Exploration and research Peer and self-evaluation	Exploration and research Peer and self-evaluation



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<b>Developing Cultural Capital</b>	Exploring professional job requirements when working in the industry Performing in front of a live audience	Dependent on brief released by exam board Dec & Jan 2023 Exploration of development of Contemporary dance Performing in front of a live audience	Dependent on brief released by exam board Jan 2023 Exploration of development of Contemporary dance
<b>Cross Curricular Links</b> (Authentic Connections)	PSHE/PE- Fitness healthy living and well being	Dependent on brief released by exam board Jan 2023	Dependent on brief released by exam board Jan 2023
<b>Key Assessment</b>	Unit 2- Practical exam and Presentation & logbook entry Technique classes Final live performance (Cabaret)	Unit 1: 2 hour external paper (Jan) Unit 3: 40 hour group practical exploration including four milestone entries (externally assessed) Final live performance	Final Unit 3 exam Unit 12 – Practical exam and Presentation & logbook

Year 12 E. Dip	Term 1	Term 2	Term 3
<b>Unit(s) – As outlined in 39 week plans</b>	<b>Introduce and Assess:</b> Unit 2: Developing Skills and Techniques for Live Performance Unit 25- Site Specific Performance  <b>Introduce Technique only:</b> Unit 12 Contemporary Dance Technique	<b>Introduce and Assess:</b> Unit 1: Investigating Practitioners Unit 9 Tap Dance Technique  <b>Introduce:</b> Unit 3: Group Performance workshop  <b>Develop Technique only:</b> Unit 12 Contemporary Dance Technique	<b>Assess:</b> Unit 3: Group Performance workshop (External) Unit 12 Contemporary Dance Technique  <b>Introduce and Assess:</b> Unit 8: Classical Ballet Technique
<b>Key Retainable Knowledge &amp; Skills</b>	<b>Unit 2: Developing Skills and Techniques for Live Performance</b> <ul style="list-style-type: none"> <li>Skills Development</li> <li>Target Setting</li> <li>Creative Intention</li> <li>Rehearsal Process</li> <li>Performance Skills</li> </ul> <b>Unit 25- Site Specific Performance</b> <ul style="list-style-type: none"> <li>Responding to a brief</li> <li>Stephan Koplowitz work</li> <li>Risk assessments</li> <li>Conditions analysis</li> <li>Location selection</li> <li>Site presentation</li> </ul> <b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>Technique</li> <li>Cunningham</li> </ul>	<b>Unit 1: Investigating Practitioners</b> <ul style="list-style-type: none"> <li>Study of Practitioners</li> <li>Historical</li> <li>Cultural</li> <li>Social Context</li> <li>Style</li> </ul> <b>Unit 3 Group Performance Workshop</b> <ul style="list-style-type: none"> <li>Frantic Assembly</li> <li>Group Choreography</li> <li>Performing to an audience</li> <li>Chance Dance</li> <li>Production Roles</li> </ul> <b>Unit 9 – Tap Dance Technique</b> <ul style="list-style-type: none"> <li>Development of Tap</li> <li>Musical Accompaniment</li> <li>Rhythm</li> <li>Key Features</li> <li>Style</li> </ul>	<b>Unit 3 Group Performance Workshop</b> <ul style="list-style-type: none"> <li>Frantic Assembly</li> <li>Group Choreography</li> <li>Performing to an audience</li> <li>Chance Dance</li> <li>Production Roles</li> </ul> <b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>Rehearsal</li> <li>Performance</li> <li>Set Phrase</li> <li>Choreography</li> <li>Presentation into Practitioners</li> </ul> <b>Unit 8 – Classical Ballet Technique</b> <ul style="list-style-type: none"> <li>History of Ballet</li> <li>Barre</li> <li>Centre</li> <li>Technique</li> <li>Professionalism</li> <li>Romanticism</li> </ul>



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	<b>Cabaret Evening Performance</b>	<b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>Technique</li> <li>Choose: Release/ Graham</li> </ul>	
		<b>Movement Evening Performance</b>	
<b>Key Technical Vocabulary</b>	<p>SMART targets, research, technique, projection, musicality.</p> <p>Location selection, intention, risk assessment, conditions analysis, audience, public safety.</p> <p>Posture, alignment, balance, control, Facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development</p>	<p>Historical, Social, Cultural, Political Context of Professional Repertoire.</p> <p>Choreographic devices, Stimulus, Choreographic Intention, Target Audience, Exploration, Style.</p> <p>Key Features, Rhythm, Syncopation, Time Signature, Artistry.</p> <p>Posture, alignment, balance, control, Facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development</p>	<p>Choreographic devices, Choreographic Intention, Style, Target Audience, Structure, Evaluation</p> <p>Posture, alignment, balance, control, Facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development</p> <p>Court ballet, romanticism, technical skills, French vocab</p>
<b>Opportunities for Reading</b>	<p>Independent research into practitioners and performances including reviews and autobiographies.</p> <p>Koplowitz Research and analysis</p> <p>Risk assessment study</p>	<p>Independent research into practitioners and performances including reviews, case studies, articles and autobiographies.</p> <p>Exploration and research</p> <p>Development of Tap Dance/Music research</p>	<p>Exploration and research</p> <p>Peer and self-evaluation</p> <p>History of classical ballet research</p>
<b>Developing Cultural Capital</b>	<p>Exploring professional job requirements when working in the industry</p> <p>Education young people in Wath -Education on lifestyle</p> <p>Performing in front of a live audience</p>	<p>Dependent on brief released by exam board Dec &amp; Jan 2023</p> <p>Exploration of development of Tap &amp; Contemporary dance</p> <p>Performing in front of a live audience</p>	<p>Dependent on brief released by exam board Jan 2023</p> <p>Exploration of development of Contemporary dance</p> <p>French/Russian History and French Vocabulary</p>
<b>Cross Curricular Links</b> (Authentic Connections)	<p>PSHE/PE- Fitness healthy living and well-being</p>	<p>Dependent on brief released by exam board Jan 2023</p> <p>Links to Music and History- discovering history and development of Tap Dance / Music.</p>	<p>Dependent on brief released by exam board Jan 2023</p> <p>PSHE/PE- Fitness healthy living and well-being</p> <p>Links to French and History- discovering history and development of classical ballet.</p>
<b>Key Assessment</b>	<p>Unit 2: Practical exam and Presentation</p> <p>Unit 25: Presentation and performance exam</p> <p>Logbook entry</p> <p>Technique classes</p> <p>Final live performance</p>	<p>Unit 1: 2 hour external paper (Jan)</p> <p>Unit 3: 40 hour group practical exploration including four milestone entries (externally assessed)</p> <p>Unit 9: Presentation and performance exam</p> <p>Logbook entry</p> <p>Evaluations</p> <p>Final live performance</p>	<p>Final Unit 3 exam</p> <p>Unit 12: Practical exam and Presentation</p> <p>Unit 8: Practical and Presentation</p> <p>Logbook entry</p>



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Year 13 F. Dip	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit(s) – As outlined in 39 week plans	<b>Introduce:</b> Unit 10: Jazz Dance Technique Unit 12: Contemporary Dance Technique	<b>Assess:</b> Unit 10: Jazz Dance Technique Unit 12: Contemporary Dance Technique  <b>Introduce:</b> Unit 1: Investigating Practitioners (External)	<b>Assess:</b> Unit 1: Investigating Practitioners (External)  <b>Introduce:</b> Unit 4: Performing Arts in the Community	<b>Assess:</b> Unit 4: Performing Arts in the Community	Course Complete	Course Complete
Key Retainable Knowledge & Skills	<b>Unit 10 Jazz Dance Technique</b> <ul style="list-style-type: none"><li>• Technique</li><li>• Rehearsal</li><li>• Performance</li><li>• Choreography</li><li>• Presentation into Practitioners</li></ul> <b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"><li>• Rehearsal</li><li>• Performance</li><li>• Set Phrase</li><li>• Choreography</li><li>• Presentation into Practitioners</li></ul> <b>Cabaret Evening Performance</b>		<b>Unit 1: Investigating Practitioners</b> <ul style="list-style-type: none"><li>• Study of Practitioners</li><li>• Historical</li><li>• Cultural</li><li>• Social Context</li><li>• Style</li></ul> <b>Unit 4: Performing Arts in the Community</b> <ul style="list-style-type: none"><li>• Working in partnership with Brownies</li><li>• SEN needs</li><li>• Brief</li><li>• Client</li><li>• Purpose and intent</li><li>• Ideas</li><li>• Development and progression</li><li>• Entertain</li><li>• Analyse progress</li><li>• Evaluation</li><li>• Presentation]</li><li>• Brownies and performance</li></ul> <b>Movement Evening Performance</b>		n/a	n/a
Key Technical Vocabulary	Posture, alignment, balance, control, facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development, contraction, release, technique, musical accompaniment, syncopated rhythm.		Historical, Social, Cultural, Political Context of Professional Repertoire.  Client, SEN, needs, intent, Showreel, employability, freelance, commission, brief, intention, response, pitch		n/a	n/a





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<b>Opportunities for Reading</b>	Independent research into practitioners and performances including reviews and autobiographies.	Group analysis and policy provided by Brownies. Dependant on external brief set by exam board Dec / Jan 2024		n/a	n/a
<b>Developing Cultural Capital</b>	History / Prohibition research & Historical /Cultural research of practitioners Performance in front of a live audience	Working with different people from different backgrounds within community Performance in front of a live audience		n/a	n/a
<b>Cross Curricular Links</b> (Authentic Connections)	History- Prohibition Links to Music and History- discovering history and development of Jazz Dance / Music.	PSHE		n/a	n/a
<b>Key Assessment</b>	<b>Unit 10:</b> Practical exam and Presentation <b>Unit 12:</b> Practical exam and Presentation Logbook entry Technique classes Final live performance	<b>Unit 1:</b> 2 hour external paper (Jan)	<b>Unit 4</b> Performance Meeting with client Logbook Self-evaluations Client questionnaire.	n/a	n/a

Year 13 E. Dip	Half Term 1	Half term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit(s) – As outlined in 39 week plans</b>	<b>Introduce:</b> Unit 10: Jazz Dance Technique Unit 12: Contemporary Dance Technique Unit 25: Site Specific Performance	<b>Assess:</b> Unit 10: Jazz Dance Technique Unit 12: Contemporary Dance Technique Unit 25: Site Specific Performance  <b>Introduce:</b> Unit 1: Investigating Practitioners Unit 6: Final Live performance to an audience	<b>Assess:</b> Unit 1: Investigating Practitioners (External) Unit 6: Final Live performance to an audience  <b>Introduce:</b> Unit 4: Performing Arts in the Community	<b>Assess:</b> Unit 4: Performing Arts in the Community  <b>Introduce:</b> Unit 5: Individual Performance Commission  Unit 7- Employment opportunities in the Performing Arts	<b>Assess:</b> Unit 5: Individual Performance Commission  Unit 7- Employment opportunities in the Performing Arts	<b>Course Complete</b>



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Key Retainable Knowledge & Skills	<b>Unit 10 Jazz Dance Technique</b> <ul style="list-style-type: none"> <li>• Technique</li> <li>• Rehearsal</li> <li>• Performance</li> <li>• Choreography</li> <li>• Presentation into Practitioners</li> </ul>	<b>Unit 10 Jazz Dance Technique</b> <ul style="list-style-type: none"> <li>• Technique</li> <li>• Rehearsal</li> <li>• Performance</li> <li>• Choreography</li> <li>• Presentation into Practitioners</li> </ul>	<b>Unit 1: Investigating Practitioners</b> <ul style="list-style-type: none"> <li>• Study of Practitioners</li> <li>• Historical</li> <li>• Cultural</li> <li>• Social Context</li> <li>• Style</li> </ul>	<b>Unit 4: Performing Arts in the Community</b> <ul style="list-style-type: none"> <li>• Working in partnership with Milton School</li> <li>• SEN needs</li> <li>• Brief</li> <li>• Client</li> <li>• Purpose and intent</li> <li>• Ideas</li> <li>• Development and progression</li> <li>• Entertain</li> <li>• Analyse progress</li> <li>• Evaluation</li> <li>• Presentation]</li> <li>• Milton Visit and performance</li> </ul>	<b>Unit 5: Individual Performance Commission</b> <ul style="list-style-type: none"> <li>• Working to a Commission</li> <li>• Client</li> <li>• Purpose &amp; Intent</li> <li>• Ideas</li> <li>• Development &amp; Progression</li> <li>• Performance</li> </ul>	n/a
	<b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>• Rehearsal</li> <li>• Performance</li> <li>• Set Phrase</li> <li>• Choreography</li> <li>• Presentation into Practitioners</li> </ul>	<b>Unit 12 Contemporary Dance Technique</b> <ul style="list-style-type: none"> <li>• Rehearsal</li> <li>• Performance</li> <li>• Set Phrase</li> <li>• Choreography</li> <li>• Presentation into Practitioners</li> </ul>	<b>Unit 6: Final Live performance to an audience</b> <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Proposal</li> <li>• Choreographic devices</li> <li>• Rehearsal Process</li> <li>• Components of a Performance</li> <li>• Performance Skills</li> </ul>	<b>Unit 5: Individual Performance Commission</b> <ul style="list-style-type: none"> <li>• Working to a Commission</li> <li>• Client</li> <li>• Purpose &amp; Intent</li> <li>• Ideas</li> <li>• Development &amp; Progression</li> <li>• Performance</li> </ul>	<b>Unit 7- Employment opportunities in the Performing Arts</b> <ul style="list-style-type: none"> <li>• Freelance</li> <li>• Employability</li> <li>• Show reel</li> <li>• auditioning</li> </ul>	
	<b>Unit 25- Site Specific Performance</b> <ul style="list-style-type: none"> <li>• Responding to a brief</li> <li>• Stephan Koplowitz work</li> <li>• Risk assessments</li> <li>• Conditions analysis</li> <li>• Location selection</li> <li>• Site presentation</li> </ul>	<b>Unit 25- Site Specific Performance</b> <ul style="list-style-type: none"> <li>• Responding to a brief</li> <li>• Stephan Koplowitz work</li> <li>• Risk assessments</li> <li>• Conditions analysis</li> <li>• Location selection</li> <li>• Site presentation</li> </ul>	<b>Unit 4: Performing Arts in the Community</b> <ul style="list-style-type: none"> <li>• Working in partnership</li> <li>• SEN needs</li> <li>• Brief</li> <li>• Client</li> <li>• Purpose and intent</li> <li>• Ideas</li> <li>• Development and progression</li> <li>• Entertain</li> <li>• Analyse progress</li> <li>• Evaluation</li> <li>• Presentation]</li> <li>• Visit and performance</li> </ul>	<b>Unit 5: Individual Performance Commission</b> <ul style="list-style-type: none"> <li>• Working to a Commission</li> <li>• Client</li> <li>• Purpose &amp; Intent</li> <li>• Ideas</li> <li>• Development &amp; Progression</li> <li>• Performance</li> </ul>		
	<b>Cabaret Evening Performance</b>	<b>Unit 1: Investigating Practitioners</b> <ul style="list-style-type: none"> <li>• Study of Practitioners</li> <li>• Historical</li> <li>• Cultural</li> <li>• Social Context</li> <li>• Style</li> </ul>		<b>Unit 7- Employment opportunities in the Performing Arts</b> <ul style="list-style-type: none"> <li>• Freelance</li> <li>• Employability</li> <li>• Show reel</li> <li>• auditioning</li> </ul>		
		<b>Unit 6: Final Live performance to an audience</b> <ul style="list-style-type: none"> <li>• Stimulus</li> <li>• Proposal</li> <li>• Choreographic devices</li> <li>• Rehearsal Process</li> <li>• Components of a Performance</li> <li>• Performance Skills</li> </ul>				
		<b>Movement Evening Performance</b>				



## Dance Department Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



<b>Key Technical Vocabulary</b>	<p>Posture, alignment, balance, control, facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development, contraction, release, technique, musical accompaniment, syncopated rhythm.</p> <p>Location selection, intention, risk assessment, conditions analysis, audience, public safety.</p>	<p>Posture, alignment, balance, control, facial expression, centre of gravity, footwork, isolation, style, Structure, relationship, Intention, motif development, contraction, release, technique, musical accompaniment, syncopated rhythm.</p> <p>Location selection, intention, risk assessment, conditions analysis, audience, public safety.</p> <p>Historical. Social and Cultural Background.</p> <p>Responding to stimuli, target audience, performing qualities</p>	<p>Historical. Social and Cultural Background.</p> <p>Responding to stimuli, target audience, performing qualities</p> <p>Client, needs, intent, Showreel, employability, freelance, commission, brief, intention, response, pitch, composition, Narrative, Abstract, Highlights, Climax, Theme, Intention, Stimulus, Structure</p> <p>Client, needs, intent, Showreel, employability, freelance, commission, brief, intention, response, pitch, composition, Narrative, Abstract, Highlights, Climax, Theme, Intention, Stimulus, Structure</p>	<p>Client, needs, intent, Showreel, employability, freelance, commission, brief, intention, response, pitch, composition, Narrative, Abstract, Highlights, Climax, Theme, Intention, Stimulus, Structure</p> <p>Commission, brief, client, intention, response, pitch, free-lance, audition process, expectations, establishment, showreel.</p>	<p>Commission, brief, client, intention, response, pitch, freelance, audition process, expectations, establishment, showreel.</p> <p>n/a</p>
<b>Opportunities for Reading</b>	<p>Independent research into practitioners and performances including reviews and autobiographies.</p> <p>Koplowitz Research and analysis Risk assessment study</p>	<p>Independent research into practitioners and performances including reviews and autobiographies.</p> <p>Koplowitz Research and analysis Risk assessment study</p> <p>Exploration and research Peer and self-evaluation</p>	<p>Group analysis and policy provided by Brownies.</p> <p>Dependant on external brief set by exam board Dec / Jan 2024</p>	<p>Group analysis and policy provided by Brownies.</p> <p>Commission Research-audience brief Employability research- reliant on brief.</p>	<p>Commission Research-audience brief Employability research- reliant on brief.</p> <p>n/a</p>
<b>Developing Cultural Capital</b>	<p>History / Prohibition research &amp; Historical /Cultural research of practitioners</p> <p>Education young people in Wath -Education on lifestyle</p> <p>Performance in front of a live audience</p>	<p>History / Prohibition research &amp; Historical /Cultural research of practitioners</p> <p>Education young people in Wath - Education on lifestyle</p> <p>Performance in front of a live audience</p>	<p>Working with different people from different backgrounds within community</p> <p>Performance in front of a live audience</p>	<p>Working with different people from different backgrounds within community</p> <p>Dependent on themes set by exam board April 2024</p>	<p>Dependent on themes set by exam board April 2024</p> <p>n/a</p>
<b>Cross Curricular Links</b> (Authentic Connections)	<p>History- Prohibition</p> <p>Links to Music and History- discovering history and development of Jazz Dance / Music.</p>	<p>History- Prohibition</p> <p>Links to Music and History- discovering history and development of Jazz Dance / Music.</p>	<p>PSHE</p>	<p>Dependent on themes set by exam board April 2024</p>	<p>Dependent on themes set by exam board April 2024</p> <p>n/a</p>
<b>Key Assessment</b>	<p><b>Unit 10:</b> Rehearsal</p> <p><b>Unit 12:</b> Rehearsal</p> <p><b>Unit 25:</b> Rehearsal</p> <p>Logbook entry</p> <p>Technique classes</p>	<p><b>Unit 10:</b> Practical exam and Presentation</p> <p><b>Unit 12:</b> Practical exam and Presentation</p> <p><b>Unit 25:</b> Presentation and performance exam</p> <p>Logbook entry</p>	<p><b>Unit 1</b> External Written Exam</p> <p><b>Unit 6:</b> Practical exam and Presentation</p>	<p><b>Unit 4</b> Performance</p> <p>Meeting with client</p> <p>Logbook</p> <p>Self-evaluations</p> <p>Client questionnaire.</p>	<p><b>Unit 5:</b></p> <p>Solo Performance</p> <p>Written Response</p> <p><b>Unit 7</b></p> <p>Showreel</p> <p>Written response</p> <p>n/a</p>



**Dance Department Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids**



		Final Live Performance				
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