

Year 10 ~ Curriculum Map for Dance

What are the intended aims for this year's curriculum?											
<ul style="list-style-type: none"> For students to gain knowledge and understanding of the KS4 Dance curriculum and the assessment requirements of their new course (preparing them for possibly selecting the Level 3 Dance courses). To gain confidence in, and develop, their performance skills in preparation for Component 1 (practical assessments). To expand students' appreciation and revision skills in preparation for Component 2 (written paper). 											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): 1.Safe Dance Practice 2.Dance Performance		Topic(s): 1.Creating Dances 2.Ingredients of Dance		Topic(s): Introduction to Stimuli		Topic(s): Aural Setting (Sound/Accompaniment)		Topic(s): 1.Features of Production and Performance Environments		Topic(s): 1.Component 1 Mock preparation: (Flux and Shift)	
Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of A&R		Aim of EoY exam	
'Big idea(s)' / fundamental concepts	1.How to train, perform and rehearse with safe dance practice. Using the correct techniques to avoid injury and what to do in the event of an injury. 2. A more in depth look into the three performance skills and how to utilise these to be an effective performer.	1. The methods and devices used to develop an effective piece of choreography. 2. The 4 ingredients used to when devising movement material.	1. What is a stimulus for dance? The different types of stimuli. Introduction to the choreographic assessment procedure of year 11.	Understanding the various types of accompaniment and how to make 'the right choice' when selecting accompaniment for dance.	Introducing students to the various Performance Environments and Features of Production and how they add importance to a dance work.	Students will have a real insight to their first practical (mock) exam process (the 2 solo set dances). Students will be introduced to the full anthology (all 6 works in the one central document) that will prepare them for the year 11 written exam.	The year 10 end of unit written exam will cover content from both units of work covered this term.	The year 10 end of unit written exam will cover content from both units of work covered this term.	The year 10 end of unit written exam will cover content of work covered this term.	The year 10 end of unit written exam will cover content of work covered this term.	The year 10 end of unit written exam will cover content of work covered this term.
Knowledge to be learnt	1.The key stages of an effective warm up. How to execute movement material safely. How to prepare the space and body for and effective dance lesson/rehearsal. Nutritional elements of a healthy dancer. 2.All the examples of physical, technical and expressive skills as well mental attributes that make an effective performer. (This prepares our dancers for their practical assessments/exam criteria for year 11 assessments).	1.What is a motif? How to develop a motif. Different choreographic structures. How to use the 4 dance ingredients to develop movement material/choreographic process. 2.The 4 ingredients of dance and examples from each ingredient.	The different starting points to explore movement ideas. The different types of stimuli (visual, auditory, tactile, ideational/thematic, historical event, kinaesthetic). Introduction to the choreographic assessment procedure of year 11 (preparing students for their group choreography in year 11). To understand the stimuli used for the professional works studied so far (anthology).	The different types of accompaniment (song, the voice/spoken word, found sound, natural sound, instrumental music, orchestral music, silence, body percussion). Music terminology. How to select accompaniment and structure movement material to it. Music origins/influences from around the world. Aural setting - movement relationships. To understand the Aural Settings of the professional works studied so far (anthology).	What are performance environments? and can you name them? What are features of production? and can you name them? How performance environments, features of production, dance for camera, lighting and costume design can enhance an audience's understanding of time, place, character, mood and meaning. The language for describing a performance space. The various roles and pathway opportunities within the production industry.	To appreciate, compare and contrast the 6 professional works from the anthology (including all content and design choices/elements). Understanding the performance criteria for component 1: solo set dances (physical skills, technical skills, expressive skills and mental attributes). The practical exam procedure.	The year 10 end of unit written exam will cover content from both units of work covered this term.	The year 10 end of unit written exam will cover content from both units of work covered this term.	The year 10 end of unit written exam will cover content of work covered this term.	The year 10 end of unit written exam will cover content of work covered this term.	To prepare and rehearse effectively for the end of year mock exam (component 1: Flux and Shift)

Key vocabulary	<p>1. Gentle pulse raiser Joint mobility Core stability Flexibility/stretch Hydration Nutrition Alignment and safe execution of movement phrases Injury prevention and care Safe performance environments</p> <p>2. Physical Skills (posture, alignment, balance, co-ordination, control, flexibility, mobility, strength, stamina, extension and isolation)</p> <p>Technical Skills (Action, dynamic, spatial, relationship, timing and rhythmic content, performing movements in a stylistically accurate way).</p> <p>Expressive Skills (Projection, focus, spatial awareness, facial expression and phrasing, musicality, sensitivity to other dancers and communication of choreographic intent)</p> <p>Mental Attributes (Systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsals, response to feedback, capacity to improve)</p>	<p>1. Motif & Development Choreographic Process Choreographic devices Structure Narrative Cyclic Beginning, middle, end ABA</p> <p>2. Action Jump/elevation Turn/rotation Travel/locomotion Gesture Stillness/balance Falling Body shapes Transference of weight Floor work</p> <p>Space Stage space Directions in space/stage direction (CS, DSR, USL etc.) Levels Pathways (floor patterns) Size of movement (amount of space used- close to or away from centre/kinesphere) Proxemics (space between you and other dancers) Dimensions Planes (axis) Symmetry/Asymmetry Projection/Focus Personal/social/general space</p> <p>Dynamics Bound - Free Heavy - Light Sudden - Sustained Dynamic Phrasing: Impact Impulse Swing Examples of 'dynamics' words: Smooth, sharp, jagged, shaky, soft, bouncy, float, crashing, quiver, pressing, punching, gliding etc.</p> <p>Relationships Solo (on own or in group) Duet/trio/group: Unison, canon, Q&A, mirroring/copying, meeting/parting, lead & follow, complement, contrast, action & reaction, support, surround, opposite directions, eye contact, physical contact, carry. Group shape & relationship Group spatial relationship (under -over -through-around) Dancer to prop (dancing with; hat, chair, stick, mask, table, floor etc.)</p>	Stimulus Stimuli Visual Stimulus Tactile Stimulus Auditory Stimulus Auditory Stimulus kinaesthetic Stimulus Ideational/thematic Stimulus Prop Stimulus Historical Event Feature of the Natural World Motif and Development Improvisation and Exploration Choreographic Process	Aural Setting Accompaniment Auditory Music Terminology: Beat Tempo Rhythm Phrase Motif Accent Syncopation Modern/classical/traditional Close relationships Distant relationships Mutual co-existence Direct correlation Geographical/historical/social context	Features of Production Performance Environments: In the round Site sensitive Proscenium arch End stage Thrust stage Dance for camera Outside location Set design Physical setting Lighting Props Projection Cyclorama Rake Costume Pathways and opportunities Wings Top shop Close up Long shot Slow motion Panning Cross lit	Anthology Professional work Set work Exam procedure Physical Skills (posture, alignment, balance, co-ordination, control, flexibility, mobility, strength, stamina, extension and isolation) Technical Skills (Action, dynamic, spatial, relationship, timing and rhythmic content, performing movements in a stylistically accurate way). Expressive Skills (Projection, focus, spatial awareness, facial expression and phrasing, musicality, sensitivity to other dancers and communication of choreographic intent) Mental Attributes (Systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsals, response to feedback, capacity to improve)
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The role of reading and comprehension	Regularly reading the 2 unit briefs for own learning and revision techniques. Researching the performance skills and examples for each.		Regularly reading the 2 unit briefs for own learning and revision techniques. Researching the creative skills and examples for each.		Regularly reading the unit brief for own learning and revision techniques. Researching the creative skills and assessing their effectiveness.		Regularly reading the unit brief for own learning and revision techniques. Researching 'aural setting' and 'accompaniment' to apply to lesson time.		Regularly reading the unit brief for own learning and revision techniques. Researching 'performance environments' and 'features of production' to apply to learning in lesson time.		Regularly reading through the anthology. Researching the professional works in order to solidify understanding in lesson time and revision tasks.
The role of independent extended writing	Ownership to reflect and illustrate work in unit briefs and in homework tasks set.		Ownership to reflect and illustrate work in unit briefs and in homework tasks set.		Ownership to reflect and illustrate work in unit brief and in homework tasks set.		Ownership to reflect and illustrate work in unit brief and in homework tasks set.		Ownership to reflect and illustrate work in unit brief and in homework tasks set.		Ownership to read, research, reflect and illustrate work in anthology and folder.
The role of maths/ numeracy											
Links to careers/ aspirations	Teaching, dance annotator/analysis, performer, links to personal training, nutritionist, movement rehabilitation, physiotherapist etc.		Teaching, dance annotator/analysis, performer, choreographer, director/rehearsal director etc.		Teaching, dance annotator/analysis, performer, choreographer, director, dance historian, dance critic etc.		Musician, performer, director of a company, choreographer etc.		Publicity, stage manager, sound technician, set designer, lighting designer, costume designer, hair and make-up, box office, rehearsal director etc.		Performer, dance historian, rehearsal director, teacher, dance annotator/analysis etc.
Core skills	To be able to: <i>A skill is a performance built on what a person knows</i> Commitment to the rehearsal process and movement memory. Musicality. Rhythm and timing. Spatial awareness. Versatility in performance as a dancer. Work as a team. Problem solving. Planning and preparation (of all homework and work set in unit briefs). Leadership skills and guidance. Appreciation and target setting. Selecting and highlighting key vocabulary. Independent rehearsal (monitoring and logging progress in folders). Analysing (comparing and contrasting effective feedback-peer, teacher, self).		To be able to: Knowledge and understanding of the key vocabulary and to improvise and problem solve when creating movement material. To go back and explore further/developing material. Persistence. Independence (organising regular rehearsals). Support (for partner and peers). Confidence in all groupings and environments (solos, duos, trios, quartets, quintets, whole company). Confidence in contact work. Creating and designing material using the choreographic methods and processes and the 4 ingredients of dance.		To be able to: Knowledge and understanding of the professional works and the stimuli the choreographers used. Learning of the key vocabulary and implementing these skills into students own creative material. Persistence and rehearsal rigor when creating new material/own work. Independence (organising regular rehearsals). Support (for groupings and peers). Confidence in these groupings and environments (trios, quartets, quintets). Confidence in choreographic work. Creating and designing material using the choreographic methods and processes and the 4 ingredients of dance. Developing structure to creative work and the choreographic process. Appreciation skills – how to give effective and constructive feedback on creative work.		To be able to: Independently revise and apply knowledge learnt to practical lessons and own creative aspirations. Musicality and the ability to select accompaniment and perform effectively with chosen aural setting. Appreciate a variety of geographical, historical and social contexts. Comment on and critique accompaniment choices. Research and independent reading skills (music homework task). Patience and persistence.		To be able to: Design (of the space, costume and props used during performance). Exploration and selection of the features used to create certain moods and atmospheres in dance. Appreciate the features used in the professional works (anthology) and analyse the effectiveness in comparison to the stimulus and choreographic intent. Building on pre-existing knowledge of the various roles/pathways in dance production.		To be able to: Commitment to the rehearsal process and movement memory. Musicality. Rhythm and timing. Spatial awareness. Versatility in performance as a dancer. Work as a team. Problem solving. Planning and preparation (of all homework and work set lesson time). Leadership skills and guidance. Appreciation and target setting. Selecting and highlighting key vocabulary. Independent rehearsal (monitoring and logging progress in folders). Analysing (comparing and contrasting effective feedback-peer, teacher, self).
Dept. enrichment activities	In terms of enrichment activities for KS4 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for KS4 dancers is our senior Girls and Boys Dance Company, and we meet every week for an hour after school.		In terms of enrichment activities for KS4 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for KS4 dancers is our senior Girls and Boys Dance Company, and we meet every week for an hour after school.		In terms of enrichment activities for KS4 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for KS4 dancers is our senior Girls and Boys Dance Company, and we meet every week for an hour after school.		In terms of enrichment activities for KS4 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for KS4 dancers is our senior Girls and Boys Dance Company, and we meet every week for an hour after school.		In terms of enrichment activities for KS4 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for KS4 dancers is our senior Girls and Boys Dance Company, and we meet every week for an hour after school.		In terms of enrichment activities for KS4 Dance students, we offer opportunities such as theatre visits, professional workshops, performances in the showcase etc. We do this through our company rehearsals. The companies we have on offer for KS4 dancers is our senior Girls and Boys Dance Company, and we meet every week for an hour after school.

Home learning opportunities	<p>1. Creating, developing and refining warm up material in groups to lead the rest of the company through weekly warm ups.</p> <p>2. Independently rehearsing all new material of movement phrases learnt in lessons. Watching various dance performances available (both live and on the internet).</p> <p>1&2. Revision of unit content for end of unit test.</p>		<p>Creating, developing and refining creative material in groups.</p> <p>Independently rehearsing all new material of movement phrases learnt in lessons. Watching various dance performances available (both live and on the internet).</p> <p>Revision of unit content for end of unit test.</p>		<p>Creating, developing and refining creative material in groups.</p> <p>Independently rehearsing all new material of movement phrases learnt in lessons. Watching, researching and studying the professional works from the anthology to solidify the knowledge and understanding of these works.</p> <p>Revision of unit content for end of unit test.</p>		<p>Creating, developing and refining material independently.</p> <p>Rehearsal of new material learnt or created in lesson time. Watching, researching and studying the professional works from the anthology to solidify the knowledge and understanding of these works (focussing on aural setting/accompaniment).</p> <p>Revision of unit content for end of unit test.</p> <p>Independent rehearsal of solo material in preparation for end of year mock.</p>		<p>Rehearsal of new material learnt or created in lesson time.</p> <p>Watching, researching and studying the professional works from the anthology to solidify the knowledge and understanding of these works (focussing on performance environments and features of production).</p> <p>Revision of unit content for end of unit test.</p> <p>Independent rehearsal of solo material in preparation for end of year mock.</p>		<p>Regular rehearsal of set movement material taught.</p> <p>Regularly filming/receiving feedback from others to improve performance.</p> <p>Revision of exam criteria in preparation for the end of term mock exam.</p>	
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