

#### Curriculum Intent

Students in Dance will develop a deep knowledge of the importance of dance through an understanding of its historical and cultural significance. We provide students with the knowledge of the significant technical and expressive skills required to be a successful dancer. We encourage students to use these skills to enhance their performances across a wide range of dance styles. We will encourage them to reflect on their work and the work of others to help them grow themselves as dancers.

## Dance Curriculum Roadmap



Chosen Destination

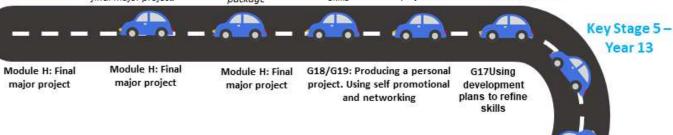
All skills learn over the past two years placed into their final major project.

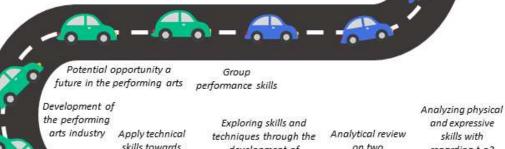
Students to produce a self promotional package

Looking at development skills

Explore different ways social media can impact a performer

Develop a six week training program to enhance performance skills





skills towards choreography development of choreography

on two performances. and expressive skills with regarding t o2 dance styles

Year 13

Skills audit to review current skills set.



C8: Choreography F: Performing arts business

C7: Exploring performance styles

Introduction to BTEC

Keystage 5 -Year 12

### Dance Curriculum Roadmap



Keystage 5

Y11 -All skills taught in year 10 and 11 for final external controlled assessment.

Y11 -Physical and expressive skills that link to theme/stimulus

Y11 -Exploring different choreographic structures

Y11 -Exploring different choreographic devices in relation to different themes

Y11 -Exploring different types of theme and stimulus

Y11 -Component Three: Responding to the brief

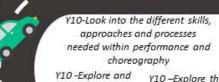
Y11 -Component Three: Responding to the brief

Y11 -Component Three: Responding to the brief

Y11 -Choreographic devices/structures

Y11-Y11 -Motif Choreography/ development stimulus/themes

Key Stage 4-Year 11



analyse 3

professional

practitioners

of dance, skill set needed, origins and replicated repertoire.

development skills Y10 -Explore the styles Y10-Students learn two aroup performances based on two styles of

dance.

Y10 -Students to develop and reflect on howe to improve their skill set

Y10-Students to review through skills audit their physical and expressive skills

Y10 -Component One: Exploring dance styles

Y10 -Component Two: Developing physical and interpretive skills

Y11 -Exploring

different motif

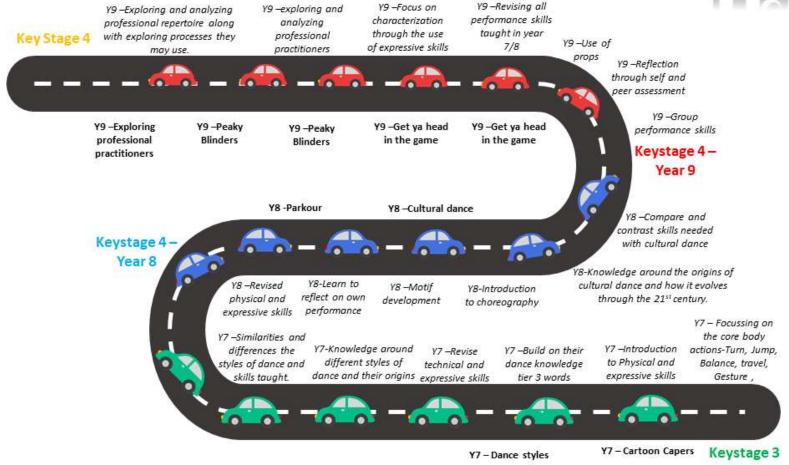
Y10 -Skills audit: Mock performance

Y10 -Introduction to BTEC

Keystage 4-Year 10

# Dance Curriculum Roadmap





Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What	Physical and	Physical and	Stylistic features for	Stylistic features	Prior knowledge	Prior knowledge learnt
powerful	expressive skills.	expressive skills	dance styles	for dance	learnt from terms	from term 1-4. Use of
knowledge is					1-4. Use of props.	props.
being	Students to learn	Students to learn	Students to be able	Students to be able	Students to learn	Students to learn an
assessed?	physical and	physical and expressive	to identify the	to identify the	an ensemble motif	ensemble motif
	expressive skills	skills through a short	different physical	different physical	utilising their prior	utilising their prior skills
	through a short	motif.	and expressive skills	and expressive	skills learnt in	learnt in terms term 1-
	motif.	(Cartoon capers)	needed through a	skills needed	terms term 1-4.	4. Introduction to
	(Cartoon capers)		variety dance styles	through a variety	Introduction to	choreography
			such as Jazz and	dance styles such	choreography	
			contemporary	as Jazz and		(Stomp)
				contemporary	(Stomp)	
			(Jazz and			
			Contemporary)	(Jazz and		
				Contemporary)		
How (type of	Formative	Formative Assessment	Formative	Formative	Formative	Formative Assessment
assessment)?	Assessment	Summative	Assessment	Assessment	Assessment	Summative
		Assessment		Summative		Assessment
	Retrieval Practise	Practical Performance	Retrieval Practise	Assessment	Retrieval Practise	Practical Performance
	Self Assessment		Self Assessment	Practical	Self Assessment	
	Peer Assessment	End of unit	Peer Assessment	Performance	Peer Assessment	End of unit
	Verbal Feedback	performance to assess	Verbal Feedback		Verbal Feedback	performance to assess
		students' knowledge.		End of unit		students' knowledge.
	Use of retrieval	Written exam with a	Use of retrieval	performance to	Use of retrieval	Written exam with a
	practise questioning	focus on physical and	practise questioning	assess students'	practise	focus on physical and
	through the Do Now	expressive skills along	through the Do Now	knowledge.	questioning	expressive skills along
	task cements prior	with self-reflection.	task cements prior	Written exam with	through the Do	with self-reflection.
	knowledge.	Students will also be	knowledge.	a focus on physical	Now task cements	Students will also be
	Targeted	involved in a practical	Targeted	and expressive	prior knowledge.	involved in a practical

	questioning is also utilised to check understanding.	performance to assess their physical skill set.	questioning is also utilised to check understanding.	skills along with self-reflection. Students will also be involved in a practical performance to assess their physical skill set	Targeted questioning is also utilised to check understanding.	performance to assess their physical skill set.
When?	Formative Assessment takes place every lesson. Students will complete a retrieval starter, checking understanding and peer / self assessment	Formative Assessment continues into this part of the second half of the term. Students are shown the grading criteria  Final summative assessment occurs at the end of term.	Formative Assessment takes place every lesson. Students will complete a retrieval starter, checking understanding and peer / self assessment	Formative Assessment continues into this part of the second half of the term. Students are shown the grading criteria  Final summative assessment occurs at the end of term.	Formative Assessment takes place every lesson. Students will complete a retrieval starter, checking understanding and peer / self assessment	Formative Assessment continues into this part of the second half of the term. Students are shown the grading criteria  Final summative assessment occurs at the end of term.
What feedback is given?	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support student	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support student needs and close gaps	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support student	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support student	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support student	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support student needs and close gaps

	needs and close gaps Peer and self assessment from students	Peer and self assessment from students  Use of summative assessment criteria	needs and close gaps Peer and self assessment from students	needs and close gaps  Peer and self assessment from students  Use of summative assessment criteria	needs and close gaps  Peer and self assessment from students	Peer and self assessment from students  Use of summative assessment criteria
What actions must take place for teachers?	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals to check understanding.	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters to whole class. To support further in next unit.	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters to whole class. To support further in next unit.	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters to whole class. To support further in next unit.
What actions must take place for students?	Correct work as appropriate during rehearsals. Students to have access to model performances specific to the unit. Responding to feedback given to improve work.	Students are encouraged to attend extra-curricular which links to gaps in learning.	Correct work as appropriate during rehearsals. Students to have access to model performances specific to the unit.	Students are encouraged to attend extracurricular which links to gaps in learning	Correct work as appropriate during rehearsals. Students to have access to model performances specific to the unit.	Students are encouraged to attend extra-curricular which links to gaps in learning
When is this revisited?	All prior knowledge to be revisited	All prior knowledge to be revisited through	All prior knowledge to be revisited	All prior knowledge to be revisited	All prior knowledge to be revisited	All prior knowledge to be revisited through

through retrieval	retrieval starters.	through retrieval	through retrieval	through retrieval	retrieval starters.
starters. The	Through practical and	starters. The	starters. Through	starters. The	Through practical and
fundamental skills to	written assessment at	fundamental skills to	practical and	fundamental skills	written assessment at
be linked	the end of term 2.	be linked	written assessment	to be linked	the end of term 6.
throughout the	The fundamental skills	throughout the	at the end of term	throughout the	The fundamental skills
content taught.	to be linked throughout	content taught.	4.	content taught.	to be linked throughout
	the content taught	Practical skills learnt	The fundamental	Practical skills	the content taught
		in previous units will	skills to be linked	learnt in previous	
		be revisited and	throughout the	units will be	
		developed.	content taught	revisited and	
				developed.	

Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What	Recap on Physical and	Recap on Physical	Stylistic features for	Stylistic features	Choreography	Choreography
powerful	expressive skills.	and expressive	Cultural dance	for Cultural dance		
knowledge is	Introduction to	skills. Introduction			Students to learn	Students to learn the
being	choreography with a	to choreography	Students to be able	Students to be able	the different	different elements to
assessed?	focus on motif	with a focus on	to identify the	to identify the	elements to	choreography such as
	development.	motif development.	different physical	different physical	choreography such	ASDR, Choreographic
			and expressive skills	and expressive	as ASDR,	devices, and
	Students to use the	Students to use the	needed through a	skills needed	Choreographic	choreographic
	skills learnt in year 7 to	skills learnt in year 7	variety cultural	through a variety	devices, and	structure.
	support them with	to support them	dance styles such as	cultural dance	choreographic	
	adapting original	with adapting	Bollywood and	styles such as	structure.	(Capoeira)
	choreography	original	African	Bollywood and		
	(Parkour)	choreography		African	(Capoeira)	
		(Parkour)	(Bollywood and			
			African)	(Bollywood and		
				African)		
How (type of	Formative Assessment	Formative	Formative	Formative	Formative	Formative Assessment
assessment)?	_	Assessment	Assessment	Assessment	Assessment	Summative
	Retrieval Practise	Summative		Summative		Assessment
	Self Assessment	Assessment	Retrieval Practise	Assessment	Retrieval Practise	Practical Performance
	Peer Assessment	Practical	Self Assessment	Practical	Self Assessment	
	Verbal Feedback	Performance	Peer Assessment	Performance	Peer Assessment	End of unit
			Verbal Feedback		Verbal Feedback	performance to assess
	Use of retrieval practise	End of unit		End of unit		students' knowledge.
	questioning through	performance to	Use of retrieval	performance to	Use of retrieval	Written exam with a
	the Do Now task	assess students'	practise questioning	assess students'	practise	focus on physical and
	cements prior	knowledge. Written	through the Do Now	knowledge.	questioning	expressive skills along
	knowledge. Targeted	exam with a focus	task cements prior	Written exam with	through the Do	with self-reflection.
	questioning is also	on physical and	knowledge.	a focus on physical	Now task cements	Students will also be

	utilised to check understanding.	expressive skills along with self- reflection. Students will also be involved in a practical performance to assess their physical	Targeted questioning is also utilised to check understanding.	and expressive skills along with self-reflection. Students will also be involved in a practical performance to	prior knowledge. Targeted questioning is also utilised to check understanding.	involved in a practical performance to assess their physical skill set.
		skill set.		assess their physical skill set		
When?	Formative Assessment takes place every lesson. Students will complete a retrieval starter, checking understanding and peer / self assessment	Formative Assessment continues into this part of the second half of the term. Students are shown the grading criteria  Final summative assessment occurs at the end of term.	Formative Assessment takes place every lesson. Students will complete a retrieval starter, checking understanding and peer / self assessment	Formative Assessment continues into this part of the second half of the term. Students are shown the grading criteria  Final summative assessment occurs at the end of term.	Formative Assessment takes place every lesson. Students will complete a retrieval starter, checking understanding and peer / self assessment	Formative Assessment continues into this part of the second half of the term. Students are shown the grading criteria  Final summative assessment occurs at the end of term.
What feedback is given?	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups /	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups /	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups /	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups /	Verbal Feedback – Whole class feedback and response  Targeted feedback towards groups / individuals to support
	student needs and close gaps	individuals to support student	individuals to support student	individuals to support student	individuals to support student	student needs and close gaps

		needs and close	needs and close	needs and close	needs and close	
	Peer and self	gaps	gaps	gaps	gaps	Peer and self
	assessment from					assessment from
	students	Peer and self	Peer and self	Peer and self	Peer and self	students
		assessment from	assessment from	assessment from	assessment from	
		students	students	students	students	Use of summative
						assessment criteria
		Use of summative		Use of summative		
		assessment criteria		assessment criteria		
What actions	High quality	Assess whole group	High quality	Assess whole	High quality	Assess whole group
must take	questioning.	through rehearsals	questioning.	group through	questioning.	through rehearsals and
place for	Circulating the room to	and performance.	Circulating the room	rehearsals and	Circulating the	performance. Identify
teachers?	ensure understanding	Identify key gaps to	to ensure	performance.	room to ensure	key gaps to reteach
	of the tasks set.	reteach through	understanding of	Identify key gaps to	understanding of	through retrieval
	Regular check in	retrieval starters to	the tasks set.	reteach through	the tasks set.	starters to whole class.
	through practical	whole class.	Regular check in	retrieval starters to	Regular check in	
	rehearsals		through practical	whole class	through practical	
			rehearsals		rehearsals	
What actions	Correct work as	Students are	Correct work as	Students are	Correct work as	Students are
must take	appropriate during	encouraged to	appropriate during	encouraged to	appropriate during	encouraged to attend
place for	rehearsals, responding	attend extra-	rehearsals,	attend extra-	rehearsals,	extra-curricular which
students?	to feedback given to	curricular which	responding to	curricular which	responding to	links to gaps in learning
	improve work.	links to gaps in	feedback given to	links to gaps in	feedback given to	
		learning.	improve work.	learning	improve work.	
When is this	All prior knowledge to	All prior knowledge	All prior knowledge	All prior knowledge	All prior knowledge	All prior knowledge to
revisited?	be revisited through	to be revisited	to be revisited	to be revisited	to be revisited	be revisited through
	retrieval starters. The	through retrieval	through retrieval	through retrieval	through retrieval	retrieval starters.
	fundamental skills to be	starters. Through	starters. The	starters. Through	starters. The	Through practical and
	linked throughout the	practical and written	fundamental skills to	practical and	fundamental skills	written assessment at
	content taught.		be linked	written assessment	to be linked	the end of term 6.

assessment at the end of term 2. The fundamental skills to be linked	throughout the content taught. Practical skills learnt in previous units will	at the end of term 4. The fundamental skills to be linked	throughout the content taught. Practical skills learnt in previous	The fundamental skills to be linked throughout the content taught
throughout the content taught	be revisited and developed.	throughout the content taught	units will be revisited and developed.	

Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What	Working as an	Working as an	Characterisation	Characterisation	Stimulus	Stimulus
powerful	ensemble. Recalling all	ensemble. Recalling	within a narrative	within a narrative		
knowledge is	previous skill learnt	all previous skill	performance.	performance.	Students to use the	Students to use the
being	over year 7 and 8.	learnt over year 7			stimulus 'Guernica'	stimulus 'Guernica' to
assessed?		and 8.	Students to focus on	Students to focus	to choreograph a	choreograph a dance.
	Students to take part in		a narrative	on a narrative	dance. Students	Students will watch and
	a group performance of	Students to take	performance with a	performance with	will watch and	analyse Shadows by
	'Get ya head in the	part in a group	focus on the	a focus on the	analyse Shadows	Christopher Bruce,
	game' students to show	performance of 'Get	characterisation and	characterisation	by Christopher	incorporating props
	their physical and	ya head in the game'	expressive skills	and expressive	Bruce,	into their
	expressive skills, use of	students to show	needed to portray	skills needed to	incorporating	choreography. Students
	props within the	their physical and	the creative intent	portray the	props into their	will understand Action,
	performance along	expressive skills, use	of the piece.	creative intent of	choreography.	Space, Dynamics,
	with working together	of props within the		the piece.	Students will	Relationships as well as
	as a team.	performance along	(Peaky Blinders)		understand Action,	motif development
		with working		(Peaky Blinders)	Space, Dynamics,	
	(High school musical-	together as a team.			Relationships as	(Guernica)
	Get ya head in the				well as motif	
	game)	(High school			development	
		musical-Get ya head				
		in the game)			(Guernica)	
How (type of	Formative Assessment	Formative	Formative	Formative	Formative	Formative Assessment
assessment)?		Assessment	Assessment	Assessment	Assessment	Summative
	Retrieval Practise	Summative		Summative		Assessment
	Self Assessment	Assessment	Retrieval Practise	Assessment	Retrieval Practise	Practical Performance
	Peer Assessment	Practical	Self Assessment	Practical	Self Assessment	
	Verbal Feedback	Performance	Peer Assessment	Performance	Peer Assessment	End of unit
			Verbal Feedback		Verbal Feedback	performance to assess
						students' knowledge.

	Use of retrieval prestice	End of unit	lice of retrieval	End of unit	Lico of rotrious!	Writton avam with a
	Use of retrieval practise	End of unit	Use of retrieval		Use of retrieval	Written exam with a
	questioning through	performance to	practise questioning	performance to	practise	focus on physical and
	the Do Now task	assess students'	through the Do Now	assess students'	questioning	expressive skills along
	cements prior	knowledge. Written	task cements prior	knowledge.	through the Do	with self-reflection.
	knowledge. Targeted	exam with a focus	knowledge.	Written exam with	Now task cements	Students will also be
	questioning is also	on physical and	Targeted	a focus on physical	prior knowledge.	involved in a practical
	utilised to check	expressive skills	questioning is also	and expressive	Targeted	performance to assess
	understanding.	along with self-	utilised to check	skills along with	questioning is also	their physical skill set.
		reflection. Students	understanding.	self-reflection.	utilised to check	
		will also be involved		Students will also	understanding.	
		in a practical		be involved in a		
		performance to		practical		
		assess their physical		performance to		
		skill set.		assess their		
				physical skill set		
When?	Formative Assessment	Formative	Formative	Formative	Formative	Formative Assessment
	takes place every	Assessment	Assessment takes	Assessment	Assessment takes	continues into this part
	lesson. Students will	continues into this	place every lesson.	continues into this	place every lesson.	of the second half of
	complete a retrieval	part of the second	Students will	part of the second	Students will	the term. Students are
	starter, checking	half of the term.	complete a retrieval	half of the term.	complete a	shown the grading
	understanding and	Students are shown	starter, checking	Students are	retrieval starter,	criteria
	peer / self assessment	the grading criteria	understanding and	shown the grading	checking	
			peer / self	criteria	understanding and	Final summative
		Final summative	assessment		peer / self	assessment occurs at
		assessment occurs		Final summative	assessment	the end of term.
		at the end of term.		assessment occurs		
				at the end of term.		
What	Verbal Feedback –	Verbal Feedback –	Verbal Feedback –	Verbal Feedback –	Verbal Feedback –	Verbal Feedback –
feedback is	Whole class feedback	Whole class	Whole class	Whole class	Whole class	Whole class feedback
given?	and response					and response

		feedback and	feedback and	feedback and	feedback and	
	Targeted feedback	response	response	response	response	Targeted feedback
	towards groups /					towards groups /
	individuals to support	Targeted feedback	Targeted feedback	Targeted feedback	Targeted feedback	individuals to support
	student needs and	towards groups /	towards groups /	towards groups /	towards groups /	student needs and
	close gaps	individuals to	individuals to	individuals to	individuals to	close gaps
		support student	support student	support student	support student	
	Peer and self	needs and close	needs and close	needs and close	needs and close	Peer and self
	assessment from	gaps	gaps	gaps	gaps	assessment from
	students	Peer and self	Peer and self	Peer and self	Peer and self	students
		assessment from	assessment from	assessment from	assessment from	Use of summative
		students	students	students	students	assessment criteria
		students	students	Students	Students	assessment criteria
		Use of summative		Use of summative		
		assessment criteria		assessment criteria		
What actions	High quality	Assess whole group	High quality	Assess whole	High quality	Assess whole group
must take	questioning.	through rehearsals	questioning.	group through	questioning.	through rehearsals and
place for	Circulating the room to	and performance.	Circulating the room	rehearsals and	Circulating the	performance. Identify
teachers?	ensure understanding	Identify key gaps to	to ensure	performance.	room to ensure	key gaps to reteach
	of the tasks set.	reteach through	understanding of	Identify key gaps to	understanding of	through retrieval
	Regular check in	retrieval starters to	the tasks set.	reteach through	the tasks set.	starters to whole class.
	through practical	whole class.	Regular check in	retrieval starters to	Regular check in	
	rehearsals		through practical	whole class	through practical	
			rehearsals		rehearsals	
What actions	Correct work as	Students are	Correct work as	Students are	Correct work as	Students are
must take	appropriate during	encouraged to	appropriate during	encouraged to	appropriate during	encouraged to attend
place for	rehearsals. Model	attend extra-	rehearsals. Model	attend extra-	rehearsals. Model	extra-curricular which
students?	examples given so that	curricular which	examples given so	curricular which	examples given so	links to gaps in learning
	students understand		that students		that students	

	what to aim towards. Students to respond to feedback given to improve work.	links to gaps in learning.	understand what to aim towards. Students to respond to feedback given to improve work.	links to gaps in learning	understand what to aim towards. Students to respond to feedback given to improve work.	
When is this revisited?	All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked throughout the content taught.	All prior knowledge to be revisited through retrieval starters. Through practical and written assessment at the end of term 2. The fundamental skills to be linked throughout the content taught	All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked throughout the content taught. Practical skills learnt in previous units will be revisited and developed.	All prior knowledge to be revisited through retrieval starters. Through practical and written assessment at the end of term 4. The fundamental skills to be linked throughout the content taught	All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked throughout the content taught. Practical skills learnt in previous units will be revisited and developed.	All prior knowledge to be revisited through retrieval starters. Through practical and written assessment at the end of term 6. The fundamental skills to be linked throughout the content taught

Year 10 and 11 Assessment Map

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What	Technique: Physical	Technique: Physical	Component Two:	Component Two:	Component One:	Component One:
powerful	and Expressive skills	and expressive skills	Developing skills	Developing skills	Exploring the	Exploring the
knowledge is		implemented in two	and techniques In	and techniques In	performing arts	performing arts
being	Analysing student	group	the performing arts.	the performing		
assessed?	techniques through	performances.		arts.	-Students to explore	-Students to explore
	isolated exercises and		-Students to learn		three different	three different
	short phrases.	Utilising the skills	two contrasting	-Students to learn	practitioners and	practitioners and
	Students to know how	that they have	performances	two contrasting	research their	research their
	to utilise these skills	refined and	highlighting key	performances	background,	background,
	effectively and be able	•	physical and	highlighting key	style/genre/	style/genre/ contextual
	to identify key areas of	group	expressive skills	physical and	contextual	influences/how they
	strength and areas for		within the pieces.	expressive skills	influences/how they	generate
	development through		-Students to be able	within the pieces.	generate	research/choreograph
	self reflection.	assessed in a Dance	to identify their key	-Students to be	research/choreograph	process and
		showcase to an	strengths and areas	able to identify	process and	approaches/stylistic
		audience.	for improvements	their key strengths	approaches/stylistic	qualities.
			through a self	and areas for	qualities.	-Workshops which
		Students to self-	reflection journal.	improvements	-Workshops which	allows students to
		reflect on key		through a self	allows students to	better understand
		strengths and areas		reflection journal.	better understand	stylistic features,
		for development			stylistic features,	choreographic process
		along with how to			choreographic	and approaches
		improve.			process and	-Comparative essay
					approaches	which explains the
					-Comparative essay	interrelationships
					which explains the	between the processes,
					interrelationships	skills and approaches.
					between the	

					processes, skills and	
How (type of	Retrieval,	Practical/written	Retrieval,	Practical/ Written	approaches.  Retrieval, teacher	Written Assessment
assessment)?	Peer and self-	assessment.	Peer and self-	Assessment	feedback, peer and	Written Assessment
assessificity:	assessment to take	assessificit.	assessment.	Assessment	self-assessment	-Coursework
	place every couple of	End of unit	Teacher feedback to	Students to be	through written	completion.
	lessons to check prior	performance to		assessed on two	work.	•
	•	·				-Research project on
	knowledge through			contrasting	Every couple of	three practitioners
	video evidence,		performance. to	performances in	0	(teachers' choice)
	feedback and self	past two terms. This	take place every	Dance showcase.		-A comparative essay
	reflection around skill	will be completed	couple of lessons to	Students	understanding	on interrelationships
	set.	during a showcase	check prior	coursework: To	0	for processes, skills and
		with a target	knowledge.	have a written self-	work/coursework.	approaches.
		audience.		reflection journal		
		Written essay	Students to be	on their strengths	during rehearsals to	
		evaluating their	filmed rehearsing to	and areas to	check understanding.	
		physical and	give the opportunity	develop.		
		expressive skills.	to watch back and	-Skills audit at the		
			analyse their	beginning and end		
			performance.	of the course to		
				determine clear		
				progression of		
				skills learnt and		
				developed.		
When?	Each lesson to	End of term	Each lesson to	Mid April	Every lesson	July assessment
	complete (retrieval).	(Winter	complete (retrieval).	assessment.	(retrieval), every	deadline.
	Self and peer	Wonderland	Self and peer	(Kinetic dance	fortnight (Pop Quiz)	
	assessment to take	showcase)	assessment to take	showcase).		
	place		place	,		

What	Whole class feedback.	Whole class	Whole class	Whole class	Whole class feedback.	Whole class Feedback,
feedback is	Self and peer	Feedback, Individual	feedback.	Feedback,	Self and peer	Individual gaps
given?	assessment.	gaps identified to	Self and peer	Individual gaps	assessment.	identified
		support student	assessment.	identified.		Written feedback as
		needs. Written		Written feedback		per BTEC guidance.
		feedback as per		as per BTEC		
		BTEC guidance.		guidance.		
What actions	High quality	Assess whole group	High quality	Assess whole	High quality	High quality
must take	questioning.	through rehearsals	questioning.	group through	questioning.	questioning.
place for	Circulating the room to	and performance.	Circulating the room	rehearsals and	Circulating the room	Circulating the room to
teachers?	ensure understanding	Identify key gaps to	to ensure	performance.	to ensure	ensure understanding
	of the tasks set.	reteach through	understanding of	Identify key gaps to	_	of the tasks set.
	Regular check in		the tasks set.	reteach through		Regular check in with
	through practical	and to whole class.	Regular check in		Regular check in	individuals through
	rehearsals.		through practical	whole class	through written work.	written work.
	Analysing whole class		rehearsals			
	strengths and areas to		Analysing whole			
	develop through video		class strengths and			
	footage of rehearsals		areas to develop			
	and performances as a		through video			
	group.		footage of			
			rehearsals and			
			performances as a			
			group.			
What actions	Correct work as	Students are	Correct work as			Students are
must take	appropriate during	encouraged to	appropriate during	encouraged to	appropriate during	encouraged to attend
place for	rehearsals.	attend KS4 BTEC	rehearsals	attend KS4 BTEC	written tasks.	KS4 BTEC catch up
students ?	Analytical in their self	•	Analytical in their	•		which links to gaps in
	reflection of their	to gaps in learning.	self reflection of	links to gaps in		learning
			their strengths and	learning		

	strengths and areas for		areas for			
	improvement.	ement.				
When is this	All prior knowledge to	All prior knowledge	All prior knowledge	All prior	All prior knowledge to	All prior knowledge to
revisited?	be revisited through	to be revisited	to be revisited	knowledge to be	be revisited through	be revisited through
	retrieval starters. The	through retrieval	through retrieval	revisited through	retrieval starters. The	retrieval starters.
	fundamental skills to	starters. Through	starters. The	retrieval starters.	fundamental skills to	Through practical and
	be linked throughout	practical and written	fundamental skills to	Through practical	be linked throughout	written assessment at
	the content taught.	assessment at the	be linked	and written	the content taught	the end of term 6.
		end of term 2.	throughout the	assessment at the		The fundamental skills
		The fundamental	content taught.	end of term 4.		to be linked throughout
		skills to be linked		The fundamental		the content taught
		throughout the		skills to be linked		
		content taught		throughout the		
				content taught		

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What	Introduction to	Mock assessment	Component Three:	Component Three:	Component	
powerful	responding to a brief.	towards responding	Responding a brief.	Responding a brief.	Three: Responding	N/A
knowledge is		to a brief.	External BTEC	External BTEC	a brief.	
being	-Effective research		assessment.	assessment.	External BTEC	
assessed?	methods	Students to			assessment.	
	-Analysing briefs	complete a mock	All prior knowledge	All prior knowledge		
	-Style/genre	assessment for	to be utilised and	to be utilised and	All prior knowledge	
	-Influential	component three	demonstrated	demonstrated	to be utilised and	
	practitioners	which is released in	throughout this	throughout this	demonstrated	
	-Motif development	January (External).	component.	component.	throughout this	
	-Choreographic devices				component.	
	-Choreographic	All prior knowledge		External		
	structure	will be assessed from		assessment	External	
		term one.		-3x 1 hour written	assessment	
				assessments.	-3x 1 hour written	
				-Group	assessments.	
				choreography	-Group	
				performance	choreography	
					performance	
				All work to be sent		
				off to BTEC.	All work to be sent	
					off to BTEC.	
How (type of		Mock practical	Due to BTEC	Due to BTEC	Due to BTEC	N/A
assessment)?	Peer and self-	assessment on	guidelines students	guidelines students	guidelines students	
	assessment to take	group	to complete	to complete	to complete	
	place every couple of	choreography.	assessment period	· ·	•	
	lessons to check prior	Final ofts	with no support or	with no support or	with no support or	
	knowledge.	End of unit	guidance from	guidance from	guidance from	
		choreography	teacher.	teacher.	teacher.	

When?	Each lesson to complete	performance to assess students' knowledge. End of term.	Each lesson to	On going BTEC	On Going BTEC	N/A
	(retrieval).  Self and peer assessment to take place.	Group choreography to be in Winter Wonderland	complete (retrieval). Self and peer assessment to take place	assessment period	assessment period.	
What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified to support student needs through video and written elements. BTEC guidance.	No feedback is allowed to be given during the BTEC assessment period.	No feedback is allowed to be given during the BTEC assessment period	No feedback is allowed to be given during the BTEC assessment period	N/A
What actions must take place for teachers?	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals	Assess whole group through rehearsals and performance. Individual feedback to be given where necessary.	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals	BTEC Assessment period	BTEC Assessment period	N/A.
What actions must take place for students?	Correct work as appropriate during rehearsals	Students are encouraged to attend extra-	Correct work as appropriate during rehearsals	Students are encouraged to attend extracurricular which	Correct work as appropriate during rehearsals	N/A

		curricular which links		links to gaps in		
		to gaps in learning.		learning		
When is this	All prior knowledge to	All prior knowledge	BTEC Assessment .	BTEC Assessment	BTEC Assessment	N/A
revisited?	be revisited through	to be revisited				
	retrieval starters. The	through retrieval				
	fundamental skills to be	starters. Through				
	linked throughout the	practical and written				
	content taught.	assessment at the				
		end of term 2.				
		The fundamental				
		skills to be linked				
		throughout the				
		content taught				

What	Technique: Physical	Technique: Physical	Component Two:	Component Two:	Component One:	Component One:
powerful	and Expressive skills	and expressive skills	Developing skills	Developing skills	Exploring the	Exploring the
knowledge is		implemented in two	and techniques In	and techniques In	performing arts	performing arts
being	Analysing student	group	the performing arts.	the performing		
assessed?	techniques through	performances.		arts.	-Students to explore	-Students to explore
	isolated exercises and		-Students to learn		three different	three different
	short phrases.	Utilising the skills	two contrasting	-Students to learn	practitioners and	practitioners and
	Students to know how	that they have	performances	two contrasting	research their	research their
	to utilise these skills	refined and	highlighting key	performances	background,	background,
	effectively and be able	developed into 2	physical and	highlighting key	style/genre/	style/genre/ contextual
	to identify key areas of	group	expressive skills	physical and	contextual	influences/how they
	strength and areas for	choreographies	within the pieces.	expressive skills	influences/how they	generate
	development through	which will be	-Students to be able	within the pieces.	generate	research/choreograph
	self reflection.	assessed in a Dance	to identify their key	-Students to be	research/choreograph	process and
		showcase to an	strengths and areas	able to identify	process and	approaches/stylistic
		audience.	for improvements	their key strengths	approaches/stylistic	qualities.
			through a self	and areas for	qualities.	-Workshops which
		Students to self-	reflection journal.	improvements	-Workshops which	allows students to
		reflect on key		through a self	allows students to	better understand
		strengths and areas		reflection journal.	better understand	stylistic features,
		for development			stylistic features,	choreographic process
		along with how to			choreographic	and approaches
		improve.			process and	-Comparative essay
					approaches	which explains the
					-Comparative essay	interrelationships
					which explains the	between the processes,
					interrelationships	skills and approaches.
					between the	
					processes, skills and	
					approaches.	

How (type of	Retrieval,	Practical/written	Retrieval,	Practical/ Written	Retrieval, teacher	Written Assessment
assessment)?	Peer and self-	assessment.	Peer and self-	Assessment	feedback, peer and	
	assessment to take		assessment.		self-assessment	-Coursework
	place every couple of	End of unit	Teacher feedback to	Students to be	through written	completion.
	lessons to check prior	performance to	individuals on	assessed on two	work.	-Research project on
	knowledge through	assess students	rehearsals of	contrasting	Every couple of	three practitioners
	video evidence,	knowledge over the	<b>performance.</b> to	performances in	lessons checking	(teachers' choice)
	feedback and self	past two terms. This	take place every	Dance showcase.	students	-A comparative essay
	reflection around skill	will be completed	couple of lessons to	Students	understanding	on interrelationships
	set.	during a showcase	check prior	coursework: To	through written	for processes, skills and
		with a target	knowledge.	have a written self-	work/coursework.	approaches.
		audience.		reflection journal	Classroom walk round	
		Written essay	Students to be	on their strengths	during rehearsals to	
		evaluating their	filmed rehearsing to	and areas to	check understanding.	
		physical and	give the opportunity	develop.		
		expressive skills.	to watch back and	-Skills audit at the		
			analyse their	beginning and end		
			performance.	of the course to		
				determine clear		
				progression of		
				skills learnt and		
				developed.		
When?	Each lesson to	End of term	Each lesson to	Mid April	Every lesson	July assessment
	complete (retrieval).	(Winter	complete (retrieval).	assessment.	(retrieval), every	deadline.
	Self and peer	Wonderland	Self and peer	(Kinetic dance	fortnight (Pop Quiz)	
	assessment to take	showcase)	assessment to take	showcase).		
	place		place			
What	Whole class feedback.	Whole class	Whole class	Whole class	Whole class feedback.	Whole class Feedback,
feedback is	Self and peer	Feedback, Individual	feedback.	Feedback,	Self and peer	Individual gaps
given?	assessment.	gaps identified to			assessment.	identified

What actions must take place for teachers?	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals. Analysing whole class strengths and areas to develop through video footage of rehearsals and performances as a group.	through rehearsals and performance. Identify key gaps to reteach through retrieval starters	Self and peer assessment.  High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through practical rehearsals Analysing whole class strengths and areas to develop through video footage of rehearsals and performances as a group.	performance. Identify key gaps to reteach through retrieval starters to	questioning. Circulating the room to ensure understanding of the tasks set.	Written feedback as per BTEC guidance.  High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in with individuals through written work.
What actions must take place for students?	Correct work as appropriate during rehearsals. Analytical in their self reflection of their strengths and areas for improvement.	encouraged to attend KS4 BTEC catch up which links	Correct work as appropriate during rehearsals Analytical in their self reflection of their strengths and areas for improvement.	encouraged to attend KS4 BTEC	Correct work as appropriate during written tasks.	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning

When is this	All prior knowledge to	prior knowledge to All prior knowledge		All prior	All prior knowledge to	All prior knowledge to
revisited?	be revisited through	ed through to be revisited to		knowledge to be	be revisited through	be revisited through
	retrieval starters. The	through retrieval	through retrieval	revisited through	retrieval starters. The	retrieval starters.
	fundamental skills to	starters. Through	starters. The	retrieval starters.	fundamental skills to	Through practical and
	be linked throughout	practical and written	fundamental skills to	Through practical	be linked throughout	written assessment at
	the content taught. assessment at the		be linked	and written	the content taught	the end of term 6.
		end of term 2.	throughout the	assessment at the		The fundamental skills
		The fundamental	content taught.	end of term 4.		to be linked throughout
		skills to be linked		The fundamental		the content taught
		throughout the		skills to be linked		
	content taught			throughout the		
				content taught		

#### Year Plan

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7	1. Cartoon Capers	Focussing on the core body actions-Turn, Jump, Balance, travel, Gesture,	Students to be introduced to different physical and expressive skills through a short motif.	Control Balance Alignment Extension Focus Coordination Projection Dynamics Timing Strength Coordination Motif  The ability to retain movement memory through a short motif  Perform in front of others  Self and peer assessment.
•	2. Dance Styles	Introduction to dance styles and to continue to embed key technical and	Continue to develop students physical and expressive skills.	Posture Control Balance Alignment Stamina Extension Musicality

	expressive skills.	History of different dance styles (Jazz and Contemporary)  Stylistic features that highlight the key dance style.	Focus Coordination Projection Characterisation/Facial expression Dynamics Timing Strength Quality of breath Emphasis Coordination Movement memory Motif  Explore similarities and differences between different dance styles  Continue to build upon perform Students to learn an ensemble motif utilising their prior skills learnt in terms term 1-4. Introduction to choreography nice skills in front of peers.
3. Stomp	Students to learn an ensemble motif utilising their prior skills learnt in	Students to recap all prior knowledge learnt from term 1-4.	Posture Flexibility Turn Out Control Balance Alignment Stamina

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
8	<ol> <li>Parkour</li> </ol>	Students to start	Student will learn	Posture
	to explore mo		a set motif and a	Flexibility

development and the use of partner work whilst recapping the physical and expressive skills learnt from previous year.	partner phrase. From here students will explore ways of enhancing choreography through motif development.  How to develop original motifs through devices such as repetition, adding movements, use of levels and change of dynamics.	Turn Out Control Balance Alignment Stamina Extension Musicality Focus Spatial awareness Coordination Projection Characterisation/Facial expression Dynamics Sense of style Timing Strength Quality of breath Emphasis Coordination
		Motif development Repetition Canon Fragmentation Levels Retrograde Direction Alternative pathway Instrumentation Enlargement

			Insertion Accumulation Action/reaction Action Space Relationship Dynamics Relationship Physical skills Interpretation skills Choreographic intent  Students to work as a team as part of ensemble Students to reflect and evaluate performance
2. Cultural dance	Students to learn different dance styles from around the world.	Students will learn techniques and stylistic qualities using physical and expressive skills which will highlight the specific style of dance to the audience.	Posture Flexibility Turn Out Control Balance Alignment Stamina Extension Musicality Focus Spatial awareness Coordination

		Students will learn about the cultural history behind each dance.  Students will learn Bollywood and Jive.	Projection Characterisation/Facial expression Dynamics Sense of style Timing Strength Quality of breath Emphasis Coordination Movement memory Motif Motif development  Students to work as a team as part of ensemble Students to reflect and evaluate performance Students to give peer feedback around performance work.
3. Capoeira	Introduction to Choreography.	Students will have the opportunity to learn about the history of Capoeira and learn phrases and techniques which are important	Posture Flexibility Turn Out Control Balance Alignment Stamina Extension Musicality Focus

within Brazilian Spatial awareness Coordination martial arts. Projection Characterisation/Facial expression **Dynamics** Students will have Sense of style the opportunity to Timing learn about Strength different Quality of breath choreographic **Emphasis** devices to support Coordination them in creating Movement memory their own Motif Motif development Capoeira 'fight Repetition scenes' Canon Fragmentation Levels Retrograde Direction Alternative pathway Instrumentation Enlargement Insertion Accumulation Action/reaction Action Space Relationship **Dynamics** Relationship Physical skills Interpretation skills

		Choreographic intent
		Students to work as a team as part of ensemble  Students to reflect and evaluate performance
		Students to give peer feedback around performance work.
etc		

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
9	1. Get ya head in the game	Students to be a part of an ensemble performance.	Students to use their prior knowledge from year 7 and 8 with regards to their physical and expressive skills.  Students to focus on performance skills and how work and	Posture Flexibility Turn Out Control Balance Alignment Stamina Extension Musicality Focus Spatial awareness Coordination Projection Characterisation/Facial expression Dynamics Sense of style

perform as part of an ensemble.  Introduction to prop work.	Timing Strength Quality of breath Emphasis Coordination Movement memory Motif Motif development Repetition Canon Fragmentation Levels Retrograde Direction Alternative pathway Instrumentation Enlargement Insertion Accumulation Action/reaction Action/space Relationship Dynamics Relationship Physical skills Interpretation skills Choreographic intent
	Dynamics Relationship Physical skills Interpretation skills
	Students to work as a team as part of ensemble  Students to reflect and evaluate performance

			Students to give peer feedback around performance work.
2. Peaky Blinders	Focus on characterisation and creative intent/stimuli towards a group ensemble.	Students to focus on the use of characterisation through facial expressions and use of dynamics to highlight the narrative of the group performance.  Students to explore the importance of stimuli/creative intent towards a group performance and how this can be portrayed to the audience.	Posture Flexibility Turn Out Control Balance Alignment Stamina Extension Musicality Focus Spatial awareness Coordination Projection Characterisation/Facial expression Dynamics Sense of style Timing Strength Quality of breath Emphasis Coordination Movement memory Motif Motif development Repetition Canon
			Fragmentation Levels

				Retrograde Direction Alternative pathway Instrumentation Enlargement Insertion Accumulation Action/reaction Action Space Relationship Dynamics Relationship Physical skills Interpretation skills Choreographic intent  Students to work as a team Students to reflect and eval	
3.	Introduction to BTEC Tech performing arts dance.	Students to have an introduction to the BTEC course through a variety of taster	Students to focus on their performance skills which would include Physical and	Posture Flexibility Turn Out Control Balance Alignment Stamina	

	Dynamics Relationship Physical skills Interpretation skills Choreographic intent	
	Students to work as a team as part of ensemble  Students to reflect and evaluate performance  Students to give peer feedback around performance work.	
etc		