



Hailsham Community College - Secondary

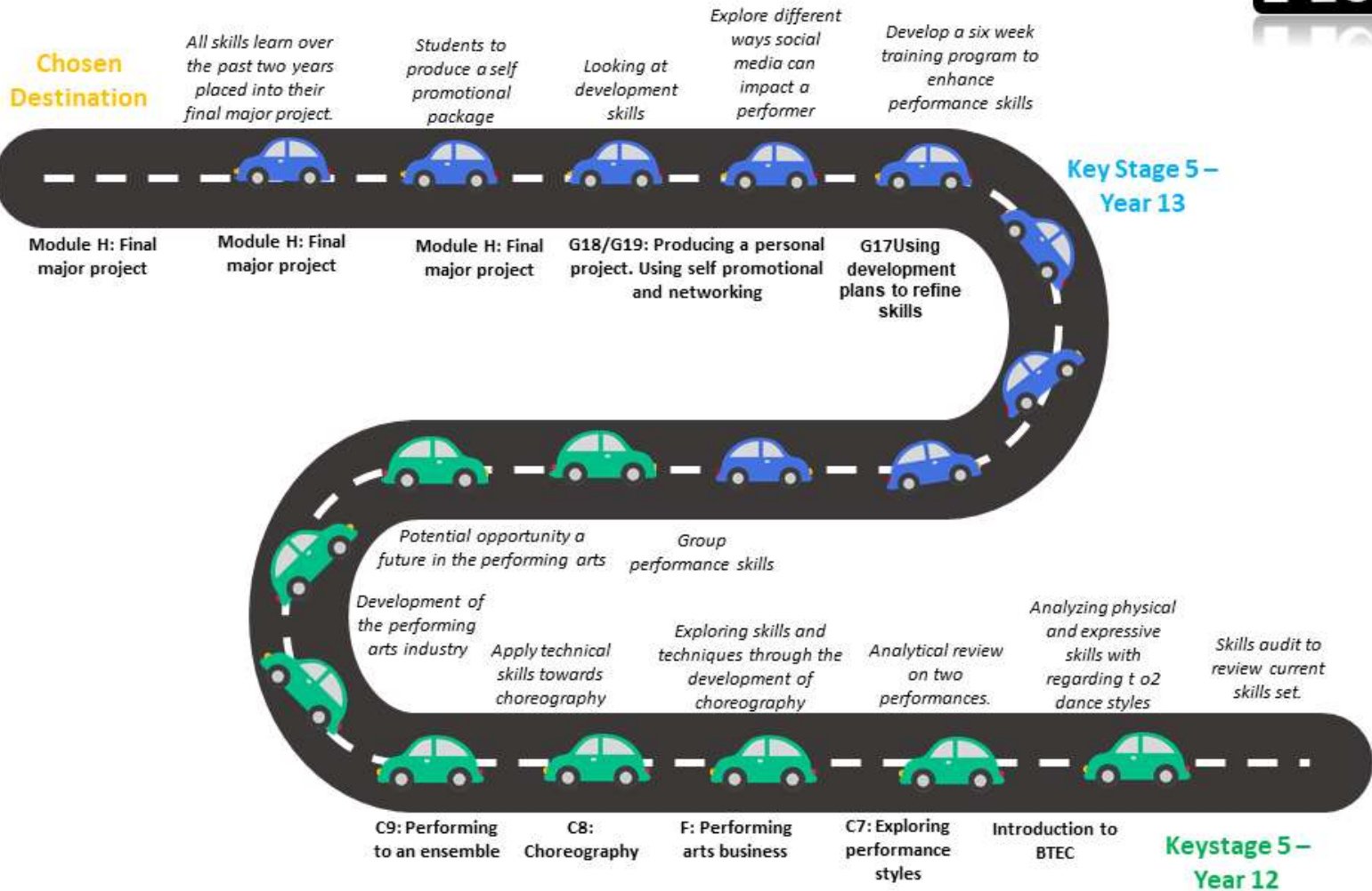
Dance Curriculum



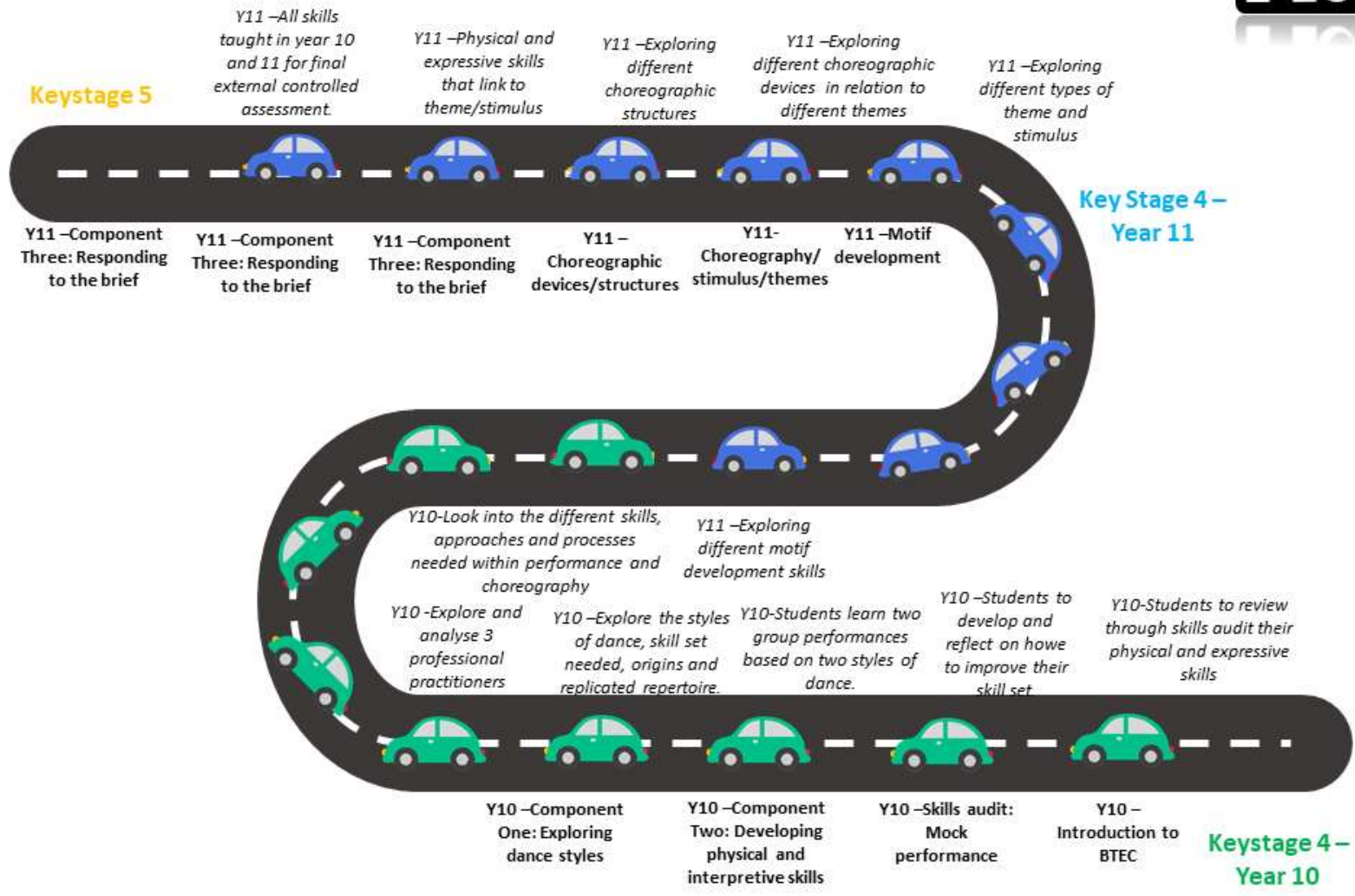
Curriculum Intent

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



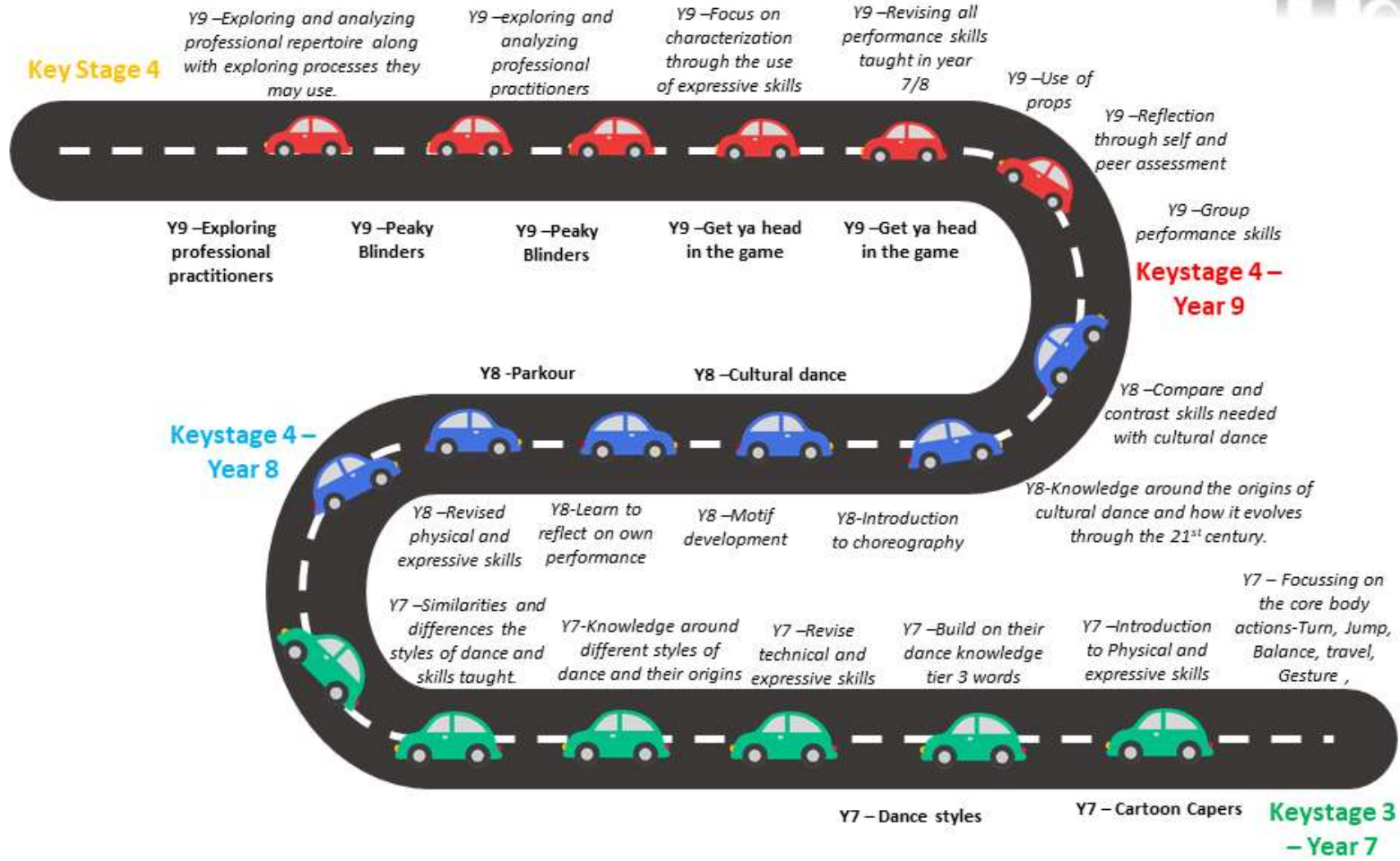
Dance Curriculum Roadmap



Dance Curriculum Roadmap



Key Stage 4



Year 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	Physical and expressive skills. Students to learn physical and expressive skills through a short motif. (Cartoon capers)	Physical and expressive skills Students to learn physical and expressive skills through a short motif. (Cartoon capers)	Stylistic features for dance styles Students to be able to identify the different physical and expressive skills needed through a variety dance styles such as Jazz and contemporary (Jazz and Contemporary)	Stylistic features for dance Students to be able to identify the different physical and expressive skills needed through a variety dance styles such as Jazz and contemporary (Jazz and Contemporary)	Prior knowledge learnt from terms 1-4. Use of props. Students to learn an ensemble motif utilising their prior skills learnt in terms term 1-4. Introduction to choreography (Stomp)	Prior knowledge learnt from term 1-4. Use of props. Students to learn an ensemble motif utilising their prior skills learnt in terms term 1-4. Introduction to choreography (Stomp)
How (type of assessment)?	Formative Assessment Retrieval Practise Self Assessment Peer Assessment Verbal Feedback Use of retrieval practise questioning through the Do Now task cements prior knowledge. Targeted	Formative Assessment Summative Assessment Practical Performance End of unit performance to assess students' knowledge. Written exam with a focus on physical and expressive skills along with self-reflection. Students will also be involved in a practical	Formative Assessment Retrieval Practise Self Assessment Peer Assessment Verbal Feedback Use of retrieval practise questioning through the Do Now task cements prior knowledge. Targeted	Formative Assessment Summative Assessment Practical Performance End of unit performance to assess students' knowledge. Written exam with a focus on physical and expressive	Formative Assessment Retrieval Practise Self Assessment Peer Assessment Verbal Feedback Use of retrieval practise questioning through the Do Now task cements prior knowledge.	Formative Assessment Summative Assessment Practical Performance End of unit performance to assess students' knowledge. Written exam with a focus on physical and expressive skills along with self-reflection. Students will also be 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 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 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 starters. The fundamental skills to be linked throughout the content taught.	retrieval starters. Through practical and written assessment at the end of term 2. The fundamental skills to be linked throughout the content taught	through retrieval starters. The fundamental skills to be linked throughout the content taught. Practical skills learnt in previous units will be revisited and developed.	through retrieval starters. Through practical and written assessment at the end of term 4. The fundamental skills to be linked throughout the content taught	through retrieval starters. The fundamental skills to be linked throughout the content taught. Practical skills learnt in previous units will be revisited and developed.	retrieval starters. Through practical and written assessment at the end of term 6. The fundamental skills to be linked throughout the content taught
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Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>What powerful knowledge is being assessed?</p>	<p>Recap on Physical and expressive skills. Introduction to choreography with a focus on motif development.</p> <p>Students to use the skills learnt in year 7 to support them with adapting original choreography (Parkour)</p>	<p>Recap on Physical and expressive skills. Introduction to choreography with a focus on motif development.</p> <p>Students to use the skills learnt in year 7 to support them with adapting original choreography (Parkour)</p>	<p>Stylistic features for Cultural dance</p> <p>Students to be able to identify the different physical and expressive skills needed through a variety cultural dance styles such as Bollywood and African</p> <p>(Bollywood and African)</p>	<p>Stylistic features for Cultural dance</p> <p>Students to be able to identify the different physical and expressive skills needed through a variety cultural dance styles such as Bollywood and African</p> <p>(Bollywood and African)</p>	<p>Choreography</p> <p>Students to learn the different elements to choreography such as ASDR, Choreographic devices, and choreographic structure.</p> <p>(Capoeira)</p>	<p>Choreography</p> <p>Students to learn the different elements to choreography such as ASDR, Choreographic devices, and choreographic structure.</p> <p>(Capoeira)</p>
<p>How (type of assessment)?</p>	<p>Formative Assessment</p> <p>Retrieval Practise</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Verbal Feedback</p> <p>Use of retrieval practise questioning through the Do Now task cements prior knowledge. Targeted questioning is also</p>	<p>Formative Assessment</p> <p>Summative Assessment</p> <p>Practical Performance</p> <p>End of unit performance to assess students' knowledge. Written exam with a focus on physical and</p>	<p>Formative Assessment</p> <p>Retrieval Practise</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Verbal Feedback</p> <p>Use of retrieval practise questioning through the Do Now task cements prior knowledge.</p>	<p>Formative Assessment</p> <p>Summative Assessment</p> <p>Practical Performance</p> <p>End of unit performance to assess students' knowledge. Written exam with a focus on physical</p>	<p>Formative Assessment</p> <p>Retrieval Practise</p> <p>Self Assessment</p> <p>Peer Assessment</p> <p>Verbal Feedback</p> <p>Use of retrieval practise questioning through the Do Now task cements</p>	<p>Formative Assessment</p> <p>Summative Assessment</p> <p>Practical Performance</p> <p>End of unit performance to assess students' knowledge. Written exam with a focus on physical and expressive skills along with self-reflection. Students will also be</p>

	utilised to check understanding.	expressive 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.	and expressive skills along with self-reflection. Students will also be involved in a practical performance to assess their physical skill set	prior knowledge. Targeted questioning is also utilised to check understanding.	involved in a practical 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 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	Verbal Feedback – Whole class feedback and response Targeted feedback towards groups / individuals to support student 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	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	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters to whole class.	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	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.
What actions must take place for students ?	Correct work as appropriate during rehearsals, 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, 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, responding to feedback given to improve work.	Students are encouraged to attend extra-curricular which links to gaps in learning
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	All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked	All prior knowledge to be revisited through retrieval starters. Through practical and written assessment	All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked	All prior knowledge to be revisited through retrieval starters. Through practical and written assessment at the end of term 6.

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

	Use of retrieval practise questioning through the Do Now task cements prior knowledge. Targeted questioning is also utilised to check understanding.	End of unit performance to assess students' knowledge. Written exam with a focus on physical and expressive skills along with self-reflection. Students will also be involved in a practical performance to assess their physical skill set.	Use of retrieval practise questioning through the Do Now task cements prior knowledge. Targeted questioning is also utilised to check understanding.	End of unit performance to assess students' knowledge. Written exam with a focus on physical and expressive skills along with self-reflection. Students will also be involved in a practical performance to assess their physical skill set	Use of retrieval practise questioning through the Do Now task cements prior knowledge. Targeted questioning is also utilised to check understanding.	Written exam with a focus on physical and expressive skills along with self-reflection. Students will also be involved in a practical 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	Verbal Feedback – Whole class	Verbal Feedback – Whole class	Verbal Feedback – Whole class	Verbal Feedback – Whole class	Verbal Feedback – Whole class feedback and response

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

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

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

What feedback is given?	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified to support student needs. Written feedback as per BTEC guidance.	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified. Written feedback as per BTEC guidance.	Whole class feedback. Self and peer assessment.	Whole class Feedback, Individual gaps identified. Written feedback as per BTEC guidance.
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.	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters and to whole class.	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.	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters to whole class	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through written work.	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	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning.	Correct work as appropriate during rehearsals. Analytical in their self reflection of their strengths and	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning	Correct work as appropriate during written tasks.	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning

	strengths and areas for improvement.		areas for improvement.			
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.	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	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 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
What powerful knowledge is being assessed?	<p>Introduction to responding to a brief.</p> <ul style="list-style-type: none"> -Effective research methods -Analysing briefs -Style/genre -Influential practitioners -Motif development -Choreographic devices -Choreographic structure 	<p>Mock assessment towards responding to a brief.</p> <p>Students to complete a mock assessment for component three which is released in January (External).</p> <p>All prior knowledge will be assessed from term one.</p>	<p>Component Three: Responding a brief.</p> <p>External BTEC assessment.</p> <p>All prior knowledge to be utilised and demonstrated throughout this component.</p>	<p>Component Three: Responding a brief.</p> <p>External BTEC assessment.</p> <p>All prior knowledge to be utilised and demonstrated throughout this component.</p> <p>External assessment</p> <ul style="list-style-type: none"> -3x 1 hour written assessments. -Group choreography performance <p>All work to be sent off to BTEC.</p>	<p>Component Three: Responding a brief.</p> <p>External BTEC assessment.</p> <p>All prior knowledge to be utilised and demonstrated throughout this component.</p> <p>External assessment</p> <ul style="list-style-type: none"> -3x 1 hour written assessments. -Group choreography performance <p>All work to be sent off to BTEC.</p>	N/A
How (type of assessment)?	<p>Retrieval, Peer and self-assessment to take place every couple of lessons to check prior knowledge.</p>	<p>Mock practical assessment on group choreography.</p> <p>End of unit choreography</p>	<p>Due to BTEC guidelines students to complete assessment period with no support or guidance from teacher.</p>	<p>Due to BTEC guidelines students to complete assessment period with no support or guidance from teacher.</p>	<p>Due to BTEC guidelines students to complete assessment period with no support or guidance from teacher.</p>	N/A

		performance to assess students' knowledge.				
When?	Each lesson to complete (retrieval). Self and peer assessment to take place.	End of term. Group choreography to be in Winter Wonderland	Each lesson to complete (retrieval). Self and peer assessment to take place	On going BTEC assessment period	On Going BTEC assessment period.	N/A
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 extra-curricular which	Correct work as appropriate during rehearsals	N/A

		curricular which links to gaps in learning.		links to gaps in learning		
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	BTEC Assessment .	BTEC Assessment	BTEC Assessment	N/A

<p>What powerful knowledge is being assessed?</p>	<p>Technique: Physical and Expressive skills</p> <p>Analysing student techniques through isolated exercises and short phrases. Students to know how to utilise these skills effectively and be able to identify key areas of strength and areas for development through self reflection.</p>	<p>Technique: Physical and expressive skills implemented in two group performances.</p> <p>Utilising the skills that they have refined and developed into 2 group choreographies which will be assessed in a Dance showcase to an audience.</p> <p>Students to self-reflect on key strengths and areas for development along with how to improve.</p>	<p>Component Two: Developing skills and techniques In the performing arts.</p> <p>-Students to learn two contrasting performances highlighting key physical and expressive skills within the pieces.</p> <p>-Students to be able to identify their key strengths and areas for improvements through a self reflection journal.</p>	<p>Component Two: Developing skills and techniques In the performing arts.</p> <p>-Students to learn two contrasting performances highlighting key physical and expressive skills within the pieces.</p> <p>-Students to be able to identify their key strengths and areas for improvements through a self reflection journal.</p>	<p>Component One: Exploring the performing arts</p> <p>-Students to explore three different practitioners and research their background, style/genre/ contextual influences/how they generate research/choreograph process and approaches/stylistic qualities.</p> <p>-Workshops which allows students to better understand stylistic features, choreographic process and approaches</p> <p>-Comparative essay which explains the interrelationships between the processes, skills and approaches.</p>	<p>Component One: Exploring the performing arts</p> <p>-Students to explore three different practitioners and research their background, style/genre/ contextual influences/how they generate research/choreograph process and approaches/stylistic qualities.</p> <p>-Workshops which allows students to better understand stylistic features, choreographic process and approaches</p> <p>-Comparative essay which explains the interrelationships between the processes, skills and approaches.</p>
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<p>How (type of assessment)?</p>	<p>Retrieval, Peer and self-assessment to take place every couple of lessons to check prior knowledge through video evidence, feedback and self reflection around skill set.</p>	<p>Practical/written assessment.</p> <p>End of unit performance to assess students knowledge over the past two terms. This will be completed during a showcase with a target audience.</p> <p>Written essay evaluating their physical and expressive skills.</p>	<p>Retrieval, Peer and self-assessment.</p> <p>Teacher feedback to individuals on rehearsals of performance. to take place every couple of lessons to check prior knowledge.</p> <p>Students to be filmed rehearsing to give the opportunity to watch back and analyse their performance.</p>	<p>Practical/ Written Assessment</p> <p>Students to be assessed on two contrasting performances in Dance showcase. Students coursework: To have a written self-reflection journal on their strengths and areas to develop.</p> <p>-Skills audit at the beginning and end of the course to determine clear progression of skills learnt and developed.</p>	<p>Retrieval, teacher feedback, peer and self-assessment through written work.</p> <p>Every couple of lessons checking students understanding through written work/coursework. Classroom walk round during rehearsals to check understanding.</p>	<p>Written Assessment</p> <ul style="list-style-type: none"> -Coursework completion. -Research project on three practitioners (teachers' choice) -A comparative essay on interrelationships for processes, skills and approaches.
<p>When?</p>	<p>Each lesson to complete (retrieval). Self and peer assessment to take place</p>	<p>End of term (Winter Wonderland showcase)</p>	<p>Each lesson to complete (retrieval). Self and peer assessment to take place</p>	<p>Mid April assessment. (Kinetic dance showcase).</p>	<p>Every lesson (retrieval), every fortnight (Pop Quiz)</p>	<p>July assessment deadline.</p>
<p>What feedback is given?</p>	<p>Whole class feedback. Self and peer assessment.</p>	<p>Whole class Feedback, Individual gaps identified to</p>	<p>Whole class feedback.</p>	<p>Whole class Feedback,</p>	<p>Whole class feedback. Self and peer assessment.</p>	<p>Whole class Feedback, Individual gaps identified</p>

		support student needs. Written feedback as per BTEC guidance.	Self and peer assessment.	Individual gaps identified. Written feedback as per BTEC guidance.		Written feedback as per BTEC guidance.
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.	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters and to whole class.	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.	Assess whole group through rehearsals and performance. Identify key gaps to reteach through retrieval starters to whole class	High quality questioning. Circulating the room to ensure understanding of the tasks set. Regular check in through written work.	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.	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning.	Correct work as appropriate during rehearsals. Analytical in their self reflection of their strengths and areas for improvement.	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning	Correct work as appropriate during written tasks.	Students are encouraged to attend KS4 BTEC catch up which links to gaps in learning

<p>When is this revisited?</p>	<p>All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked throughout the content taught.</p>	<p>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</p>	<p>All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked throughout the content taught.</p>	<p>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</p>	<p>All prior knowledge to be revisited through retrieval starters. The fundamental skills to be linked throughout the content taught</p>	<p>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</p>
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Year Plan

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
7	1. Cartoon Capers	<i>Focussing on the core body actions-Turn, Jump, Balance, travel, Gesture ,</i>	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.	<p>History of different dance styles (Jazz and Contemporary)</p> <p>Stylistic features that highlight the key dance style.</p>	<p>Focus</p> <p>Coordination</p> <p>Projection</p> <p>Characterisation/Facial expression</p> <p>Dynamics</p> <p>Timing</p> <p>Strength</p> <p>Quality of breath</p> <p>Emphasis</p> <p>Coordination</p> <p>Movement memory</p> <p>Motif</p> <p>Explore similarities and differences between different dance styles</p> <p>Continue to build upon perform Students to learn an ensemble motif utilising their prior skills learnt in terms term 1-4. Introduction to choreography</p> <p>nice skills in front of peers.</p>
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.	<p>Posture</p> <p>Flexibility</p> <p>Turn Out</p> <p>Control</p> <p>Balance</p> <p>Alignment</p> <p>Stamina</p>

	terms term 1-4. Introduction to choreography		<ul style="list-style-type: none"> Extension Musicality Focus Spatial awareness Coordination Projection Characterisation/Facial expression Dynamics Sense of style Timing Strength Quality of breath Emphasis Coordination Movement memory <p>Students to work as a team as part of ensemble</p> <p>Students to reflect and evaluate performance</p>
etc			

Year	Term	Unit Overview	Knowledge (students learn)	Skills (students learn how to)
8	1. Parkour	Students to start to explore motif	Student will learn a set motif and a	Posture Flexibility

		<p>development and the use of partner work whilst recapping the physical and expressive skills learnt from previous year.</p>	<p>partner phrase. From here students will explore ways of enhancing choreography through motif development.</p> <p>How to develop original motifs through devices such as repetition, adding movements, use of levels and change of dynamics.</p>	<p>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</p> <p>Motif Motif development Repetition Canon Fragmentation Levels Retrograde Direction Alternative pathway Instrumentation Enlargement</p>
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			<ul style="list-style-type: none"> Insertion Accumulation Action/reaction Action Space Relationship Dynamics Relationship Physical skills Interpretation skills Choreographic intent <p>Students to work as a team as part of ensemble</p> <p>Students to reflect and evaluate performance</p>
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.	<ul style="list-style-type: none"> Posture Flexibility Turn Out Control Balance Alignment Stamina Extension Musicality Focus Spatial awareness Coordination

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

		<p>within Brazilian martial arts.</p> <p>Students will have the opportunity to learn about different choreographic devices to support them in creating their own Capoeira 'fight scenes'</p>	<p>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</p>
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			<p>Choreographic intent</p> <p>Students to work as a team as part of ensemble</p> <p>Students to reflect and evaluate performance</p> <p>Students to give peer feedback around performance work.</p>
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.	<p>Students to use their prior knowledge from year 7 and 8 with regards to their physical and expressive skills.</p> <p>Students to focus on performance skills and how work and</p>	<p>Posture</p> <p>Flexibility</p> <p>Turn Out</p> <p>Control</p> <p>Balance</p> <p>Alignment</p> <p>Stamina</p> <p>Extension</p> <p>Musicality</p> <p>Focus</p> <p>Spatial awareness</p> <p>Coordination</p> <p>Projection</p> <p>Characterisation/Facial expression</p> <p>Dynamics</p> <p>Sense of style</p>

			<p>perform as part of an ensemble.</p> <p>Introduction to prop work.</p>	<ul style="list-style-type: none"> 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 <p>Students to work as a team as part of ensemble</p> <p>Students to reflect and evaluate performance</p>
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			Students to give peer feedback around performance work.
2. Peaky Blinders	Focus on characterisation and creative intent/stimuli towards a group ensemble.	<p>Students to focus on the use of characterisation through facial expressions and use of dynamics to highlight the narrative of the group performance.</p> <p>Students to explore the importance of stimuli/creative intent towards a group performance and how this can be portrayed to the audience.</p>	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

			<ul style="list-style-type: none"> Retrograde Direction Alternative pathway Instrumentation Enlargement Insertion Accumulation Action/reaction Action Space Relationship Dynamics Relationship Physical skills Interpretation skills Choreographic intent <p>Students to work as a team as part of ensemble</p> <p>Students to reflect and evaluate performance</p> <p>Students to give peer feedback around performance work.</p>	
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	<ul style="list-style-type: none"> Posture Flexibility Turn Out Control Balance Alignment Stamina 	

<p>sessions which are linked back to Component 1, 2 and 3.</p>	<p>expressive skills through corner and centre work.</p> <p>Knowledge of different practitioners their style of dance, stylistic features along with their processes and approaches towards choreography.</p>	<p>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</p>	
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			<p>Dynamics Relationship Physical skills Interpretation skills Choreographic intent</p> <p>Students to work as a team as part of ensemble</p> <p>Students to reflect and evaluate performance</p> <p>Students to give peer feedback around performance work.</p>	
etc				