



Curriculum Plan Dance

Year 11	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Term 1	<p>GCSE Component 2 'Developing skills and techniques' 30%</p> <p>Learn to choreograph solos, duos, group sections and develop performance and choreographic skills.</p>	<p>Peer feedback, absorbing and applying feedback and corrections.</p> <p>Reviewing & recording development of skills, techniques and progress in logbook.</p> <p>Create imaginative work inspired by a practitioner's Development of style.</p> <p>Analysis of research Evaluation of performance skills in relation to its impact on an audience.</p>	<p>Assessment: Recreation of a professional practitioners repertoire in Small duo / solo performances developing chorography.</p> <p>Portfolio Logbook (ongoing throughout the creating and developing process)</p>	<p>Numeracy: Exploring the ability to count rhythmic / note values.</p> <p>Literacy: Develop key words / phrases to analyse and evaluate performance skills and techniques</p> <p>Extended pieces of writing for log book reflections.</p> <p>Writing Structure Quotations and use of referencing research.</p>	<p>Self-control with others – working as a group and taking responsibility for meeting the time requirement, rehearsals and depth.</p> <p>Achievement Tracking the personal progress of their development and constantly analysing the development of the Dance.</p> <p>Pride Sense of achievement in performance and pride during the final performance.</p>	<p>Opening Evening showcase – for parents to celebrate their achievements.</p> <p>Christmas Concert performance opportunity.</p> <p>Remembrance Day celebrations.</p>	<p>Opportunities to discuss and explore different practitioner's repertoire and from a given stimulus. Forming debates, arguments and discovering different outcomes.</p> <p>Opportunities to document viewpoints and evaluation of strengths and weaknesses positively reflecting of their engagement, co-operation.</p>



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Term 2	<p>GCSE Component 3 40%</p> <p>'Responding to a brief'</p> <p>Responding to a stimulus, Analysing the themes, issues and topics and creating an original performance piece.</p> <p>Exam Board Choice – Released in January.</p>	<p>Research skills Interpretative skills, Collaborative skills.</p> <p>Communicating ideas and intentions effectively to an audience.</p> <p>Combining repertoire, creativity, imagination to create an original performance piece.</p>	<p>Assessment: Group performance Choreographing from a stimulus.</p> <p>Milestone extracts – analysing and evaluating the process of choreographing and original piece.</p>	<p>Numeracy: Identify the rhythm and understand the divisible numbers of beats in bar.</p> <p>Literacy: Extended pieces of writing (Milestones)</p> <p>Writing Structure Quotations and use of referencing</p>	<p>Endeavour building resilience and perseverance though the devising process.</p> <p>Attitude Building a positive mental attitude, leadership skills and directorial techniques.</p>	<p>Easter Concert performance opportunity.</p> <p>Summer Production (Year 7 to Year 13 students)</p> <p>July Performance</p> <p>Open Evening and taster sessions for KS3 students, leading workshops.</p>	<p>Exploring different SMSC themes and issues from a stimulus.</p> <p>Working with others to co-operate, listen, debate, inform and research relevant political topics.</p>
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Term 3	<p>GCSE Component 3 40%</p> <p>'Responding to a brief'</p> <p>Responding to a stimulus, Analysing the themes, issues and topics and creating an original performance piece.</p>	<p>Research skills Interpretative skills, Collaborative skills.</p> <p>Communicating ideas and intentions effectively to an audience.</p> <p>Combining repertoire, creativity, imagination to create an original performance piece.</p>	<p>Assessment: Group performance Choreographing from a stimulus.</p> <p>Milestone extracts – analysing and evaluating the process of choreographing and original piece.</p>	<p>Numeracy: Identify the rhythm and understand the divisible numbers of beats in bar.</p> <p>Literacy: Extended pieces of writing (Milestones)</p> <p>Writing Structure Quotations and use of referencing</p>	<p>Endeavour building resilience and perseverance though the devising process.</p> <p>Attitude Building a positive mental attitude, leadership skills and directorial techniques.</p>	<p>Summer Production (Year 7 to Year 13 students)</p> <p>July Performance</p> <p>Final end of year Dance showcase.</p>	<p>Exploring different SMSC themes and issues from a stimulus.</p> <p>Working with others to co-operate, listen, debate, inform and research relevant political topics.</p>
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