



Curriculum Plan Dance

Year 10	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 1 'Exploring the Performing Arts' 30%</p> <p>Reproducing repertoire and interpreting, developing a variety of dance styles. Combining separate elements of a piece (score, choreography, dynamics)</p> <p>Exploring Matthew Bourne's 'SWAN LAKE' and Kate Price 'INTO THE HOODS' (ZooNation)</p>	<p>Analysis and evaluation of similarities and differences in performance styles of Matthew Bourne and Kate Prince. Exploring their creative process.</p> <p>Focus on the performance and process of interpreting repertoire – 'Swan Lake' and 'Into the Hoods'.</p> <p>Develop choreographic skills creativity and imagination.</p>	<p>Assessment: Binary performance devising and replicating professional repertoire from 'Swan Lake' and 'Into the Hoods'.</p> <p>GCSE Component 1 'Exploring the Performing Arts'.</p>	<p>Numeracy: Developing the ability to count rhythmic patterns within a pulse.</p> <p>Literacy: Develop the ability to read practitioners choreographic processes, extract key information about their work and career.</p> <p>Key dance vocabulary to describe movement.</p>	<p>Curiosity and creativity – Students being able to explore different performance styles and learn about the choreographic process of different practitioners work.</p> <p>Zest -Installing a passion for learning by making connections with the given stimulus / style and creating an original piece of dance.</p>	<p>Opening Evening showcase – for parents to celebrate their achievements.</p> <p>Christmas Concert performance opportunity.</p> <p>Remembrance Day celebrations.</p>	<p>Studying the development of Dance throughout history.</p> <p>Exploring a diverse range of cultural styles.</p> <p>Making connections between dance styles and their social, cultural, historical influences throughout time.</p>



Curriculum Plan Dance

Term 2	<p>GCSE Component 1 'Exploring the Performing Arts' 30%</p> <p>Reproducing repertoire and interpreting, developing a variety of dance styles. Combining separate elements of a piece (score, choreography, dynamics)</p> <p>Exploring Bob Fosse's 'RICH MANS FRUG' and 'CHICAGO'.</p>	<p>Analysis and evaluation of similarities and differences in performance styles of Matthew Bourne, Kate Prince and Bob Fosse. Exploring their creative process.</p> <p>Focus on the performance and process of interpreting repertoire – 'Swan Lake', 'Into the Hoods', 'Rich Man's Frug' and 'Chicago'.</p> <p>Develop choreographic skills creativity and imagination.</p>	<p>Assessment: Binary performance devising and replicating professional repertoire from 'Swan Lake' and 'Into the Hoods'. Also replicating 'Chicago' and 'Rich Man's Frug'.</p> <p>GCSE Component 1 'Exploring the Performing Arts'.</p>	<p>Numeracy: Developing the ability to count rhythmic patterns within a pulse.</p> <p>Literacy: Develop the ability to read practitioners choreographic processes, extract key information about their work and career.</p> <p>Key dance vocabulary to describe movement.</p>	<p>Attitude – Building resilience, dealing with challenges and overcoming difficulties.</p> <p>Achievement - Installing a passion for success and perseverance.</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>Studying the development of Dance through professional practitioner's repertoire.</p> <p>Exploring a diverse range of cultural styles.</p> <p>Making connections between dance styles and their social, cultural, historical influences throughout time.</p>
--------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Curriculum Plan Dance

Term 3	<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</p> <p>Evaluation of performance skills</p> <p>in relation to its impact on an audience.</p>	<p>Assessment:</p> <p>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>Summer Production (Year 7 to Year 13 students)</p> <p>July Performance</p> <p>Final end of year Dance showcase.</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>
--------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------