

Curriculum Content Map

Subject: Dance Year 10

Month		Term 1	Term 2	Term 3	
	Units of Work	Dance Technique - Jazz Dance Contemporary Dance	The Company Unit 229: Ensemble Dance Performance	The Company Unit 229: Ensemble Dance Performance Performance	
Cultural Transmission	Specification	<ul style="list-style-type: none"> <li>Developing to performance and technical skills for Unit 201e: Live Performance and Unit 229: Ensemble Performance</li> </ul>	<ul style="list-style-type: none"> <li>Students will work towards criteria for Unit 229.</li> <li>There is currently a vibrant interest in all forms of dance style in the UK. It is enjoyed in many forms from recreation to physical fitness and as a performance art. The umbrella of 'Dance' is vast, containing many styles and genres, within a wide range of settings from formal theatre, to ritual, to community and social dance. The ability to perform and understand one specific style of dance as part of a group, not only introduces the Student to a popular form which engages communities but also supports their artistic, physical, intellectual and social skills development.</li> </ul>	Through completion of this unit, students will be able to: 1. Perform a group dance the chosen dance style 2. Reflect on their performance skills	
	Substantive Knowledge	<ul style="list-style-type: none"> <li>To develop skills in technical ability – focusing on key Contemporary and Jazz Dance features</li> <li>To develop performance skills</li> </ul>	The Student can: 1.1 Work collaboratively to rehearse a dance piece 1.2 Perform in the chosen dance genre demonstrating: a. Knowledge and understanding of the technique and vocabulary of the chosen genre b. Co-ordination c. Musicality d. Physical awareness and control e. Spatial awareness	2.1 Reflect on the performance and their own contribution and identify strengths and areas for development 2.2 Describe what they most enjoyed and found most challenging about the style	
	Disciplinary Knowledge	<p><i>The How!</i></p> <ul style="list-style-type: none"> <li>action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</li> <li>dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</li> <li>spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</li> <li>relationship content - (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</li> <li>timing content</li> <li>rhythmic content</li> <li>movement in a stylistically accurate way.</li> </ul> <p>projection focus spatial awareness facial expression phrasing</p>	<ul style="list-style-type: none"> <li>This unit aims to introduce and develop Students' skills in a selected dance style and improve their ability to reproduce and perform technical movements with a group and develop and perform a style specific sequence.</li> <li>The purpose of this unit is to enable the development of dance technique and performance and an understanding of a dance style.</li> <li>Specialist Knowledge and Skills:                             <ul style="list-style-type: none"> <li>Dance technical skills relevant to style</li> <li>Skills to effectively perform sequences of movement appropriate to the style</li> <li>Observation skills</li> <li>Understanding of stylistic and genre specific anomalies</li> <li>Awareness of structure and forms of dance style</li> <li>Working efficiently with other dancers</li> <li>Engaging an audience</li> <li>Working safely and effectively within the context</li> <li>Creative skills to develop movement material within the style</li> <li>Self Evaluation</li> <li>Using feedback to inform ongoing development</li> </ul> </li> </ul>	<p><b>Performance Skills</b></p> <p>In addition to the technical dance skills from Autumn, in performance the learner will also show an ability to interpret the dance style in performance and will be able reproduce the taught sequence accurately and demonstrate:</p> <ul style="list-style-type: none"> <li>Performance quality and interpretation</li> <li>Confidence</li> <li>Expression</li> <li>Musicality</li> </ul> <p>Communication Skills:</p> <ul style="list-style-type: none"> <li>The use of verbal and non-verbal communication skills in the development and rehearsal of devised sequence</li> <li>The ability to give and respond to direction</li> <li>The capacity to peer review the work of others constructively</li> <li>The ability to present</li> </ul>	
	Sequencing (Flow)	<i>Retrieval &amp; Extension</i>	Students will use retrieval practice to progress their understanding of multiple layering of technical and performance skills. In lessons, students will revisit technical exercises and apply practical skills to them. Students will have opportunity to apply feedback to their practical work.	To understand the technical requirements of the dance style by participating in weekly technique lessons. This will introduce students to the chosen style of dance as well as informing students of its development and history. Students will also create their own warm-up so that they can warm-up their group in one of the rehearsals to show leadership.	Development and rehearsal of the devised sequence of style specific material can be undertaken independently and/or in class time. The sequences will be created as a group (with each learner devising his or her own section and teaching it to their colleagues and then linking it into one longer piece for assessment).
	Summative Assessment		Students will be assessed on their practical skills in set phrases and technical exercises	The Student will demonstrate their ability to reproduce the technical style accurately. This should include two previously learned movement sequences which have been choreographed by the tutor which are contrasting in quality and dynamic. This session will be tutor led and undertaken as group. The Student will reflect on their dance sequence identifying strengths and areas for improvement and what they most enjoyed and found most challenging about working in the dance style.  Students must produce sufficient evidence of their own contribution to the group rehearsal and performance	
	Personal Empowerment	Virtue  Link to Virtue	<p><i>The opportunity to reflect, think deeply and critically about an issue.</i></p> <ul style="list-style-type: none"> <li>Friendliness and civility – Paired practical work</li> <li>Justice and truthfulness – Considering nutritional content of food</li> <li>Good speech – Answering questions in front of the class</li> <li>Aiming high – Challenging oneself to new movements</li> </ul>	<ul style="list-style-type: none"> <li>Courage – To try new skills</li> <li>Stillness – Remaining calm when things go wrong and stillness when doing exam questions</li> <li>Good temper/humour – When things go wrong in practical work</li> <li>Gratitude – For the equipment and opportunities to create a choreography</li> </ul>	<ul style="list-style-type: none"> <li>Good sense – Considering the teacher and others feedback</li> <li>Generosity – Sharing time to help others.</li> <li>Compassion – Showing compassion for those who cannot complete certain movements and offering support.</li> </ul>
Preparation for Work	Skill  Link to Skill	<p><i>Transferable skills</i></p> <ul style="list-style-type: none"> <li>Listening – To instructions, demonstrations and modelling</li> <li>Leadership – Following directions .</li> <li>Presenting – Presenting to the class.</li> <li>Good speech – Answering questions in front of the class</li> </ul>	<ul style="list-style-type: none"> <li>Staying positive – When things do not always go according to plan in practical work</li> <li>Creativity – Showing a wide range of creativity when creating dishes</li> <li>Gratitude – For the equipment and opportunities to create choreography</li> <li>Teamwork – Practical pairs</li> <li>Problem solving – Adapting recipes when needed for success.</li> </ul>	<ul style="list-style-type: none"> <li>Team work – working as a dance company</li> <li>Staying positive – When things do not go according to plan</li> <li>Aiming high – Aiming for high level technical skills in practical work and trying exam questions</li> </ul>	
Preparation for Citizenship	Link to SMSC & British Values  SMSC & British Values	<ul style="list-style-type: none"> <li>Social – working together in pairs</li> <li>Evaluating others' work</li> <li>Culture – exploring styles from different cultures in the dance industry.</li> </ul> <p><i>Developing opinions on current issues</i></p>	<ul style="list-style-type: none"> <li>Social – working together in pairs</li> <li>Evaluating the work of others</li> <li>Culture – exploring dishes from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>Social – working in pairs</li> <li>Evaluating the work of others</li> <li>Culture – exploring dishes from different cultures</li> </ul>	