

Dance Curriculum Knowledge Map 2023-24



Year 11	AUTUMN	
Topics	CHOREOGRAPHY EXAM	CHOREOGRAPHY EXAM
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Understand how use of stimuli and choreographic intention form the basis of dance piece. How to research an effective intention from the given stimuli. Know how to use choreographic processes in order to move from stimulus to finished piece. Know how to use effective choreographic skills in order to develop a sophisticated piece of dance. Know how to approach and develop understanding of effective interpretation and intention. Know and apply sophisticated performance skills in order to present and effective choreography. Know the different structuring forms and devices to use in a piece. Know the different choreographic devices to use in a piece. 	<ul style="list-style-type: none"> Understand how use of stimuli and choreographic intention form the basis of dance piece. How to research an effective intention from the given stimuli. Know how to use choreographic processes in order to move from stimulus to finished piece. Know how to use effective choreographic skills in order to develop a sophisticated piece of dance. Know how to approach and develop understanding of effective interpretation and intention. Know and apply sophisticated performance skills in order to present and effective choreography. Know the different structuring forms and devices to use in a piece. <p>Know the different choreographic devices to use in a piece.</p>
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Plan and create a piece of dance using a specific stimulus as a starting point. To choose, use and be able to talk about the development of a piece to achieve a strong choreographic intention. To use clear structuring devices to within a piece of choreography To create a piece with a clear climax and choreographic devices Use choreography skills to develop motifs using choreographic devices to add variety. Apply appropriate performance skills to suit the intention 	<ul style="list-style-type: none"> Plan and create a piece of dance using a specific stimulus as a starting point. To choose, use and be able to talk about the development of a piece to achieve a strong choreographic intention. To use clear structuring devices to within a piece of choreography To create a piece with a clear climax and choreographic devices Use choreography skills to develop motifs using choreographic devices to add variety. Apply appropriate performance skills to suit the intention
Disciplinary Literacy (Tier 3 Vocab)	Stimulus Choreographic process Choreographic intention Structure Choreographic devices Physical skills Technical skills Expressive skills Mental skills	Stimulus Choreographic process Choreographic intention Structure Choreographic devices Physical skills Technical skills Expressive skills Mental skills
Assessment	1. A teacher assessed practical NEA performance.	1. A teacher assessed practical NEA performance.
Diversity	Students are encouraged to explore the range of diversity within a given stimuli, this could be individual responses to cultural celebrations/dance styles/historical and social contexts.	Students are encouraged to explore the range of diversity within a given stimuli, this could be individual responses to cultural celebrations/dance styles/historical and social contexts.



Dance Curriculum Knowledge Map 2023-24



Year 11	SPRING	
Topics	ANTHOLOGY: ARTIFICIAL THINGS	ANTHOLOGY: WITHIN HER EYES/E of E
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Understand the contextual information regarding this anthology work (as provided by the exam board) Explore examples and contributions that the choreographic content, aural setting, costumes, set/props and lighting makes to the overall success of the piece. Understand how use of stimuli and choreographic intention form the basis of a theatre piece. Know how to approach answering questions relating to choreographic content, aural setting, costume, set/props and lighting for this anthology work. Understand the context of inclusive dance and how it sits within the wider dance context. 	<ul style="list-style-type: none"> Understand the contextual information regarding the anthology works (as provided by the exam board) Explore examples and contributions that the choreographic content, aural setting, costumes, set/props and lighting makes to the overall success of the piece. Understand how use of stimuli and choreographic intention form the basis of a theatre piece. Know how to use movement memory skills to recall longer phrases of movement. Know how to approach and develop understanding of effective interpretation and intention. Know and apply sophisticated performance skills such as facial expressions, body language and movement in order to tailor their performance to suit the class piece. Know how to approach answering questions relating to choreographic content, aural setting, costume, set/props and lighting for this anthology work. Know how use of camera/site sensitive work may differ from those in other performance environments. Know how to unpick choreographic components of Urban dance to accurately appreciate the piece.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Answer questions relating to the anthology work, drawing out specific examples and how they contribute to the audience's appreciation of the work. Demonstrate some of their own interpretations of the production features in the anthology work. 	<ul style="list-style-type: none"> Answer questions relating to the anthology work, drawing out specific examples and how they contribute to the audience's appreciation of the work. Demonstrate some of their own interpretations of the production features in the anthology work.
Disciplinary Literacy (Tier 3 Vocab)	Stimulus Choreographic intention Features of production Contribution Appreciation Relationships Contact work	Stimulus Choreographic intention Features of production Contribution Appreciation Empathy
Assessment	1. Written exam	2. Written exam
Diversity	Students will explore the physical limitations of some people and how this can impact/enhance their performance.	Students will explore the use of Urban dance within a mainstream choreography and decipher whether this impacts/enhances the narrative elements of the work.



Dance Curriculum Knowledge Map 2023-24



SUCCESSFUL
CREATIVE
HAPPY

Year 11	SUMMER	
Topics	ANTHOLOGY: A LINHA CURVA	
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> Understand the contextual information regarding this anthology work (as provided by the exam board) Explore examples and contributions that the choreographic content, aural setting, costumes, set/props and lighting makes to the overall success of the piece. Understand how use of stimuli and choreographic intention form the basis of a theatre piece. Know how to approach answering questions relating to choreographic content, aural setting, costume, set/props and lighting for this anthology work. Know how the choreographer has used a fusion of styles within the work. 	
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Use choreography skills to develop motifs using choreographic devices to add variety Answer questions relating to the anthology work, drawing out specific examples and how they contribute to the audience's appreciation of the work. Demonstrate some of their own interpretations of the production features in the anthology work. 	
Disciplinary Literacy (Tier 3 Vocab)	Stimulus Choreographic intention Features of production Contribution Appreciation Fusion	
Assessment	1. Written exam	
Diversity	Students will consider Brazilian culture, gender stereotypes and impact of carnival as a celebration within this work.	

