

Dance Curriculum Knowledge Map 2024-25



Year 10	AUTUMN	
Topics	SET PHRASE 1	DUET/TRIO PERFORMANCE
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • What AQA Dance performance skills are, their categories and their definitions • How we train and improve the skills over time • When it is appropriate to apply the skills within performance work • Know the performance solo set by the exam board. 	<ul style="list-style-type: none"> • Understand how use of stimuli and choreographic intention form the basis of a theatre piece. • 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 such as facial expressions, body language and movement in order to tailor their performance to suit the duet/trio piece. • To know the different physical/technical/expressive and mental skills as defined by AQA Dance.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Recreate the correct choreography, set by AQA Dance • Apply appropriate performance skills during the rehearsal process and on stage. • Be able to discuss the different performance skills and how their use positively impacted their performance in order to answer extended questions in Section B of the exam paper. 	<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 • Create group work that clearly shows understanding of the intended themes of the original piece • 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)	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 performance	1. A teacher assessed practical 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.	



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Year 10	SPRING	
Topics	ANTHOLOGY: SHADOWS	ANTHOLOGY: WITHIN HER EYES
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 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. 	<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.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Create class work that clearly shows understanding of the intended themes of the original piece. Use choreography skills to develop motifs using choreographic devices to add variety Apply appropriate performance skills to suit the intention. 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 Empathy	Stimulus Choreographic intention Features of production Contribution Appreciation Relationships Contact work
Assessment	1. A teacher assessed practical performance	2. Written exam
Diversity	Students will explore the historical/social and economic impact the government/war has on the ordinary human. Exploration of the family dynamic and how this can vary is discussed and explored within the work.	Students will explore the diverse nature of human relationships and consider how these may be similar/different to the experiences of their peers.



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Year 10	SUMMER	
Topics	SET PHRASE 2	PERFORMANCE SKILLS
Topics	<ul style="list-style-type: none"> • What AQA Dance performance skills are, their categories and their definitions • How we train and improve the skills over time • When it is appropriate to apply the skills within performance work • Know the performance solo set by the exam board. 	<ul style="list-style-type: none"> • What AQA Dance performance skills are, their categories and their definitions. • How we train and improve the skills over time. • When it is appropriate to apply the skills within performance work. • Know how to select appropriate performance skills.
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Recreate the correct choreography, set by AQA Dance • Apply appropriate performance skills during the rehearsal process and on stage. • Be able to discuss the different performance skills and how their use positively impacted their performance in order to answer extended questions in Section B of the exam paper. 	<ul style="list-style-type: none"> • Apply appropriate performance skills during the rehearsal process and on stage. • Be able to discuss the different performance skills and how their use positively impacted their performance in order to answer extended questions in Section B of the exam paper. • Answer performance skill related questions in Section A of the exam paper.
Procedural <i>What should they be able to do?</i>	Physical skills Technical skills Expressive skills Mental skills	Physical skills Technical skills Expressive skills Mental skills
Disciplinary Literacy <small>(Tier 3 Vocab)</small>	2. A teacher assessed practical performance	1. A teacher assessed practical performance 2. Theory assessment
Assessment		

