

# Dance Curriculum Knowledge Map 2024-25



Year 7	AUTUMN	
Topics	AROUND THE WORLD	MUSICALS
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>To show understanding of different dance genres from around the world and how to select appropriate performance skills accordingly.</li> <li>Begin to develop their knowledge of basic choreographic skills.</li> </ul>	<ul style="list-style-type: none"> <li>How to approach learning set movement as a class and in smaller groups– Understand the conventions of performance, creating motifs and developing motifs.</li> <li>Know how to use memory skills to recall phrases of movement such as systematic repetition and mental rehearsal.</li> <li>Know how to approach and develop understanding of effective interpretation and intention. Know and apply basic but key performance skills within their performance such as facial expression, varying dynamics, and stylistic qualities in order to present appropriate performances for the musicals studied.</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Work cooperatively as a member of a team to communicate their thoughts and creative ideas when choreographing movement.</li> <li>Able to evaluate the effectiveness of their choice of choreographic content and analyse and evaluate their own and other performances.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret their character/musical storyline successfully by adopting the appropriate use of performance skills. Show effective use of performance skills to further enhance storytelling and character relationships.</li> <li>Explore choreographic content to present an interesting and engaging performance.</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Motif Genre Stylistic Performance skills Action Space Unison	Dynamics Relationships Levels
<b>Assessment</b>	1. A teacher assessed practical performance.	1. A teacher assessed practical performance
<b>Diversity</b>	Students explore dance genres from different parts of the world, learning stylistic qualities and the cultural significance of the dance style in its country of origin.	Character exploration from a range of musicals



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Year 7	SPRING	
Topics	CAPOEIRA & GHOST DANCES	INDIAN DANCE
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>To show understanding of the stylistic qualities of Capoeira and how to select appropriate performance skills accordingly.</li> <li>To show understanding of their knowledge of choreographic skills to develop a Capoeira choreography.</li> <li>To show understanding of the context and themes in Christopher Bruce's 'Ghost Dances' and know how to select appropriate performance skills.</li> <li>Know how to communicate effectively as part of a group using effective teamwork and communicative skills.</li> </ul>	<ul style="list-style-type: none"> <li>To show understanding of the stylistic qualities of two contrasting styles; Kathak and Bollywood dance and how to select appropriate performance skills accordingly.</li> <li>Know how to use memory skills to recall new steps and phrases of movement.</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>Analyse and evaluate the effectiveness of their interpretation and choreographic choices of Capoeira and Ghost Dances, through discussion of selected skills and impact on audience.</li> <li>Perform an effective characterisation of the 'ghosts' in Ghost Dances.</li> </ul>	<ul style="list-style-type: none"> <li>Be able perform movement in a stylistically accurate way.</li> <li>Explore choreographic content to present an interesting and engaging performance work, exploring the use of choreographic devices.</li> <li>Be able to use visual stimuli as a way of generating dance movement.</li> <li>Be able to discuss the similarities and differences within the two styles studied.</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	<b>Canon Pathways Formation</b>	<b>Mudra Footwork Focus</b>
<b>Assessment</b>	<b>1. A teacher assessed practical performance.</b>	<b>1. A teacher assessed practical performance.</b>
<b>Diversity</b>	Students explore the history and social context of Capoeira dance, including its cross-cultural origins and links to the slave trade. 'Ghost Dances' provides an opportunity to explore south American folklore and beliefs.	Students explore the history and socio-economic context of Kathak dance and its cultural significance in India. Students are also given the opportunity share their own experiences of South Asian dance with their peers.



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Year 7	SUMMER	
Topics	STILL LIFE AT THE PENGUIN CAFÉ	INTERNATIONAL FESTIVALS
<b>Declarative</b> <i>What should they know?</i>	<ul style="list-style-type: none"> <li>• Know how choreographers can take a worldwide ‘issue’ and use it as a stimulus.</li> <li>• Know the reasons why species can become endangered and/or extinct and impact this has.</li> <li>• Know what makes for a successful choreography.</li> <li>• Begin to understand how features of production, such as set, lighting and aural setting enhance our understanding of the choreographic intention.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the reasons why certain cultures, religions and subcultures participate in festivals around the globe.</li> <li>• The historical/social context of the festival</li> <li>• How does dance contribute within the festival</li> </ul>
<b>Procedural</b> <i>What should they be able to do?</i>	<ul style="list-style-type: none"> <li>• Use their understanding of dance styles to choreograph appropriate performance work in groups.</li> <li>• Accurately learn, rehearse and perform movement motifs taught by the teacher.</li> <li>• Know how to communicate effectively as part of a group using effective teamwork and communicative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to communicate effectively as part of a group using effective teamwork and communicative skills.</li> <li>• Use choreographic skills in order to create a varied piece of performance work</li> </ul>
<b>Disciplinary Literacy</b> (Tier 3 Vocab)	Extinction Endangered Habitat Set Lighting Costume	Celebration Heritage Community Tradition
<b>Assessment</b>	1. A teacher assessed practical performance.	1. A teacher assessed practical performance
<b>Diversity</b>	Students will explore social responsibility, social and cultural implications of actions	Students will discuss and explore several festivals from different cultures and contexts.



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SUCCESSFUL  
CREATIVE  
HAPPY

