

Dance Curriculum Knowledge Map 2024-25



Year 9	AUTUMN	
Topics	INTRO TO CONTEMPORARY DANCE	INTRO TO CHOREOGRAPHIC PRINCIPLES
Declarative <i>What should they know?</i>	<ul style="list-style-type: none"> • Know the 'rules' of Contemporary Dance • Understand how different genres of dance are similar/different from others. • Historical content of Contemporary Dance 	<ul style="list-style-type: none"> • How to use stimuli to develop a successful dance with clear choreographic intention • To use choreographic processes successfully and understand how to structure a piece successfully
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> • Create and perform movement phrases that are in keeping with the style. • Be able to describe key features of contemporary dance. • Analyse and evaluate successful reproduction of contemporary phrases 	<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
Disciplinary Literacy (Tier 3 Vocab)	Contemporary Parallel Motif Choreographic devices	Stimulus Choreographic process Choreographic intention Structure Choreographic devices
Assessment	1. A teacher assessed practical performance	1. A teacher assessed practical performance
Diversity	Historical and social contexts are introduced as whole class discussion topics	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 9	SPRING	
Topics	CLASS PERFORMANCE PIECE	EXPLORING PROFESSIONAL DANCE WORKS
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 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. 	<ul style="list-style-type: none"> Understand the context of the different works studied and 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 the specific professional work.
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.
Disciplinary Literacy (Tier 3 Vocab)	Choreographic intention Physical skills Technical skills Expressive skills Mental skills	Appreciation Theme Production features Choreographic intention
Assessment	1. A teacher assessed practical performance.	1. A teacher assessed practical performance.
Diversity	All students engage with activities that require them to consider the viewpoint of the character they are playing.	Dances from different cultures are studied in addition to exploring a wide variety of themes as class discussion and basis of our lessons.



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Year 9	SUMMER	
Topics	DUET/TRIO PERFORMANCE PIECE	DUET/TRIO PERFORMANCE PIECE
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 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 	<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
Procedural <i>What should they be able to do?</i>	<ul style="list-style-type: none"> Use choreography skills in order to create clear motifs that link to stimulus and/or choreographic intention. Select successful motifs to develop. Use a variety of choreography skills to present a well-rehearsed and sophisticated performance piece. Work effectively in a group to create a finished piece. Manage time in rehearsals to ensure that all criteria for assessment are met. 	<ul style="list-style-type: none"> Use choreography skills in order to create clear motifs that link to stimulus and/or choreographic intention. Select successful motifs to develop. Use a variety of choreography skills to present a well-rehearsed and sophisticated performance piece. Work effectively in a group to create a finished piece. Manage time in rehearsals to ensure that all criteria for assessment are met.
Disciplinary Literacy (Tier 3 Vocab)	Stimulus/stimuli Choreographic intention Aural setting Climax Structuring devices Choreographic devices	Stimulus/stimuli Choreographic intention Aural setting Climax Structuring devices Choreographic devices
Assessment	1. A teacher assessed practical performance.	2. A teacher assessed practical performance.
Diversity	Students have the freedom (and are encouraged) to explore a wide range of potential outcomes for the given stimuli. This could encompass a number of cultural, social and historical contexts.	Students have the freedom (and are encouraged) to explore a wide range of potential outcomes for the given stimuli. This could encompass a number of cultural, social and historical contexts.



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SUCCESSFUL
CREATIVE
HAPPY

