



CHS South Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

CHS South Curriculum Area Framework for Learning – Year 7-11

SUBJECT	DANCE
INTENT	<p><i>'We dance for laughter, We dance for tears, We dance for madness, We dance for fears, We dance for hope, We dance for screams, We are the dancers, We create the dreams'</i></p> <p>Albert Einstein</p> <p>We study dance in order to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies.</p> <p>We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun.</p> <p>We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and</p>



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	<p>independent learners.</p> <p>Studying Dance at CHS South is an investment in the future; the versatility it offers means that our students become highly skilled in a number of areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others.</p> <p>Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting or sound) and find meaning. Dance challenges our learners to be driven, independent individuals.</p>					
Year Group	7					
Rationale/ Narrative	Year 7 Dance aims to introduce the students to a range of physical skills used during performance and choreography as well as developing an understanding of terminology used in this subject. Dance students will explore a number of dance styles and professional dance works and will finish the year having developed a range of interpersonal skills and presentation skills.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Boy Who Came from Space/Fit for Life</p> <ul style="list-style-type: none"> -Safe dance practice -Preparing the body for physical activity -Understanding injury prevention -Applying warm up knowledge in order to plan and execute a full body warm up 	<p>Around the World</p> <ul style="list-style-type: none"> -Stylistic qualities -Basic choreography skills: Actions/Space /Dynamics/Relationships /Unison/Canon 	<p>Musicals</p> <ul style="list-style-type: none"> -What makes a musical? -History of musicals -Theatre culture -Musical choreography -Group choreography 	<p>Still Life at the Penguin Café</p> <ul style="list-style-type: none"> -Understanding wider world issues such as endangerment to species - Context of David Bintley's 'Still Life at the Penguin Cafe' -Choreographing using a specific stimulus and style 	<p>Indian Dance</p> <ul style="list-style-type: none"> -History of Kathak -Stylistic features of Kathak -History of Bollywood -Stylistic features of Bollywood -Choreographing in a specific dance style 	<p>Ghost Dances & Capoeira</p> <ul style="list-style-type: none"> -History of Capoeira -Stylistic features of Capoeira - Context of Christopher Bruce's 'Ghost Dances' - Choreography skills
SKILLS	<ul style="list-style-type: none"> -Musicality Understanding how to link music to 	<ul style="list-style-type: none"> -Choreography skills -Performance skills -Movement Memory 	<ul style="list-style-type: none"> -Choreography skills: Group 	<ul style="list-style-type: none"> -Understanding how to choreograph 	<ul style="list-style-type: none"> -Demonstrating stylistic qualities from two contrasting styles 	<ul style="list-style-type: none"> -Team work -Problem solving -Choreography skills



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	<p>exercise - Motor/Coordination: Breaking down the 3 stages of movement required for a Warm-Up. -Communication: Looking at how to communicate safety points to a class during a Warm-Up.</p>	<p>-Motor/Coordination -Literacy- linking practical work to practical work -Social skills -Communication</p>	<p>choreography, action & space -Performance skills: expressive skills</p>	<p>using a set stimulus. -Performance skills -Movement Memory Extended sequences of movement linking to a specific stimulus -Communication of choreographic intent -Ecological Participating in class discussions about the environment</p>	<p>-Musicality</p>	<p>Performance skills -Movement memory -Communication</p>
ASSESSMENTS	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet)	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet)	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet)
HOME LEARNING	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.
READING, WRITING, TALK	<p>Reading: -Pupils will need to utilize their reading skills and will also participate in a series of comprehension and</p>	<p>Reading: -information regarding dance styles Writing: – Punctuation: Pupils will need to learn key Dance terminology as</p>	<p>Reading: -Ask questions/predict story lines and potential new ideas for musicals Writing:</p>	<p>Reading: -Empathise on whole world issues and causes of endangerment Writing:</p>	<p>Reading: Visualise – info about movement style and other features of the style Writing:</p>	<p>Reading: -Empathise with characters in professional work Writing: Clarity & organization – Pupils will need to learn a key set of Capoeira</p>



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	<p>research tasks as part of their Home learning tasks. Writing: Clarity & organization – Pupils will need to plan their written work for it to be logical. Talk: – Pupils will participate in class discussions about safe Dance practice and Anatomy</p>	<p>part of their Home Learning. Talk: -Talk trios (sharing findings)</p>	<p>Revising key Dance terminology as part of their Home - Talk: -Peer critique</p>	<p>Use of language – Pupils will need to develop their use of language, particularly their descriptive, imaginative and emotive language Talk: Communication – Pupils will need to communicate effectively in their small groups in order to complete the Choreography tasks set, but also will need to communicate their choreographic intention through movement.</p>	<p>Use of language – Pupils will need to develop their use of language, particularly their descriptive and imaginative language with a creative writing task as part of their Home Learning about Bollywood Dance. Talk: -Peer critique</p>	<p>terminology as part of their Home Learning. Talk: Talk trios</p>
TIER 3 VOCAB	<p>Safe Working Practices Mobilisation Pulse raiser Stretch Intensity Warming up Cooling down Nutrition Hydration</p>	<p>Motif Action Content Spatial Content Dynamic Content Relationship Content Choreographic Devices</p>	<p>Projection Focus Spatial awareness Facial expression</p>	<p>Speed Strength Flow</p>	<p>Movement Memory Commitment Concentration Confidence</p>	<p>Direction Pathways Levels Size of Movement</p>



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PSPSMC, BRITISH VALUES	<ul style="list-style-type: none"> -Teamwork -Communication, -Working to deadlines -Decision making, - Leading tasks -Making healthy choices 	<ul style="list-style-type: none"> -Teamwork -Communication -Understanding of other cultures 	<ul style="list-style-type: none"> -Teamwork -Communication -Cultural understanding 	<ul style="list-style-type: none"> -Teamwork -Communication -Cultural understanding -Social understanding -Empathy 	<ul style="list-style-type: none"> -Teamwork -Communication -Cultural understanding -Social understanding 	<ul style="list-style-type: none"> -Teamwork -Communication -Cultural understanding -Social understanding -Empathy
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Year Group	8					
Rationale/ Narrative	Year 8 Dance builds on the Dance foundation developed during Year 7. Students are encouraged to explore professional dance works studied with a critical eye and develop their dance analysis skills. Year 8 dancers will also continue to develop their performance and choreography skills in preparation for studying dance further.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>"It's Our Planet" - 'Swansong'.</p> <p>Pupils will explore the use of Non-Verbal Communication and body language, to express the emotions involved within Physical Theatre to convey themes of intimidation and bullying to an audience. Pupils will learn and understand how to perform safely, movements from the style of Physical Theatre, using 'Swansong' and Guantanamo Bay as a stimulus.</p>	<p>"Identity" – 'Faultline'.</p> <p>Pupils will develop their choreography skills further building on non-verbal communication and use of body language, and students will learn how to use 'identity' as a basis for Choreography.</p>	<p>'Approaches to choreography'.</p> <p>Pupils will explore the use of different stimuli available to create new choreography. Over the half term pupils will respond to visual and auditory stimuli in addition to using text as a stimulus.</p>	<p>'Urban Fairy Tales'.</p> <p>Pupils will explore using traditional fairy tales as a stimulus for choreography. Using Zoo Nation's repertoire as inspiration. Students will select and develop appropriate choreography, music and dance style to create their group performance.</p>	<p>"International Culture" - 'Professional Works'.</p> <p>Pupils will be looking at professional Dance works from Choreographers around the world, researching their Stimuli and learning key motifs as a basis for their own choreography.</p>	<p>"Responding to stimuli".</p> <p>Pupils will use a variety of concepts as a stimulus for choreography. This unit of work will develop choreography skills as well as providing opportunities to explore their interpretative skills.</p>
SKILLS	<p>Develop: Choreography skills</p> <p>Understand: how to use specific themes as a basis for choreography.</p>	<p>Choreography: Gestures and pedestrian movement will be explored in terms of choreography.</p>	<p>Social skills: Through group-based activity</p> <p>Understand and physically demonstrate: a specific street dance style</p>	<p>Social skills: Through group-based activity</p> <p>Understand and physically demonstrate:</p>	<p>Choreography: Use specific themes and dance styles appropriately.</p> <p>Knowledge and demonstration:</p>	<p>Choreography: Understand and demonstrate the choreographic process with a given stimulus.</p> <p>Understand and demonstrate:</p>



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	<p>Performing with sensitivity: According to the subject matter.</p>	<p>Understand and demonstrate: Gestures and pedestrian movement will be explored in terms of performance.</p>	<p>Develop: Choreography skills. Understand: Different job roles and responsibilities.</p>	<p>a specific choreography linked to given stimulus. Develop: Choreography skills.</p>	<p>Learn and perform a range of repertoire from current dance companies and make links to a range of stimuli.</p>	<p>-Motif development, choreographic devices</p>
ASSESSMENTS	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet)	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet)	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet)
HOME LEARNING	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.	Completion of Teams knowledge and recall quizzes based on topic of study and tier 3 vocabulary.
READING, WRITING, TALK	<p>Reading: Empathise</p> <p>Writing: Use of language</p> <p>Talk: Peer Feedback and Critique</p>	<p>Reading: Breakdown info</p> <p>Writing: Punctuation Pupils will need to learn key Dance terminology of words that they will use throughout KS3 Dance.</p> <p>Talk: Talk trios</p>	<p>Reading: Form opinions</p> <p>Writing: Punctuation</p> <p>Talk: Peer critique</p>	<p>Reading: Visualisation</p> <p>Writing: – Sentence structures Pupils will need to develop their specific writing skills in order to answer exam style questions.</p> <p>Talk: Talk trios</p>	<p>Reading: Relate to own experience</p> <p>Writing: Sentence structure</p> <p>Talk: Peer critique and evaluation</p>	<p>Reading: Infer</p> <p>Writing: Use of language</p> <p>Talk: Peer critique and evaluation</p>



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TIER 3 VOCAB	Set Lighting Costume Aural Setting/Accompaniment	Lead and Follow Mirroring Action/reaction Accumulation Formations	Stimulus Auditory Tactile Ideational Visual Kinesthetic	Motif and Development Manipulation of number Unison Canon Repetition	Posture Alignment Balance Coordination Control Flexibility	Mobility Strength Stamina Extension Isolation
PSPSMC, BRITISH VALUES	-Teamwork -Communication -Sticking to deadlines -Understanding & appreciation of different cultures and ways of life, and - Decision making for lifelong learning. -Empathy and understanding of Human Rights.	This will introduce pupils to teamwork and communication, sticking to deadlines, understanding & appreciation towards different cultures and ways of life, and decision making for lifelong learning. This topic helps pupils to understand and explore more unusual and alternative styles of Dance and allows pupils to explore the use of digitalism in Dance.	-Teamwork -Communication -Sticking to deadlines -Decision making -Applying for jobs -Careers -Creative and digital skills -Empathy Entrepreneurial/business skills for lifelong learning.	-Teamwork -Communication -Sticking to deadlines	This will introduce pupils to teamwork and communication, sticking to deadlines, understanding & appreciation towards different cultures and ways of life, and decision making for lifelong learning. This topic also helps pupils to understand better about the Performing Arts industry.	This will introduce pupils to teamwork and communication, sticking to deadlines, understanding & appreciation towards different cultures and ways of life, and decision making for lifelong learning. This topic also helps pupils to better understand about Dance and its styles in a socio and historical context.



SUBJECT	DANCE
INTENT	<p><i>'We dance for laughter, We dance for tears, We dance for madness, We dance for fears, We dance for hope, We dance for screams, We are the dancers, We create the dreams' Albert Einstein</i></p> <p>We study dance in order to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies.</p> <p>We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun.</p> <p>We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners.</p> <p>Studying Dance at CHS South is an investment in the future; the versatility it offers means that our students become highly skilled in several areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others.</p> <p>Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that is set, costume, lighting or sound) and find meaning. Dance challenges our learners to be driven, independent individuals.</p>



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Year Group	9					
Rationale/ Narrative	Year 9 Dance provides students with their first taste of formal training as a dancer. During this year students will develop skills in Performance, Choreography and Critical Appreciation providing them with necessary knowledge and skills to demonstrate a good grounding as a dancer.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Introduction to Contemporary Dance</p> <p>Practical: Pupils will explore the technique that underpins contemporary dance styles and will develop and perform several set phrases in this style.</p> <p>This will provide a basis for the skills required on the GCSE Dance Course.</p> <p>Theory: Safe Working Practice, students explore six areas:</p> <ul style="list-style-type: none"> • Warm up • Cool down • Nutrition • Hydration • Safe Execution • Appropriate dance wear 	<p>Introduction to Choreographic Principles</p> <p>Practical: Pupils will explore the techniques that underpin successful dance choreography.</p> <p>Theory: Choreographic Processes</p>	<p>Class Performance piece</p> <p>Practical: Pupils will work in a small group to create a performance piece, responding to a given stimulus.</p> <p>Theory: Motif writing and Performance skills.</p>	<p>Exploring a professional dance work</p> <p>Practical: Pupils will study a section of a professional dance work, understand and demonstrate the style and Choreographic intention.</p> <p>Theory: Building and forming responses to exam style questions based on the professional work studied.</p>	<p>Duet/trio performance pieces</p> <p>Practical: Pupils will explore the stimuli provided looking specifically at how a dance can progress from stimulus to development to show a clear choreographic intention. Pupils will work in groups to create a suitable performance piece, showcasing their abilities in physical, technical, expressive and mental skills.</p> <p>Theory: Critical appreciation of own work and responding to a given stimulus</p>	<p>Duet/trio performance pieces</p> <p>Pupils will explore the stimuli provided looking specifically at how a dance can progress from stimulus to development to show a clear choreographic intention. Pupils will work in groups to create a suitable performance piece, showcasing their abilities in physical, technical, expressive and mental skills.</p> <p>Theory: Critical appreciation of own work and responding to a given stimulus</p>



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SKILLS	-Improving technique - Building confidence -Performance skills	-Improving technique - Building confidence -Performance skills -Choreographic knowledge	-Improving technique - Building confidence -Performance skills -Choreographic knowledge	-Improving technique - Building confidence -Performance skills -Choreographic knowledge	-Improving technique - Building confidence -Performance skills -Choreographic knowledge	-Improving technique - Building confidence -Performance skills -Choreographic knowledge
	-Choreographic knowledge -Learning new vocabulary	-Learning new vocabulary -Improving movement memory -Enhancing analytical skills -Enhancing appreciation skills	-Learning new vocabulary -Improving movement memory -Enhancing analytical skills -Enhancing appreciation skills	-Learning new vocabulary -Improving movement memory -Enhancing analytical skills -Enhancing appreciation skills	-Learning new vocabulary -Improving movement memory -Enhancing analytical skills -Enhancing appreciation skills	-Learning new vocabulary -Improving movement memory -Enhancing analytical skills -Enhancing appreciation skills
ASSESSMENTS	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet) MP3: Section A assessment	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet) MP3: Section C assessment	MP1: Progress Check (feedback sheet)	MP2: Progress Test (feedback sheet) MP3: Section B assessment



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HOME LEARNING	Developing understanding of: -Contemporary dance - Choreographic principles	Developing understanding of: -Choreographic principles -How to answer dance exam questions	Developing understanding of: -Performance skills (categories, definitions, how we use them, how we improve them)	Developing understanding of: -Critical appreciation of professional dance works	Developing understanding of: -Performance skills (categories, definitions, how we use them, how we improve them) -Responding to extended answers	Developing understanding of: -Performance skills (categories, definitions, how we use them, how we improve them) -Responding to extended answers
READING, WRITING, TALK	Writing: -Punctuation -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Choreography Process Notes. Note taking in Theory lessons. -Completing Key Set Works worksheets.	Writing – Sentence structures: -Completing Reflection/Feedback Loops. -Note taking in Theory lessons. -Completing Key Set Works worksheets. -Completing written Exam Questions.	Writing – Clarity & organization -Note taking in Theory lessons. -Completing Key Set Works worksheets	Writing – Use of language Completing - Reflection/Feedback Loops. -Note taking in Theory lessons. -Completing Key new Set Works worksheets. -Completing written Exam Questions. -Completing Analysis/Review tasks of each Set Work.	Writing: -Punctuation -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology Note taking in Theory lessons.	Writing: -Punctuation -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology Note taking in Theory lessons.
TIER 3 VOCAB	Foundation Core Contract Release	Motif & Development Choreographic Process Structure Choreographic devices	Refine Choreographic intent Physical skills Technical skills	Choreographic approach Effect Stylistic features Features of production	Motif & Development Choreographic Process Structure Choreographic devices	Motif & Development Choreographic Process Structure Choreographic devices



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	Parallel		Expressive skills Mental skills		Refine Choreographic intent Physical skills Technical skills Expressive skills Mental skills	Refine Choreographic intent Physical skills Technical skills Expressive skills Mental skills
PSPSMC, BRITISH VALUES	This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will gain an insight into working within the Professional Dance Industry, which will give them aspirations, and experiences which will help them to gain further opportunities post 16.	This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will gain an insight into working within the Professional Dance Industry, which will give them aspirations, and experiences which will help them to gain further opportunities post 16.	This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will gain an insight into working within the Professional Dance Industry, which will give them aspirations, and experiences which will help them to gain further opportunities	This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills.	This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills.	This will encourage pupils to succeed in teamwork and communication, sticking to deadlines and decision making, leading tasks, educating independently for a better life for lifelong learning. Pupils will have the opportunity to take the lead during this unit, which will have a positive impact on self-esteem and communication skills.



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Year Group	10					
Rationale/ Narrative	Year 10 students will continue to develop skills and understanding in Performance, Choreography and Critical Appreciation. Students will study a number of anthology works (professional dance works they must study for their written exam) and prepare performance work ready for submission.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Performance – Set Phrases ‘Breathe’</p> <p>Theory focus – Section A/B (Performance skills, Nutrition & Training)</p> <p><u>PRACTICAL LESSONS:</u> Introduction to GCSE Dance course with a focus on improving and building on previous Dance technique.</p>	<p>Performance – Duet/Trio performance piece</p> <p>Theory focus – Section A/B (Choreography skills)</p> <p><u>PRACTICAL LESSONS:</u> Pupils will explore the choreography and performance work looking specifically at elements of the dance</p>	<p>Performance – Duet/Trio performance piece</p> <p>‘Shadows’ Christopher Bruce</p> <p><u>PRACTICAL LESSONS:</u> Pupils will explore the set work looking specifically at elements of the dance</p>	<p>Within her eyes’ James Cousins</p> <p><u>PRACTICAL & THEORY LESSONS:</u> Pupils will explore the set work looking specifically at elements of the dance style, key developments and links to stimuli.</p> <p>Exam paper practice</p>	<p>Performance – Set Phrases ‘Scoop’</p> <p><u>PRACTICAL & THEORY LESSONS:</u> Pupils will learn, rehearse and perform a solo for GCSE assessment</p> <p>Exam paper practice</p>	<p>Theory exam and performance skills revision</p> <p><u>PRACTICAL & THEORY LESSONS:</u> Pupils will explore the set work looking specifically at elements of the dance style, key developments and links to stimuli.</p>



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	<p>Pupils will learn, rehearse and perform a solo for GCSE assessment</p> <p><u>THEORY LESSONS:</u> Pupils will be introduced to Key Dance Vocabulary required for the written exam. Pupils will learn and demonstrate understanding of Performance skills needed by a dancer. Pupils will explore nutrition and hydration associated with training and performance.</p>	<p>style and demonstrating choreographic intent. They will create and perform a group piece.</p> <p><u>THEORY LESSONS:</u> Section A of paper (choreography)</p>	<p>style, key developments and links to stimuli.</p>			<p>Exam paper practice</p>
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SKILLS	<ul style="list-style-type: none"> -Improving technique Enhancing confidence -Performance skills -Problem solving -Learning new vocabulary - Building literacy -Improving organizational skills - Independent learning/responsibility. 	<ul style="list-style-type: none"> -Improving technique Enhancing confidence -Performance skills -Problem solving - Learning new vocabulary Building literacy -Improving organizational skills - Independent learning/responsibility -Analytical skills 	<ul style="list-style-type: none"> Improving technique -Enhancing confidence -Performance skills -Improving movement memory ability -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills. 	<ul style="list-style-type: none"> -Improving technique -Enhancing confidence -Performance skills -Improving movement memory ability -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills. 	<ul style="list-style-type: none"> -Improving technique -Enhancing confidence -Performance skills -Improving movement memory ability -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills. 	<ul style="list-style-type: none"> -Improving technique -Enhancing confidence -Performance skills -Improving movement memory ability -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills.
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ASSESSMENTS	MP1: NEA Set Phrase assessment	MP2: Performance duet/trio MP3: Section A/B assessment	MP1: Shadows 12-mark question	MP2: Within Her Eyes 12-mark question MP3: Section C assessment	MP1: NEA Set Phrase assessment	MP2: Mock exam MP3: Section C
HOME LEARNING	Developing understanding of: -Performance skills (categories, definitions, how we use them, how we improve them over time)	Developing understanding of: -How to answer 6-mark questions (Section B exam paper)	Developing understanding of: -Anthology work (stimuli, key features and contributions)	Developing understanding of: -Anthology work (choreographic intention, use of camera and dance style)	Developing understanding of: Appropriate responses to Section B questions	Developing understanding of: -Exam paper as a whole - 6/12-mark answers
READING, WRITING, TALK	Writing – Punctuation -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Note taking in Theory lessons. -Completing Key Set Works worksheets.	Writing – Sentence structures -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Understanding of the GCSE theory Exam Questions	Writing – Clarity & organization -Note taking in Theory lessons. -Completing Key Set Works worksheets. Reading: Break down info/ Infer Talk: Hot seat	Writing – Use of language -Completing Reflection/Feedback Loops. -Note taking in Theory lessons. -Completing Key Set Works worksheets. -Completing Theory Exam Questions.	Reading -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Understanding of the GCSE theory Exam Questions	Communication Pupils will need to communicate effectively in order to complete the Choreography tasks set, clearly articulate their dance idea but also will need to communicate their choreographic



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	<p>-Communicating ideas effectively</p> <p>Reading: Relate to own experiences</p> <p>Talk: Peer critique</p>	<p>-Completing Reflection/Feedback Loops.</p> <p>-Note taking in Theory lessons.</p> <p>-Completing Key Set Works worksheets.</p> <p>-Completing Written Exam Questions.</p> <p>Completing - Analysis/Review tasks of each Set Work.</p> <p>Reading: Relate to own experiences</p> <p>Talk: Talk trios</p>		<p>-Completing Analysis/Review tasks of each Set Work.</p> <p>Reading: New Vocab/ Form opinions/ break down info</p> <p>Talk: Peer critique</p>	<p>Reading: Form opinions/ break down info</p> <p>Talk: Talk trios</p>	<p>intention through movement</p> <p>Reading: Infer/Form opinions/ break down info</p> <p>Talk: Talk trios</p>
TIER 3 VOCAB	<p>Beats/bars</p> <p>Phrasing</p> <p>Action content</p> <p>Focus</p> <p>Dynamic range</p>	<p>Choreographic intent</p> <p>Sensitivity to others</p> <p>Projection</p>	<p>Poverty</p> <p>Affect</p> <p>Tension</p> <p>Relationships</p>	<p>Site Sensitive</p> <p>Use of camera – pans/ track / Long shot, medium shot, close up</p> <p>Contact</p>	<p>Beats/bars</p> <p>Phrasing</p> <p>Action content</p> <p>Focus</p> <p>Dynamic range</p>	<p>Chequerboard</p> <p>Timing</p> <p>Counterpoint</p> <p>Infra</p> <p>Inclusive</p> <p>Vitrine</p> <p>Expressionism</p> <p>Emancipation</p>
PSPSMC, BRITISH VALUES	<p>-Teamwork</p> <p>-Communication</p> <p>-Sticking to deadlines -</p> <p>Decision making</p> <p>-Leading tasks</p> <p>-Educating independently for a better life for lifelong learning.</p>	<p>-Teamwork</p> <p>-Communication</p> <p>-Sticking to deadlines</p> <p>-Decision making</p> <p>-Leading tasks</p> <p>-Resilient</p>	<p>-Teamwork</p> <p>-Communication</p> <p>-Sticking to deadlines</p> <p>-Decision making</p> <p>-Leading tasks</p> <p>-Resilient</p>	<p>-Teamwork</p> <p>-Communication</p> <p>-Sticking to deadlines</p> <p>-Decision making</p> <p>-Leading tasks</p> <p>-Resilient</p>	<p>-Teamwork</p> <p>-Communication</p> <p>-Sticking to deadlines</p> <p>-Decision making</p> <p>-Leading tasks</p> <p>-Resilient</p> <p>-Understanding different physical barriers</p>	<p>-Teamwork</p> <p>-Communication</p> <p>-Sticking to deadlines</p> <p>-Decision making</p> <p>-Leading tasks</p> <p>-Resilient</p>



CHS South: DANCE

Year Group	11					
Rationale/ Narrative	Year 11 Dance provides an opportunity for all prior learning to be consolidated. Students will choreograph and perform practical work for final submission and will prepare for their written exam by watching, discussing and dancing elements of the six anthology works.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	CHOREOGRAPHY NEA Practical: Pupils will focus on completing their Component 1: Group or Solo Choreography	CHOREOGRAPHY NEA Practical: Pupils will focus on completing their Component 1: Group or Solo Choreography	PERFORMANCE SOLO NEA Anthology works: Pupils will focus on exploring the two	Thematic approach to revision of anthology works: -Costume -Aural Setting -Lighting -Staging/set	Thematic approach to revision of anthology works: -Costume -Aural Setting -Lighting -Staging/set	
	<i>(question paper released in Autumn).</i> Theory: Pupils will continue to develop theoretical knowledge of choreography skills, aural settings, professional dance works and exam questions.	<i>(question paper released in Autumn).</i> Theory: Pupils will continue to develop theoretical knowledge of choreography skills, aural settings, professional dance works and exam questions.	anthology works left to study	-Props -Use of camera -Perf environment -Stimulus -Choreographic intent -Style -Compare/contrast - 6/12 mark answers Section A/Section B revision	-Props -Use of camera -Perf environment -Stimulus -Choreographic intent -Style -Compare/contrast - 6/12 mark answers Section A/Section B revision	



CHS South: DANCE

SKILLS	<ul style="list-style-type: none"> -Independent learning -Improving technique -Enhancing confidence -Performance skills -Choreography skills -Problem solving - Improving organisational skills 	<ul style="list-style-type: none"> -Independent learning -Improving technique -Enhancing confidence -Performance skills -Choreography skills -Problem solving - Improving organisational skills 	<ul style="list-style-type: none"> - Enhancing confidence -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills. 	<ul style="list-style-type: none"> - Enhancing confidence -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills. -Transferring practical knowledge to theory paper 	<ul style="list-style-type: none"> - Enhancing confidence -Learning new vocabulary -Enhancing analytical skills -Building literacy -Organisational skills -Teamwork - Communication skills. -Consolidating knowledge -Transferring practical knowledge to theory paper 	
ASSESSMENTS	MP1: Choreography (feedback sheet)	MP2: Choreography exam (for submission to exam board) MP3: Section A assessment	MP1: Mock exam	MP2: Mock exam MP3: Extended writing tasks for revision	MP1: Mock exam	
READING, WRITING, TALK	<p>Writing – Punctuation</p> <ul style="list-style-type: none"> -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Note taking in Theory lessons. - Communicating practical ideas effectively 	<p>Writing – Punctuation</p> <ul style="list-style-type: none"> -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Note taking in Theory lessons. - Communicating practical ideas effectively 	<p>Reading</p> <ul style="list-style-type: none"> -Understanding of the GCSE Grading Criteria -Understanding of Key Terminology -Understanding of Analysis -Understanding of the GCSE theory Exam Questions 	<p>Reading: Infer/Form opinions/ break down info</p> <p>Talk: Talk trios</p>	<p>Reading: Infer/Form opinions/ break down info</p> <p>Talk: Talk trios</p>	



CHS South: DANCE

	-Communicating ideas effectively Reading: Relate to own experiences Talk: Peer critique	-Communicating ideas effectively Reading: Relate to own experiences Talk: Peer critique	Reading: Form opinions/ break down info Talk: Talk trios			
TIER 3 VOCAB	Stimulus Choreographic devices Choreographic intention Action content Dynamic content Spatial content Relationship content	Motif and development Choreographic devices Aural setting Climax Highlights	-Perf environment -Stimulus -Choreographic intent -Style	-Costume -Aural Setting -Lighting -Staging/set -Props -Use of camera -Perf environment -Stimulus -Choreographic intent -Style	-Costume -Aural Setting -Lighting -Staging/set -Props -Use of camera -Perf environment -Stimulus -Choreographic intent -Style	
SMSC, BRITISH VALUES	-Teamwork -Communication -Sticking to deadlines -Decision making -Leading tasks -Educating independently for a better life for lifelong learning.	-Teamwork -Communication -Sticking to deadlines -Decision making -Leading tasks -Resilient	-Teamwork -Communication -Leading tasks -Resilient	-Teamwork -Communication -Sticking to deadlines -Decision making -Leading tasks -Resilient	-Teamwork -Communication -Sticking to deadlines -Decision making -Leading tasks -Resilient	