

**Dance Year 10 Curriculum Map - *Inspiring students to explore and succeed***

Autumn 1	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> <li>• Appreciation.</li> <li>• <i>'Emancipation of expressionism'</i> by Kenrick H2O Sandy MBE.</li> <li>• Choreography.</li> <li>• Introduction to 'action, space dynamics relationships' (ASDR).</li> <li>• Performance developing technical and physical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Study Boy Blue – <i>'Emancipation of expressionism'</i> by Kenrick H2O Sandy MBE.</li> <li>• Features of production - focus on costume and aural setting.</li> <li>• Decide on or design own costume for the group dance.</li> <li>• Decide on appropriate aural setting.</li> <li>• Written tasks: exam style questions on understanding of dance style, choreographic intent, dance relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of action content from the professional work, including ninja walk, ninja glide, ninja static and chariots of fire.</li> <li>• Teacher-led group dance with 5-6 dancers.</li> <li>• Workshop the following dance styles:               <ul style="list-style-type: none"> <li>o hip hop</li> <li>o krumping</li> <li>o locking and popping</li> <li>o breaking</li> <li>o animation</li> <li>o waacking techniques.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Safe working practices:               <ul style="list-style-type: none"> <li>o warm up</li> <li>o cool down.</li> </ul> </li> <li>• Safe working practices including:               <ul style="list-style-type: none"> <li>o appropriate dancewear</li> <li>o footwear</li> <li>o hairstyle</li> <li>o absence of jewelry.</li> </ul> </li> <li>• Technical and physical skills including:               <ul style="list-style-type: none"> <li>o accuracy of actions</li> <li>o timing</li> <li>o rhythm</li> <li>o style.</li> </ul> </li> </ul>

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Autumn 2	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> <li>• Appreciation.</li> <li>• ‘<i>Artificial things</i>’ by Lucy Bennett.</li> <li>• Choreography.</li> <li>• Motif development and choreographic terms.</li> <li>• Understanding structure.</li> <li>• Performance.</li> <li>• Improving technique and broadening vocabulary.</li> <li>• Understanding expressive skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Study ‘<i>Artificial things</i>’ by Lucy Bennett.</li> <li>• Features of production – set design and lighting.</li> <li>• Look at the facial expression and storytelling used in the Dave Toole’s solo at the end of the work.</li> <li>• Written tasks: exam style questions on understanding of expressive skills.</li> <li>• Three hypothetical choreography written tasks linked to practical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-led collaborative choreography – outcome is a 2 minute trio.</li> <li>• Choose three links to the professional work, for example:               <ul style="list-style-type: none"> <li>o learn three movement phrases from the trio section in <i>Artificial Things</i></li> <li>o images/portraits of families</li> <li>o snow globe and use of confined space.</li> </ul> </li> <li>• Motif development and choreographic terms.</li> <li>• Responding to a given stimuli:               <ul style="list-style-type: none"> <li>o Task 1 working in trios.</li> <li>o Task 2 working in pairs.</li> <li>o Task 3 working individually.</li> </ul> </li> <li>• Focus on structuring devices and form.</li> <li>• Focus on choreographic devices, including motif and development, contrast, highlights and climax.</li> <li>• Consideration of aural settings and how they affect choreographic outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe working practices:               <ul style="list-style-type: none"> <li>o safe execution</li> <li>o safe execution when working with others.</li> </ul> </li> <li>• Expressive skills including:               <ul style="list-style-type: none"> <li>o projection</li> <li>o focus</li> <li>o spatial awareness</li> <li>o facial expression</li> </ul> </li> <li>• sensitivity to other dancers.</li> </ul>

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Spring 1	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> <li>• Appreciation.</li> <li>• ‘<i>Shadows</i>’ by Christopher Bruce.</li> <li>• Choreography.</li> <li>• Understanding the processes of researching and improvising.</li> <li>• Responding to a given stimulus.</li> <li>• Performance.</li> <li>• Improving technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Study ‘<i>Shadows</i>’ by Christopher Bruce.</li> <li>• Critical appreciation of understanding the features of production:               <ul style="list-style-type: none"> <li>o staging/set</li> <li>o lighting</li> <li>o properties</li> <li>o costume</li> <li>o dancers</li> <li>o aural settings.</li> </ul> </li> <li>• Written tasks: exam style questions on understanding of features of production.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops exploring stimuli and starting points.</li> <li>• Task: collaborative group choreography. Working in fours choose one of the following stimuli:               <ul style="list-style-type: none"> <li>o a sculpture by Frances Bruno Catalano</li> <li>o a suitcase</li> <li>o the music: ‘<i>Faun</i>’ by Olafur Arnalds.</li> </ul> </li> <li>• ‘<i>Text</i>’ by Emma Lazarus: ‘Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me. I lift my lamp beside the golden door’. (Part of the poem engraved on the base of the Statue of Liberty).</li> </ul>	<ul style="list-style-type: none"> <li>• Safe working practices: hydration.</li> <li>• Group sharing of choreographic work.</li> <li>• Technical and physical skills including:               <ul style="list-style-type: none"> <li>o posture</li> <li>o alignment</li> <li>o balance</li> <li>o coordination control.</li> </ul> </li> </ul>

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Spring 2	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> <li>• Appreciation.</li> <li>• ‘<i>A linha curva</i>’ by Itzik Galili.</li> <li>• Choreography.</li> <li>• Understanding of spatial design.</li> <li>• Patterns, formations, pathways, directions, levels, size of movement.</li> <li>• Performance.</li> <li>• Exploration of dance styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Study ‘<i>A linha curva</i>’ by Itzik Galili.</li> <li>• Analysis of the features of production.</li> <li>• Particular focus on:               <ul style="list-style-type: none"> <li>o action and dynamic content</li> <li>o spatial content</li> <li>o dance relationships</li> <li>o choreographic devices such as manipulation of number and repetition, unison, canon etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Workshops that cover different dance styles (Salsa, Capoeira, African and Contemporary).</li> <li>• Workshops that explore the use of props.</li> <li>• Devise a whole class group dance that includes:               <ul style="list-style-type: none"> <li>o entrances and exits</li> <li>o skateboards and scooters</li> <li>o phrases from the work</li> <li>o a fusion of the dance styles explored in class.</li> </ul> </li> <li>• Consider use of aural setting to create the appropriate mood or meaning of the dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform to an audience.</li> <li>• Consider appropriate costume choices.</li> <li>• Safe working practice: working with a prop.</li> <li>• Technical and physical skills including:               <ul style="list-style-type: none"> <li>o flexibility</li> <li>o stamina</li> <li>o extension</li> <li>o mobility</li> <li>o isolation</li> <li>o strength.</li> </ul> </li> </ul>

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Summer 1	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> <li>• ‘<i>Infra</i>’ by Wayne McGregor.</li> <li>• Choreography.</li> <li>• Choreographic approaches.</li> <li>• Use of video recording to aid analysis and bring about improvement of own work.</li> <li>• Performance.</li> <li>• Introduction to movements from set phrases Breathe and Shift into class work.</li> </ul>	<ul style="list-style-type: none"> <li>• Study ‘<i>Infra</i>’ by Wayne McGregor.</li> <li>• Analysis of the features of production.</li> <li>• Particular focus on: action, dynamic and spatial content.</li> <li>• Complete a choreographic workbook including learning about motif writing.</li> <li>• Complete exam style questions on choreographic processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops that cover:               <ul style="list-style-type: none"> <li>o exploring different performance environments</li> <li>o exploring different stimuli</li> <li>o improvising in response to a stimulus</li> <li>o generating movement material</li> <li>o understanding the importance of selecting and discarding dance material</li> <li>o developing and structuring learning about the importance of refining.</li> </ul> </li> <li>• Task: choreograph a group dance (2–5 dancers) that is a response to a stimulus of your own choice.</li> <li>• Consider use of site sensitive performance environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform the solo for peers.</li> <li>• Developing mental skills including:               <ul style="list-style-type: none"> <li>o movement memory</li> <li>o commitment</li> <li>o concentration</li> <li>o confidence.</li> </ul> </li> <li>• Safe working practice: nutrition.</li> <li>• Technical skills including:               <ul style="list-style-type: none"> <li>o action content</li> <li>o dynamic content</li> <li>o spatial content</li> <li>o timing content.</li> </ul> </li> </ul>

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Summer 2	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> <li>• Appreciation.</li> <li>• ‘<i>Within her eyes</i>’ by James Cousins.</li> <li>• Choreography.</li> <li>• Focus on choreographic processes such as research.</li> <li>• Understanding how to respond creatively to a stimulus.</li> <li>• Performance.</li> <li>• Exploring contact and weight-taking.</li> <li>• Introduce movements from set phrases Focus and Scoop into class work.</li> </ul>	<ul style="list-style-type: none"> <li>• Study ‘<i>Within her eyes</i>’ by James Cousins.</li> <li>• Analysis of the features of production.</li> <li>• Particular focus on:               <ul style="list-style-type: none"> <li>o how the use of focus supports the dance idea</li> <li>o how the response is not a stereotypical one</li> <li>o performance environment</li> <li>o how the lighting supports the dance idea.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Solo composition task.</li> <li>• An introduction to choreographic approaches using Wayne McGregor’s method:               <ol style="list-style-type: none"> <li>1. Teach a phrase to the whole class and dancers recreate the phrase exactly.</li> <li>2. Dancers make a phrase on another dancer.</li> <li>3. Teacher sets a choreographic task for dancers to complete or pose a choreographic problem for dancers to solve.</li> </ol> </li> <li>• Use the movement material from the three phrases as the starting point for creating a new solo of 1–1 ½ minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Film the dance pieces in their site sensitive areas.</li> <li>• Sharing of choreographic work within the class.</li> <li>• Technical skills including:               <ul style="list-style-type: none"> <li>o action content</li> <li>o dynamic content</li> <li>o spatial content</li> <li>o timing content.</li> </ul> </li> </ul>