

# Curriculum Area: Dance

## Knutsford Academy Curriculum Map



		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Foundations of Dance focusing on the development of key skills for performance , choreography and appreciation	Introduction to Key Skills	Key Skills in Practice: Magnetic Forces Duo	Ensemble and Set Dance Practice: Space	Ensemble and Set Dance Practice: Space	Dance for Musical Theatre High School Musical	Dance for Musical Theatre High School Musical
		L1: Action and space exploration solo-duet form L2: 5 key body actions and dynamics to extend duet choreographic devices canon and opposites L3: Exploring complementary, contrast and use of contact – basic form to complete duo L4: Refinement of duo and assessment/target setting	L1: Intro to theme, development of own sequence using ASDR L2: Opposites attract developing sequence in duos L4: Like poles repel - unison symmetry force L5: Refinement of duos ASDR self-evaluation via video using targets from interim assessment L6: Assessment/targets	L1: Intro to space and ensemble choreography- devise group imagery (1) L2: Learning a set dance importance physical skills, projection, musicality (2) L3: Building transitions (1-2) development of set dance into duo form-embellishment L4: Strengthening performance and sensitivity in changing relationships - refine	L5: Whole class interaction canon and contact using development of material learned to complete (3) L7: Importance of expressive skills in ensemble work preparation for assessment L8: Whole class ensemble performance – video assessment. Short written evaluation of terms/skills learned	L1: Introduction to dance for musical theatre. Learning of set routine –We're all in this together/ wildcat cheer L2: Refinement of set material group choreography to establish character in intro L3: Development of verse 1 through guided tasks – link to musical structure L4: Structuring of dance intro-choreography into first chorus	L5: Revision of dance structure/transition and WCC L6: Learning of the varied extended chorus linked to WCC ensemble choreographies verse 2 L7: Rehearsal and preparation for assessment focusing of style, characterization, physical/expressive skills L8: Final assessment/review
		Assessments	Interim Assessment: Choreography and individual performance	End of Unit Assessment PP2 progression against targets Perf	Formative assessment of practice within group tasks	End of Unit assessment expressive, physical skills in an ensemble	Formative assessment of group involvement/performance

Year 8	Investigating different dance forms and styles of Dance cultural /social/commercial	Forms and Styles Social: Rock n Roll (Ternary)	Forms and Styles Social: Rock n Roll (Ternary)	Forms and Styles Commercial: Street Dance (Binary)	Forms and Styles Commercial: Street Dance (Binary)	Forms and Styles Cultural: African Dance (Rondo)	Forms and Styles Cultural: African Dance (Rondo)
		L1: Introduction and learning of set material for Duets (A) L2: Creation of introduction and A2 variation of ternary form L3: Refinement of structure. Creation of contrast B with lifts L4:Completion of (B) Skeleton ABA form for self-review	L5: Refinement of ABA structure-consistency of accuracy and sensitivity in changing duet relationships L6: Video review in preparation for assessment – refinement performance L7: Assessment of duets L8: End of unit review taster Street dance	L1: Video appreciation learning phrases use of isolation as feature L2: Creative staging of phrases in small ensemble setting (A) L3: Strengthening group identity introductory tableaux/refinement L4: Challenge choreography experimentation of phrases, Transition A-B of structure	L5: Review of A, completion of Challenge section (B) directed tasks L6: Strengthening impact of contrast AB video review to inform improvement/reflect on targets L7 End of unit ensemble assessment. Peer assessment against Rock n Roll targets as comparison	L1: Introduction to style learned material crafted into short duets L2: Expansion of duets into crafted quartet ensemble (A) L3: Creation of varied A for rondo using the device of embellishment (A2 and A3 of rondo) L4: Gumboot inspired percussive section B with call and response link to A1 and A3.	L5: Recap of A/A variations and B. Creation of Sofa inspired hunting sequence (C). L6: Refinement of Rondo dance (style, musicality, sensitivity, projection) L7: Ensemble African assessment L8: End of Year review
		Assessments	Formative reviews of performance to improve stylistic accuracy and projection in style	End of unit assessment individual performance and choreography (B) PP2	Formative choreography assessment contribution and product	Ensemble assessment performance. Review against targets	Formative assessment of embellishment demonstrated by recurring A

Year 9	Performance and creative skills will be developed through a range of stimuli including resource based learned and PSHE issues	Introduction to Contemporary Dance: Duets in Binary form	Swansong: Prisoner of Conscience: Trios in Rondo form	Cultural Dance: Bollywood (Whole Class) in Episodic Form	PSHCE: Addiction Duets in Narrative Form	Urban Conflict Large Ensemble in Narrative Form	Urban Conflict Large Ensemble in Narrative Form (D of E)
		L1: Set Contemporary Dance: tension L2: Staging in duos rising tension with climax (A) L3: Interim assessment (A) L4: Section B contrast Harmony L5: Completion of binary/refining L6: Prep for assessment peer review L7/8: Duet assessment target setting	L1: Appreciation Q&A interrogation (A) with character L2: Development of A1/2 with increased intensity –rondo frame L3: Action/reaction B contact work L4: ABA frame with interim review L5: Prop sequence Chair C L6: ABACA frame with refinement L7/8 Trio assessment in role (formative assessments to improve skill set)	L1: Learning Bhangra hand gestures/salient material for ensemble intro and set unison (A) L2: Development complex duets (B) L3: Refinement AB video review L4: Progression into large ensemble developments (C) L5: ABC directed staging L6: Concluding canonized tableau and rehearsal L7/8: Whole class assessment	L1: Poetry extraction for creation of salient drug/addict motifs in duets – emotional influences L2: Persuasion sequence shaping independent task from L1 (A) L3: Neediness and anxiety sequence (B) L4: Loss of self/deterioration (C) L5: Strengthening of in role participation – progression of intent ABC refinement/rehearsal L6: Duet Assessment	L1: Introduction via video appreciation creation of group identity via frozen imagery in groups of 8 L2: Q&A staging of tableaux with transitions (A) L3: Learning of 4 street dance phrases to inform conflict duos L4: Creation of conflict duos to be directed via guided exploration (B) L5: AB framework set and refined L6: formative assessment/target setting (research task for C)	L1: Recap of AB structure. Creation of 'challenge' dance in large groups using sharing research and development of set material learned L3: Refinement of C strengthening group identity and relationships L5: ABC frame refinement and rehearsal L6: End of unit assessment. End of KS3 review of progress  (D of E practice and expedition affects lessons 2, and 4)
		Assessments	End of Unit assessment Performance/choreography	End of unit assessment performance in role/communication of thematic intent PP2	End of unit assessment Whole class participation within changing ensemble relationships	Formative assessment to bring about improvement End of unit assessment choreography and performance in role	Formative review AB framework