

Dance Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundations of Dance	Introduction to Key Skills	Magnetic Forces Duo	Ensemble and Set Dance: Space	Ensemble and Set Dance: Space	Dance in Musical Theatre: HSM	Dance in Musical Theatre: HSM
Year 7	L1: Action and spatial exploration in duo 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 L3: Like poles repel - unison symmetry Refinement of duos ASDR L4: Assessment/targets	L1: Intro to Space and ensemble choreography: devise group imagery (a) L2: Learning set material importance physical skills, projection, musicality (B) L3: Building transitions (A-B) development of set dance into duo form-embellishment L4: Strengthening performance and refining relationships (review)	L5: Whole class interaction canon and contact using development of material learned to complete (C) 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 in Musical Theatre: Learning of repertory from HSM 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, transitions and set dance material from last half term 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



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We have the highest expectations for academic excellence and personal development and work hard to achieve them.



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Exploring Dance styles and Dance Forms	Dance Forms and Styles: Rock n Roll	Dance Forms and Styles: Rock n Roll	Dance Forms and Styles: Street Dance	Dance Forms and Styles: Street Dance	Dance Forms and Styles: African Dance	Dance Forms and Styles: African Dance
Year 8	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 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



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Investigation of stimuli supported by resource-based learning	Cultural Dance: Bollywood	Cultural Dance: Bollywood	Swansong: Prisoner of Conscience	Swansong: Prisoner of Conscience	Urban Conflict	Urban Conflict
Year 9	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 and focused refinement referencing assessment criteria L6: Concluding canonized tableau and rehearsal L7: Whole class end of unit assessment	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 Trio assessment in role (formative assessments to improve skillset)	L1: Introduction via video appreciation. Learning of Urban Street dance sequences – foundations for creative extension L2: Creation of identity sequences with transition utilizing sequences learned (A) L3/4: Creation of conflict duos to be directed through guided exploration. Refinement of AB sections (target setting following interim informal review)	L5: Recap of AB structure. Creation of ‘challenge’ dance in large groups using sharing research and development of set material learned L6: Refinement of C strengthening group identity and relationships, ABC frame refinement and rehearsal L7: End of unit assessment. End of KS3 review of progress

