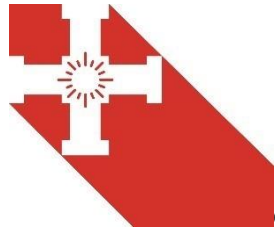


Curriculum Map: Year 11 Performing Arts



Curriculum Map: KS4 Dance

| Topic | Key Knowledge <i>What will all students KNOW by the end of the topic?</i> | Key Skills <i>What key skills will be learnt/developed by the end of the topic? What will all students be able to DO by the end of the topic?</i> | Assessment Opportunities <i>What are the key pieces of assessment? How will students be assessed?</i> |
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| <p>Component 1 – Solo Performance</p> <p>Section A [AO3]: Performance skills</p> | <p>Practical Set Dance: ‘Breathe’ AO1 Section A: Safe Dance Practice [AO3]</p> <p>Introduction to Contemporary technique/Set Dances; ‘Shift’ and ‘Breathe’.</p> <ul style="list-style-type: none"> • Cover phrases ‘Breathe’ and ‘Shift’ • Evaluate own dance practice • Safe dance practices in rehearsal and performance. <p>Theory Section A [AO3]: Performance skills</p> <p>Key knowledge</p> <p>How to dance as a soloist, Projection, Confidence, The quality of movements, Appropriate application of dynamic, Use of performance space, Focus, Facial Expression, Musicality, Spatial Awareness, Mental</p> | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate their physical, expressive, technical and mental skills for performance whilst also learning how to perform as a solo dancer. • Solo and duet performances • Key physical skills and attributes appropriate for the dance. • Demonstrate safely during performance • Demonstrate technical skills accurately and safely during performance • Expressive skills in reproducing the content of the chosen two set phrases. | <p>Video recordings of performance and rehearsals.</p> <p>Performance</p> <ul style="list-style-type: none"> • 30% of GCSE • 40 marks • Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) |

Curriculum Map: Year 11 Performing Arts

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| <p>Component 1 - Set Dance: 'Shift'</p> | <p>Rehearsal, Movement memory, Commitment, Systematic Repetition, Discipline, Actions</p> <p>Practical</p> <p>Choreographic Processes [AO2]/practical exploration of anthology works</p> <ul style="list-style-type: none"> • 'Emancipation of Expressionism' and 'A Linha Curva' • Critical appreciation of different dance styles • Understand 'choreographic intent' i.e. costume, set design, motif, lighting etc. • Reflect, compare, and evaluate professional work. • Create a revision guide. <p>Theory</p> <p>Anthology works [AO4]/complete Dance Anthology Grids</p> <ol style="list-style-type: none"> 1. Expressionism 2. A Linha Curva 3. Shadows 4. Within Her Eyes 5. Artificial Things 6. Infra | <p>Practical</p> <ul style="list-style-type: none"> • Demonstrate their physical, expressive, technical and mental skills for performance whilst also learning how to perform as a solo dancer. • Solo and duet performances • Key physical skills and attributes appropriate for the dance. • Demonstrate safely during performance • Demonstrate technical skills accurately and safely during performance • Expressive skills in reproducing the content of the chosen two set phrases. <p>Theory</p> <p>Critically appreciate two professional dance works.</p> <p>Understand multiple aspects of performance and understand how this impacts the whole performance.</p> <ul style="list-style-type: none"> • Analysing performance • Evaluative Skills • Interpreting and forming own opinions • Dance for Camera • Lighting Design • Set design/Props • Costume • Aural Setting • Choreographic Intent • Stimulus | <p>Exam practise Questions.</p> <p>Ongoing assessment through discussion</p> |
| <p>Component 1:</p> | <p>Practical</p> | <p>Practical</p> | |

Curriculum Map: Year 11 Performing Arts

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| <p>Component 1 – Duet/Trio Performance (AO1)</p> | <p>Specific range of dance skills which will be applied to confidently perform two solo’s in the style of contemporary. Students will develop the following skills:</p> <ul style="list-style-type: none"> • Physical (Such as posture, alignment, strength, flexibility, mobility etc) • Technical (Such as actions, dynamics, relationships etc) • Expressive (Such as focus, facial expressions, projection etc) • Mental (Such as movement memory and commitment). <p>Theory</p> <p>Set work 1 (Shadows)</p> | <ul style="list-style-type: none"> • Develop, apply and demonstrate their physical, expressive, technical and mental skills for performance • Perform as part of a duet/trio using devised and taught choreography • Collaborate to generate, develop and communicate ideas. • Perform an effective solo using physical, technical, expressive and mental skills <p>Theory</p> <ul style="list-style-type: none"> • Demonstrate their physical, expressive, technical and mental skills for performance whilst also learning how to perform as a solo dancer. • Solo and duet performances • Key physical skills and attributes appropriate for the dance. • Demonstrate safely during performance • Demonstrate technical skills accurately and safely during performance • Expressive skills in reproducing the content of the chosen two set phrases. | <p>Video recordings of performance and rehearsals</p> <p>Exam practise Questions.</p> |
| <p>Component 1</p> | <p>Practical - Duets/Trios [AO1]</p> <p>Theory</p> <p>Set work 2 (A Linha Curva)</p> <p>Component 2 – Dance Appreciation</p> <ul style="list-style-type: none"> • ‘Within Her Eyes’ (Epiphany) and ‘Shadows’ (Christmas) • Critical appreciation of different dance styles | <p>Practical</p> <ul style="list-style-type: none"> • Choreography skills and working in reaction to different types of stimulus. • Control their rehearsal process and refinement of their choreography. • Develop skills in creativity, dance appreciation, action content, choreographic processes and relationships. <p>Theory</p> <p>Understand multiple aspects of performance and understand how this impacts the whole performance.</p> | <p>Set Dance mock/record</p> |

Curriculum Map: Year 11 Performing Arts

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| | <ul style="list-style-type: none"> • Understand ‘choreographic intent’ i.e. costume, set design, motif, lighting etc. • Reflect, compare, and evaluate professional work. | <ul style="list-style-type: none"> • Analysing performance • Evaluative Skills • Interpreting and forming own opinions • Dance for Camera • Lighting Design • Set design/Props • Costume • Aural Setting • Choreographic Intent • Stimulus | |
| <p>Component 1 – Choreographic processes</p> <p>Component 2 – Set Works</p> | <p style="text-align: center;">Choreography Mock [AO2]</p> <p>‘Responding to stimulus’ workshops</p> <ul style="list-style-type: none"> • Stages of choreography including initial responses to a stimulus, choreographic intents and the portrayal of these through movement. • For this unit students will work as a soloist. <p>Theory</p> <ul style="list-style-type: none"> • ‘Infra’ • Critical appreciation of different dance styles • Understanding of ‘choreographic intent’ i.e. costume, set design, motif, lighting etc. • Reflect, compare, and evaluate professional work. | <p style="text-align: center;">Practical</p> <ul style="list-style-type: none"> • Choreography skills and working in reaction to different types of stimulus. • Control their rehearsal process and refinement of their choreography. • Develop skills in creativity, dance appreciation, action content, choreographic processes and relationships. <p>Theory</p> <p>Understand multiple aspects of performance and understand how this impacts the whole performance.</p> <ul style="list-style-type: none"> • Analysing performance • Evaluative Skills • Interpreting and forming own opinions • Dance for Camera • Lighting Design • Set design/Props • Costume • Aural Setting • Choreographic Intent • Stimulus | <p>Formal Mock exam’s for practical work</p> <p>Video recordings of performance and rehearsals</p> <p>Exam practise Questions.</p> |

Curriculum Map: Year 11 Performing Arts

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| <p>Component 1 – Solo’s and Trio’s</p> <p>Component 2 – Dance Appreciation</p> | <p style="text-align: center;">Practical</p> <p>Component 1 – Solo’s and Trio’s</p> <ul style="list-style-type: none"> Refining skills needed in the student’s solo set phrases and duets/trios. <p style="text-align: center;">Theory</p> <p>Component 2 – Dance Appreciation</p> <p>Set work 4 (Within Her Eyes)</p> <p>Study the set work ‘Infra.</p> <ul style="list-style-type: none"> Develop a critical appreciation of different dance styles and look at how choreographers show their choreographic intent through costume, set, motifs and lighting. Reflect, compare and evaluate professional work. Students will create their own revision guide. | <p style="text-align: center;">Practical</p> <ul style="list-style-type: none"> Choreography skills and working in reaction to different types of stimulus Control their rehearsal process and refinement of their choreography. Develop skills in creativity, dance appreciation, action content, choreographic processes and relationships. <p>Theory</p> <p>Understand multiple aspects of performance and understand how this impacts the whole performance.</p> <ul style="list-style-type: none"> Analysing performance Evaluative Skills Interpreting and forming own opinions Dance for Camera Lighting Design Set design/Props Costume Aural Setting Choreographic Intent Stimulus | <p>Full mock exam paper marked against the GCSE assessment criteria</p> |
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