

## Curriculum Coverage in the Department of Performing Arts - Dance

	Year 7	Year 8	Year 9		Year 10 RSL Dance	Year 11 RSL Dance
<b>Unit 1</b>	<p><b>Topic:</b> Ensemble Performance</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Health and safety in dance</li> <li>Actions, relationships, space and dynamics</li> <li>Understanding of physical, and interpretive dance skills</li> <li>Basic understanding of simple choreographic devices</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Appreciation of a dance performance</li> <li>Execution of performance skills</li> <li>Teamwork</li> <li>Performing and evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Musical Theatre</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Introduction to the genre of musical theatre</li> <li>Stylistic qualities of different styles/shows</li> <li>Set repertoire</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Application of skills/ techniques</li> <li>Performance and evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Exploring Dance styles</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Response to a stimulus</li> <li>Stylistic qualities of Street and Contemporary Dance</li> <li>Physical and interpretive skills</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Application of physical, interpretive and expressive dance skills.</li> <li>Appreciation of own and others work</li> </ul> <p>NC Links: PE NC</p>	<b>Autumn Term</b>	<p><b>Topic:</b> Ensemble Dance Performance</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Performance nature of a dance style</li> <li>Health and safety in Dance</li> <li>Actions, space, dynamics and relationships</li> <li>Specific stylistic qualities and genre specific actions</li> <li>Structures</li> <li>Performance skill requirements in an ensemble performance.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Technical Dance Skills</li> <li>Physical and interpretive attributes of a dance style</li> <li>Performance Skills</li> <li>Communication verbally and non-verbally</li> <li>Appreciation of own and others work</li> <li>Evaluating self and others</li> <li>Study skills which include time management, presentation and communication, ICT Skills, contextual awareness, creative thinking</li> <li>Organisation Skills</li> </ul>	<p><b>Topic:</b> Live Performance</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Planning for a live show</li> <li>Stimulus</li> <li>Target audience</li> <li>Resources/Performance Space</li> <li>Style</li> <li>Structure</li> <li>Choreographic Process/devices</li> <li>Health and Safety</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Communication</li> <li>Organisational skills</li> <li>Creative/improvisation/ decision making</li> <li>Application of performance skills and techniques</li> <li>Evaluation</li> </ul>
<b>Unit 2</b>	<p><b>Topic:</b> Matthew Bourne's The Nutcracker (Gobstoppers)</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Appreciation of professional work</li> <li>Dynamic quality through performance and choreography</li> <li>Themes, purpose and intention</li> <li>Choreographic devices</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Creating/teamwork/ decision making</li> <li>Application of performance, technical and expressive skills.</li> <li>Compositional ideas</li> </ul>	<p><b>Topic:</b> Lord of the Flies – Matthew Bourne</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Intro to the stimulus- Lord of the Flies</li> <li>Understanding Choreographic devices</li> <li>Motif development</li> <li>Revisiting the 4 main elements of Dance - ASDR</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Creating/ decision making</li> <li>Application of choreographic skills</li> <li>Performance and Appreciation</li> </ul>	<p><b>Topic:</b> Choreography</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>The role of a choreographer</li> <li>Understanding the different types of stimuli</li> <li>Choreographic purpose/intentions</li> <li>Choreographic devices and processes</li> <li>Developing ASDR</li> <li>Improvisation</li> <li>Motif development</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Creative skills</li> <li>Application of expressive skills and techniques</li> </ul>	<b>Spring Term</b>	<p><b>Topic:</b> Ensemble Dance Performance</p> <p>As above</p> <p>This unit runs across the year for submission in May.</p>	<p style="text-align: center;"><b>RSL Dance</b></p> <p><b>Topic:</b> Live Performance</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Planning for a live Show</li> <li>Stimulus</li> <li>Target audience</li> <li>Resources/Performance Space</li> <li>Style</li> <li>Structure</li> <li>Choreographic Process/devices</li> <li>Health and Safety</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Research</li> <li>Communication</li> <li>Organisational skills</li> </ul>

	<ul style="list-style-type: none"> <li>Performance and Evaluation</li> </ul> <p>NC Links: PE NC</p>	<p>NC Links: PE NC</p>	<ul style="list-style-type: none"> <li>Appreciation, performance and evaluative skills</li> </ul> <p>NC Links: PE NC</p>		<ul style="list-style-type: none"> <li>Creative/improvisation/ decision making</li> <li>Application of performance skills and techniques</li> <li>Evaluation</li> </ul>	
<b>Unit 3</b>	<p><b>Topic:</b> Dance Styles</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Historical and social context of different styles</li> <li>Key features and stylistic qualities of different Dance styles</li> <li>Actions, space, dynamics and relationships</li> <li>Physical, interpretive and expressive skills</li> <li>Performance skills for chosen style</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Execution of technical, interpretive and expressive skills</li> <li>Creating/ teamwork/decision making</li> <li>Application of compositional ideas</li> <li>Performing to an audience</li> <li>Analysing and evaluating performances</li> <li>Appreciation of dance styles</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> World Dance</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Key features and stylistic qualities of dance from different cultures.</li> <li>Historical and social context of different dance styles</li> <li>Set movements of specific style</li> <li>Choreographing with ASRD developments</li> <li>Performing and evaluating own and others work</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Exploration</li> <li>Execution and improvisational of skills/techniques.</li> <li>Teamwork</li> <li>Compositional skills</li> <li>Application of skills</li> <li>Performance and evaluation</li> </ul> <p>NC Links: PE NC</p>	<b>N/A</b>	<b>Summer Term</b>	<p><b>Topic:</b> Dance Performance and Choreography</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Stimulus</li> <li>Choreographic Structure</li> <li>Choreographic Devices</li> <li>Action, Space, Dynamics and Relationships</li> <li>Performance Space/venues</li> <li>Dance styles/genres</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Performance Skills</li> <li>Technical &amp; expressive skills</li> <li>Communication</li> <li>Research</li> <li>Evaluation</li> <li>Response to feedback</li> </ul>	<b>N/A</b>
<b>Unit 4</b>	<p><b>Topic:</b> Superheroes</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Stimulus, genre/style</li> <li>Motif and motif development?</li> <li>Action, space, dynamics and relationships</li> <li>Creating and developing of own choreography.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Creating/decision making</li> <li>Compositional devices</li> <li>Performance and Evaluation</li> </ul> <p>NC Links: PE NC</p>	<p><b>Topic:</b> Zoo Nation – Into the Hoods</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Key features/techniques/stylistic qualities of specific street foundations</li> <li>Background and company info of Zoo nation and context of Into the Hoods</li> <li>Performing set phrase based on character</li> <li>Performing and evaluating own and others' work</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Appreciation - watching, discussing and analysing professional work</li> <li>Creating and decision making</li> </ul>	<b>N.A.</b>		<b>N.A.</b>	<b>N.A.</b>

		<ul style="list-style-type: none"><li>• Performance - application of physical and interpretive skills</li><li>• Evaluation</li></ul> <p>NC Links: PE NC</p>				
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