

CKS3	Autumn	Spring	Summer
<b>7</b>	<b>Bop it!</b>	<b>Capoeira</b>	<b>Swansong &amp; Nutcracker</b>
Core Knowledge:	<p>An introduction to the key core skills that will be used and applied by pupils throughout term 1:</p> <ul style="list-style-type: none"> <li>• The six basic dance actions</li> <li>• Basic understanding of choreography</li> <li>• Students will be encouraged to work as part of a team to develop and create their own movement vocabulary.</li> <li>• Introduction to performing in front of a small audience.</li> </ul>	<p>An introduction to the key core skills that will be used and applied to the Martial Art: Capoeira 1:</p> <ul style="list-style-type: none"> <li>• Information on Capoeira- where it originated from and a brief history.</li> <li>• Understanding that Capoeira is a form of non-contact martial art.</li> <li>• Students will be introduced to the core key actions of attacking and defending.</li> <li>• Video evidence of key actions that will be introduced over the course of the unit.</li> </ul>	<p>An introduction to the two professional works: Swansong and Nutcracker:</p> <ul style="list-style-type: none"> <li>• Analysis of characters within each set work.</li> <li>• Exploration of key themes and stimulus explored within each set work.</li> <li>• Creativity and performance skills explored.</li> <li>• Dance appreciation</li> </ul>
Core skills:	<ul style="list-style-type: none"> <li>• Replication of the 6 basic dance actions from teacher led guidance.</li> <li>• Use of basic choreographic devices and structure.</li> <li>• Application of performance skills.</li> <li>• Dance appreciate and reviewing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Replication of 6 key actions using the call and response technique from teacher led guidance.</li> <li>• Choreographic devices and structuring techniques.</li> <li>• Application of performance skills.</li> <li>• Dance appreciation and reviewing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt repertoire directly from the two professional works.</li> <li>• Choreography and creativity.</li> <li>• Choreographic devices.</li> <li>• Performance skills.</li> <li>• Dance appreciation and reviewing skills.</li> </ul>
Departmental Assessment:	<ul style="list-style-type: none"> <li>• Self/ peer and teacher feedback.</li> <li>• Practical performance of work.</li> <li>• Written review and reflection at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Self/ peer and teacher feedback.</li> <li>• Practical performance of work.</li> <li>• Written review and reflection at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Self/ peer and teacher feedback.</li> <li>• Practical performance care.</li> <li>• Written review and reflection at the end of the unit.</li> </ul>

Bishop Walsh Catholic School 5 Year Curriculum Summary. SUBJECT: DANCE



Resources:	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>
Learning Cycles		Learning Cycle 1 – January	Learning Cycle 2 – June

KS3	Autumn 1	Spring 1	Summer 1
8	<b>Cultures</b>	<b>Graffiti Art</b>	<b>Guernica</b>
Core Knowledge:	<p>An introduction to different styles from around the world:</p> <ul style="list-style-type: none"> <li>Replicating dance movements from a variety of cultures.</li> <li>Creating your own versions of dance movements.</li> <li>Developing knowledge of the choreographic devices and how the elements of dance are used in different cultures</li> <li>Developing a deeper understanding of diversity within Dance.</li> </ul>	<p>An introduction to Street dance:</p> <ul style="list-style-type: none"> <li>Replicating dance movements in the street dance style through teacher guidance.</li> <li>Working in a group to create your own street dance phrases.</li> <li>Using complex choreographic devices to further develop your movement.</li> <li>Developing a deeper understanding of the history of street dance and its link to Jazz.</li> </ul>	<p>An introduction on using a historical event as a stimulus for Dance performance:</p> <ul style="list-style-type: none"> <li>Learning the history of the bombing of Guernica, exploring emotions.</li> <li>The use of a painting by Picasso as a starting point for choreography.</li> <li>Using a narrative structure within a piece of choreography.</li> <li>Developing an understanding of different stimuli for choreography.</li> </ul>
Core skills:	<ul style="list-style-type: none"> <li>Learnt movement directly from at least three different dance styles from around the world.</li> <li>Group choreography and creativity.</li> <li>The more complex choreographic devices.</li> <li>Performance skills.</li> <li>Dance appreciation and reviewing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher led movement demonstrating the core principles of the street dance technique.</li> <li>Group choreography and creativity.</li> <li>The more complex choreographic devices and structures.</li> <li>Performance skills.</li> <li>Dance appreciation and reviewing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Using characterisation within a performance piece.</li> <li>Using pathways and direction to communicate themes to an audience.</li> <li>The more complex choreographic devices and narrative structure.</li> <li>Performance skills.</li> <li>Dance appreciation and reviewing skills.</li> </ul>
Departmental Assessment:	<ul style="list-style-type: none"> <li>Self/ peer and teacher feedback.</li> <li>Practical performance of work.</li> </ul>	<ul style="list-style-type: none"> <li>Self/ peer and teacher feedback.</li> <li>Practical performance of work.</li> </ul>	<ul style="list-style-type: none"> <li>Self/ peer and teacher feedback.</li> <li>Practical performance of work.</li> </ul>

	<ul style="list-style-type: none"> <li>• Written review and reflection at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Written review and reflection at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Written review and reflection at the end of the unit</li> </ul>
Resources:	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>
Learning Cycles		Learning Cycle 3 – January	Learning Cycle 4 – June

KS3	Autumn	Spring	Summer
9	<b>Parkour</b>	<b>Chance Dance</b>	<b>Just Dance</b>
Core Knowledge:	<p>An introduction to the risk sport: Parkour.</p> <ul style="list-style-type: none"> <li>• Exploration of the skills involved in Parkour and other risk sports through a creative but safe dance environment.</li> <li>• Creative thinking about how Parkour and other risk sports can be portrayed through dance</li> <li>• Working as a team to create an original piece of choreography considering actions, dynamics and space throughout.</li> </ul>	<p>An introduction to two of the set phrases delivered in the GCSE specification (Shift/Flux/Scoop) through use of Cunningham choreographic method of 'Chance'</p> <ul style="list-style-type: none"> <li>• <b>Physical skills:</b> posture, alignment, balance, coordination, control, flexibility, strength, stamina, extension and isolation.</li> <li>• <b>Technical skills:</b> Action content, dynamic content and spatial content.</li> <li>• <b>Expressive skills:</b> Projection, focus and spatial awareness.</li> <li>• <b>Mental skills:</b> movement memory, confidence and commitment.</li> <li>• <b>Choreographic skills:</b> Action, space, dynamics and relationships</li> </ul>	<p>An exciting scheme that combines all that pupils have learnt over the three years in Dance using 'Just Dance' as their starting point.</p> <ul style="list-style-type: none"> <li>• Analysis of the different dance styles seen.</li> <li>• Exploration of key themes and stimulus explored within the choreography.</li> <li>• Working as a team to create an original piece of choreography in an array of different dance styles considering actions, dynamics and space throughout.</li> <li>• Performance skills.</li> </ul>
Core skills:	<ul style="list-style-type: none"> <li>• Learnt movement directly from at least three different risk sports from around the world.</li> <li>• Group choreography and creativity.</li> <li>• Complex choreographic devices and structures.</li> <li>• Performance skills.</li> <li>• Dance appreciation and reviewing skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical skills and attributes safely during performance</li> <li>• Technical skills accurately and safely during performance</li> <li>• Expressive skills</li> <li>• Mental skills and attributes during performance.</li> </ul> <p>Developing given movement material into a duet/trio:</p> <ul style="list-style-type: none"> <li>• Choreographic skills (complex actions)</li> </ul>	<ul style="list-style-type: none"> <li>• Learnt repertoire directly from the professional work.</li> <li>• Key features from the different dance styles studied.</li> <li>• Solo and group choreography and creativity.</li> <li>• Complex choreographic devices and structures.</li> <li>• Performance skills.</li> <li>• Dance appreciation and reviewing skills.</li> </ul>

		<ul style="list-style-type: none"> <li>• Relationships with other dancers (Contact work, Lead and follow, mirroring, Action and reaction)</li> </ul> <p>Choreographic devices (Repetition, levels, direction, canon, unison, retrograde, fragmentation, instrumentation, pathways, contact)</p> <ul style="list-style-type: none"> <li>• Formation and placement</li> <li>• Facial expression and dynamics</li> </ul>	
<p>Departmental Assessment:</p>	<ul style="list-style-type: none"> <li>• Self/ peer and teacher feedback.</li> <li>• Practical performance of work.</li> <li>• Written review and reflection at the end of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of the set phrase within a small group – assessed on accuracy of action, dynamic and spatial content (Lesson 3 / 4).</li> <li>• Performance in a group of using movement from the set phrase (End of term) Choreographic method evaluated and use of choreographic devices – focus on Action, space, dynamics and relationships.</li> <li>• Written reflection/evaluation of core skills and knowledge</li> <li>• Teacher feedback throughout.</li> <li>• Self and peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions on dance styles.</li> <li>• Performance in a group of using movement from the professional repertoire.</li> <li>• Written reflection/evaluation of core skills and knowledge</li> </ul>
<p>Resources:</p>	<ul style="list-style-type: none"> <li>• Video resources</li> <li>• Music</li> <li>• Booklets</li> <li>• Knowledge organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips of set phrases</li> <li>• Booklets</li> <li>• Knowledge organiser</li> <li>• Music</li> </ul>	<ul style="list-style-type: none"> <li>• Videos of ‘Just Dance’</li> <li>• Booklet</li> <li>• Knowledge organiser</li> <li>• Music</li> </ul>

Learning Cycles			Learning Cycle 5 – January		Learning Cycle 6 – June	
KS4	Autumn 1		Spring 1		Summer 1	
10						
Core Knowledge:	<p><b>Practical x 3</b> <b>(Performance &amp; Choreography)</b></p> <p><b>Term (1A)</b> <b>Dance Technique leading to Group Choreography</b> (1 minute Duets &amp; Trios): Introduction to (ASDR).</p>	<p><b>Appreciation x 2</b></p> <p><b>Term (1A) Section C: Dance Anthology: Emancipation of Expression</b> Choreographic Stimulus, intention, Structure, Movement, Devices, Costume, Physical setting, Accompaniment. Written tasks - exam style questions.</p>	<p><b>Practical x 3</b> <b>(Performance &amp; Choreography)</b></p> <p><b>Term (2A) Component 1:</b> Performance: (Duo/Trio) – Using Flux &amp; Scoop.</p>	<p><b>Appreciation x 2</b></p> <p><b>Term (2A) Section C: Dance Anthology: Within Her Eyes</b> Choreographic Stimulus, intention, Structure, Movement, Devices, Accompaniment. Written tasks - exam style questions.</p>	<p><b>Practical x 3</b></p> <p><b>Term (3A) Component 1:</b> Explore different stimuli to choreograph &amp; Perform a solo/group Developing mental</p> <p><b>Component 1:</b> Documenting the Duo/trio choreography via a 150 word programme note.</p>	<p><b>Appreciation x 2</b></p> <p><b>Term (3A &amp; 3B)</b> <b>Section A &amp; B Revision</b> <b>Section C: Revision of works studied;</b></p> <ul style="list-style-type: none"> <li>● <b>Shadows</b></li> <li>● <b>A Linha Curva</b></li> <li>● <b>Infra</b></li> <li>● <b>Emancipation of Expression</b></li> </ul>
	<p><b>Term (1B) Component 1:</b> Set Phrase: <b>Breathe</b> To interpret and replicate the following forms of content shown in set</p>	<p><b>Term (1B) Section C: Dance Anthology: Recap Shadows</b> Written tasks - exam style questions.</p>	<p><b>Term (2B) Component 1:</b> Set Phrase: <b>Shift</b> To interpret and replicate the following forms of content shown</p>	<p><b>Term (2B) Component 2:</b> Reflection on own practice on <b>set phrases</b> focusing on key questions for section B.</p>	<p><b>Term (3B) Component 1:</b> Set Phrases <b>Breathe &amp; Shift</b> To interpret and replicate the following forms of content shown in set</p>	

	phrase: action, dynamic, spatial.  <b>Component 2:</b> Section B – Reflection of own dance practice		in set phrase: action, dynamic, spatial.		phrase: action, dynamic, spatial.	
Core skills:	<p><b>Term (1A)</b> Technical, physical skills, choreographic &amp; structuring devices</p> <p><b>Term (1B)</b> Physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance.</p> <p><b>Appreciation – Term (1A &amp; B)</b> <b>Course work &amp; Homework:</b> <b>Types of questions (6-12 marks) Describe, explain, interpret and evaluate &amp; discuss. in or</b></p>	<p><b>Term (2A)</b> Performance in a group</p> <p>Focus on choreographic devices including – motif and development, contrast, highlights and climax. Consideration of aural settings and how they affect choreographic outcomes.</p> <p><b>Term (2B)</b> Physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance.</p> <p><b>Appreciation – Term (2A)</b> Course work &amp; Homework: Section C: Anthology Types of questions (6-12 marks) Describe, explain, interpret and evaluate &amp; discuss. <b>Theory – Term (2B)</b> Section B exam questions based on practical work in component 1.</p>	<p><b>Term (3A) Choreography</b></p> <p>Choreographic Intent &amp; Content: Motif, Motif development, structuring devices</p> <p><b>Appreciation Term (3A &amp; B) Sections of the Paper (A,B,C)</b> Begin to Compare similarities and differences between the works focusing on constituent features e.g. lighting, costume, accompaniment.</p> <p><b>Term (3B)</b> Set Phrases (Breathe &amp; Shift) recording for examination</p>			
Departmental Assessment:	Set phrase (Breathe) Assessment for LC1	Set phrase (Shift) Assessment for LC2	Solo / Group choreography assessment for LC3			
Resources:	video camera / Ipads / Anthology Workbook /AQA Anthology Videos, Music resources, Theory workbooks, stationary	video camera / Ipads / Anthology Workbook /AQA Anthology Videos, music resources, theory workbooks, stationary	video camera / Ipads / Anthology Workbook /AQA Anthology Videos, music resources, theory workbooks, stationary			



Bishop Walsh Catholic School 5 Year Curriculum Summary. SUBJECT: DANCE



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Learning Cycles	Learning Cycle 1 – October	Learning Cycle 2 – February	Learning Cycle 3 – June
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KS4	Autumn 1		Spring 1		Summer 1
11	<i>Performance</i>	<i>Choreography</i>	<i>Dance appreciation</i>	<i>Choreography</i>	<i>Dance Appreciation</i>
<p>Core Knowledge:</p>	<p>Creation of performance within a duet/trio:</p> <ul style="list-style-type: none"> <li>• Choreographic intent chosen</li> <li>• Research</li> <li>• Improvisation</li> <li>• Creation of initial motifs</li> <li>• Development of motifs</li> <li>• Aural setting chosen</li> <li>• Structure</li> <li>• Rehearsal</li> </ul> <p>To support the written paper, pupils will also complete exam style questions on the use of choreography, feedback and physical/performance/expressive skills</p>	<p>Introduction to choreography and stimuli set by the exam board:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Improvisation</li> <li>• Creation of initial motifs</li> <li>• Beginning of motif development</li> <li>• Select and discard</li> <li>• Structure</li> <li>• Rehearsal</li> </ul> <p>To support the written paper, pupils will also complete hypothetical choreography questions.</p>	<p>Study of the following professional works:</p> <ul style="list-style-type: none"> <li>• Emancipation of Expressionism</li> <li>• A Linha Curva</li> <li>• Artificial Things</li> <li>• Within Her Eyes</li> <li>• Infra</li> <li>• Shadows</li> </ul> <p>Re-cap of the following for each work:</p> <ul style="list-style-type: none"> <li>• Staging/set</li> <li>• Lighting</li> <li>• Props</li> <li>• Costume</li> <li>• Aural setting</li> </ul>	<p>Continuation and completion of solo/group choreography:</p> <ul style="list-style-type: none"> <li>• Select and discard</li> <li>• Structure</li> <li>• Rehearsal</li> </ul> <p>Examination of choreography will take place in this term.</p>	<p>Revision for the written paper:</p> <p><b>Section A and B</b> Revision of the following: Performance:</p> <ul style="list-style-type: none"> <li>• the meaning of relevant performance terminology</li> <li>• the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</li> </ul> <p>Choreography:</p> <ul style="list-style-type: none"> <li>• the meaning of relevant choreography terminology</li> <li>• the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</li> </ul> <p><b>Section C</b> Revision of the following professional works:</p> <ul style="list-style-type: none"> <li>• Emancipation of Expressionism</li> <li>• A Linha Curva</li> <li>• Artificial Things</li> <li>• Within Her Eyes</li> <li>• Infra</li> <li>• Shadows</li> </ul>

					<p>Re-cap of the following for each work:</p> <ul style="list-style-type: none"> <li>• Staging/set</li> <li>• Lighting</li> <li>• Props</li> <li>• Costume</li> </ul>
Core skills:	<p>Action/dynamic/spatial/relationships in relation to the choreographic intent.</p> <p>Listening to and applying feedback to performance.</p> <p>Applying choreographic knowledge to exam style questions.</p>	<p>Action/dynamic/spatial/relationships in relation to the choreographic intent.</p> <p>Listening to and applying feedback to choreography.</p> <p>Applying knowledge to hypothetical choreography questions.</p>	<p>Critical analysis of professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <ul style="list-style-type: none"> <li>• Features of production.</li> <li>• Performance environments</li> <li>• Choreographic approaches</li> <li>• Choreographic content</li> <li>• Choreographic intent.</li> </ul>	<p>Action/dynamic/spatial/relationships in relation to the choreographic intent.</p> <p>Listening to and applying feedback to choreography.</p> <p>Analysing own/group performance and using this to change and adapt work where necessary.</p>	<p>Written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p>
Departmental Assessment:	<p>Mock exam of duet/trio.</p> <p>Exam of duet/trio</p> <p>Assessment of programme note.</p>	<p>Mock exam of choreography</p> <p>Assessment of programme note.</p>	<p>Mock exam style questions.</p>	<p>Choreography exam</p>	<p>Mock exam questions</p>

Resources:	Exemplar programme notes. Grading criteria IPAD Student booklets /feedback sheets	Exemplar programme notes. Grading criteria IPAD Student booklets /feedback sheets	Video links of professional works. Student booklets Glossaries	Video links of professional works. Student booklets Glossaries IPAD Mark schemes	Video links of professional works. Student booklets Glossaries Past exam papers Mark schemes
Learning Cycles	Learning Cycle 4 – Nov/Dec School Mock exams		Learning Cycle 5 – February additional mock exams		Public Examinations