



Prince William School

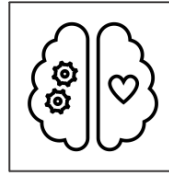
Dance Curriculum Map - Curriculum Overview



Why teach Dance?

The Dance department aims to put students' passion for dance at the forefront of their experience at Prince William. The dance department provides opportunities for students to experience and develop their knowledge, skills and experience of Dance alongside nurturing their ability to become independent, creative and confident young people. We aim to engage all students in original schemes of work and provide high quality technical training to guide and support students who aspire to enter the professional industry or develop the transferable skills dance has to offer individuals for their futures.

All students will gain expertise in choreography, performance and appreciation, whilst working independently and collaboratively. The Dance Department prides itself on making dance accessible to all students, using a variety of dance styles and activities either in the classroom, or through extra-curricular and touring companies. Additionally, students are offered extensive extra-curricular activities, professional workshops, theatre visits, performance experiences and numerous opportunities to excel in dance either as a hobby, wellbeing activity or career pathway.



CREATE

- Explore
- Plan
- Research
- Improve
- Generate
- Approach
- Select
- Develop
- Structure



PERFORM

- Embody
- Rehearse
- Demonstrate
- Teach
- Apply
- Execute



APPRECIATE

- Feedback
- Identify
- Analyse
- Evaluate
- Interpret
- Assess
- Refine

Disciplinary Big Ideas

Substantive Big Ideas

	Performance skills
	Mental skills
	Safe practice
	Choreographic skills
	Practitioners & Companies
	Professional works
	Performance features
	Intention / context

Learning for Life and Careers:

Employability skills:

Collaboration, communication, confidence, creativity, resilience, presentation skills, critical analysis and evaluation.

Linking the curriculum to careers:

- Case studies of successful professional dancers and choreographers
- Critical writing, reviews and appreciation of professional work linking to journalism
- Collaborative approaches/tasks gives insight into working as a team whilst leading and teaching others
- Studying and writing with historical, social, cultural & economical context/understanding

Encounters with employers:

- Opportunities to meet & perform alongside performers (local and professional)
- Workshops led by visiting choreographers (local and professional)
- Visits to theatres & prestigious studios and other establishments.

Examples of qualification pathways:

GCSE Dance progresses naturally to A level Dance which can lead to further study at specialist Higher Education providers and a career in professional dance and performance. Many of our students have progressed onto careers in dance, choreography, teaching, therapy, journalism and performing. Students have been supported in securing places at Top Universities such as Edge Hill University, Chichester University and De Montfort University, and at prestigious dance schools such as London Studio Centre, Trinity Laban, Kate Simmons, Bodyworks, Dance Box and Addict.



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Dance Curriculum Map - Topics by Term (Autumn)



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
AUTUMN TERM	Performance: Indian & African	Performance: Indian & African	Performance: <i>The Streets</i>	Performance: Technique Choreography: Choreographic skills Anthology: <i>A Linha Curva</i>	Performance: Duet/trio Choreography: Research Choreographic skills Anthology: <i>Infra</i>	Performance: Technique Rambert: Robert North <i>Lonely Town, Lonely Street</i> ICDS: Akram Khan <i>Rush</i>	Performance: Solo practitioner Quartet Choreography: Research Skills Rambert: Christopher Bruce <i>Ghost Dances</i> ICDS: ICDS history
	HALF TERM						
	Performance: Indian & African /	Performance: Indian & African /	Performance: <i>The Streets</i> /	Performance: Set phrase 'Breathe' Choreography: Solo Anthology: <i>A Linha Curva</i>	Performance: Duet/trio Choreography: Research Choreographic Skills Anthology: <i>Infra</i>	Performance: Technique Quartet research Rambert: Richard Alston <i>Wildlife</i> ICDS: Matthew Bourne <i>Cinderella</i>	Performance: Solo practitioner Quartet Choreography: Group Rambert: Christopher Bruce <i>Rooster</i> ICDS: Sidi Larbi Cherkaoui



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Dance Curriculum Map - Topics by Term (Spring)



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
SPRING TERM	Choreography: <i>West Side Story</i>	Choreography: <i>West Side Story</i>	Choreography: <i>Newsies</i>	Performance: Technique Performance skills Choreography: Choreographic skills Anthology: <i>Emancipation of Expressionism</i>	Performance: Duet/trio Rehearsal methods Choreography: Solo Anthology: <i>Within Her Eyes</i>	Performance: Quartet Rambert: Rambert history Written paper skills	Performance: Solo practitioner Quartet Choreography: Group Rambert: Christopher Bruce <i>Rooster</i> ICDS: Sidi Larbi Cherkaoui <i>Sutra</i>
	HALF TERM						
	Performance: Indian & African	Performance: <i>The Streets</i>	Performance: <i>The Streets</i>	Performance: Set phrase 'Shift' Choreography: Group Anthology: <i>Emancipation of Expressionism</i>	Performance: Duet/trio exam Choreography: Solo Anthology: <i>Within Her Eyes</i>	Performance: Quartet Rambert: Robert North <i>Death and the Maiden</i> ICDS: Akram Khan <i>Zero Degrees</i>	Performance: Solo practitioner Quartet Choreography: Group Rambert: Revision ICDS: <i>Sutra</i>



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Dance Curriculum Map - Topics by Term (Summer)



	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
SUMMER TERM	Performance: Indian & African /	Performance: <i>The Streets</i> /	Performance: <i>The Streets</i> /	Performance: Rehearsal methods Performance skills Set phrases Anthology: <i>Artificial Things</i>	Choreography: Solo exam Anthology: <i>Shadows</i> Written paper	Performance: Solo practitioner research Quartet Written paper skills	Performance: Solo practitioner exam Quartet exam Choreography: Group exam Rambert: Revision ICDS: Revision
	HALF TERM						
	Choreography: <i>West Side Story</i>	Choreography: <i>Newsies</i>	Choreography: <i>Newsies</i>	Performance: Set phrases exam Choreography: Choreographic Skills Anthology: <i>Artificial Things</i> Written paper skills	Revision Written exam	Performance: Solo practitioner Quartet Rambert: Richard Alston <i>Soda Lake</i> ICDS: Matthew Bourne <i>Swan Lake</i>	Revision Written exam



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Dance Curriculum Map - Substantive Knowledge Progression



KS3

KS4

KS5



PERFORMANCE SKILLS



Demonstration of action, space and dynamics in rehearsal and performance.

Action: Gesture • Jump • Stillness • Travel • Turn

Dynamics: Energy • Flow • Speed • Weight

Space: Direction • Formations • Levels • Pathways • Proximity • Size

Application and demonstration of performance skills in workshops/rehearsal and performances of the two set phrases and the duet/trio, including showing knowledge & understanding of performance skills in section A & B of the written paper.

Physical skills: Alignment • Balance • Control • Coordination • Extension • Flexibility • Isolation • Mobility • Posture • Stamina • Strength

Application of Technical skills: Action content • Dynamic content • Spatial content • Relationship content • Timing content • Rhythmic content • Moving in a stylistically accurate way

Application of Expressive skills: Communication of choreographic intent, including mood, meaning, idea, themes and/or style fusion • Facial expression • Focus • Musicality • Phrasing • Projection • Sensitivity to other dancers • Spatial awareness

Sophisticated development, application and demonstration of performance skills in workshops/rehearsal and performances of a solo linked to a practitioner and quartet linked to a style/genre.

Precision & control of Physical/Technical skills: Agility • Alignment • Balance • Cardiovascular endurance • Coordination • Elevation • Extension • Flexion • Flexibility • Kinaesthetic awareness • Locomotion • Muscular endurance • Neuromuscular coordination • Rotation • Strength • Transference of weight • Whole body participation and/or isolation

Spatial elements: personal & stage space • Spatial awareness & control
Dynamics elements

Interpretative skills: Emphasis • Expression • Focus • Musicality • Projection • Timing

Solo/Quartet: Genre • Influences • In relation to a key practitioner • Professional repertoire • Style • Technique



MENTAL SKILLS



Demonstration of rehearsal and feedback for before, during and after performance.

Feedback: Peer • Self • Teacher

Application and demonstration of mental skills in workshops/rehearsal and performances of the two set phrases and duet/trio, including showing knowledge & understanding of mental skills in section A & B of the written paper.

Mental skills for rehearsal: Capacity to improve • Mental rehearsal • Planning of rehearsal • Rehearsal discipline • Rehearsal methods • Response to feedback • Systematic repetition

Mental skills for performance: Commitment • Concentration • Confidence • Movement memory

Sophisticated development, application and demonstration of mental skills and attributes in rehearsal and performance, in addition to feedback for before, during and after in workshops/rehearsal, choreography and performances.

GCSE skills plus leadership • organisation • problem solving • teamwork

Substantive Knowledge Progression



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Dance Curriculum Map - Substantive Knowledge Progression



KS3

KS4

KS5



SAFE PRACTICE



Demonstration of safe practice in rehearsal and performance.

Safety: Appropriate dancewear, including absence of jewellery, footwear & hairstyle

Application and demonstration of safe practice in workshops/rehearsal and performance of the two set phrases and the duet/trio, including showing knowledge & understanding of safe practice in section A & B of the written paper.

Safe practice for rehearsal: Cooling down • Hydration • Nutrition • Warming up

Safe practice for performance: Appropriate dancewear, including absence of jewellery, footwear & hairstyle • Safe execution

Sophisticated development, application and demonstration of safe practice in workshops/rehearsal choreography and performances.

Safe practice: A healthy approach to training, including lifestyle of dancer • Appropriate dancewear and presentation to self • Awareness of correct alignment • Technical accuracy



CHOREOGRAPHIC SKILLS



Exploration of a range of choreographic skills focusing on action, space and dynamics.

Action: Gesture • Jump • Stillness • Travel • Turn

Dynamics: Energy • Flow • Speed • Weight

Space: Direction • Formations • Levels • Pathways • Proximity • Size

Application and demonstration of choreographic skills in workshops/rehearsal and the solo choreography to realise the choreographic intent, including showing knowledge & understanding of choreographic skills in section A & B of the written paper.

Action content: Elevation (jump) • Floor work • Gesture • Stillness • Transference of weight • Travel • Turn • Use of different body parts

Choreographic Devices: Canon • Climax • Contrast • Highlights • Manipulation by number • Motif & development • Repetition • Unison

Dynamic content: Fast/slow • Sudden/sustained • Acceleration/deacceleration • Strong/light • Direct/indirect • Flowing/abrupt • Energy • Flow • Speed • Weight

Relationship content: Accumulation • Action & reaction • Complement & contrast • Contact • Counterpoint • Formations • Lead & follow • Mirroring

Spatial content: Direction • Formations • Levels • Pathways • Patterns • Proximity • Size Spatial design

Structure: Beginning/middle/end • Binary • Episodic • Logical sequence • Narrative • Rondo • Ternary • Transitions • Unity

Sophisticated development, application and demonstration of choreographic skills in workshop/rehearsal and the group choreography to communicate the artistic intention and dance idea.

Aural setting: Call & response • Consideration of tempo • Direct correlation • Disassociation • Mood & atmosphere • Music visualisation • Mutual coexistence • Narrative • Rhythm

Movement components: Action • Spatial • Dynamics

Manipulation of movement/Choreographic Devices: Cumulative canon • Fragmentation • Instrumentation • Inversion • Retrograde • Simultaneous canon • Transitions • Variation

Structuring of movement: Abstract • Binary • Chance • Form • Rondo • Sections • Ternary • Theme & variation

Substantive Knowledge Progression



Prince William School

Dance Curriculum Map - Substantive Knowledge Progression



	KS3	KS4	KS5
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PRACTITIONERS & COMPANIES

Substantive Knowledge Progression	<p>Identify the practitioners and companies studied.</p> <ul style="list-style-type: none"> Jerome Robbins (1961) / Justin Peck (2021) Christopher Gattelli (Broadway) / Matt Cole (West End) 	<p>Critically analyse, evaluate, identify and embody the practitioners & companies choreographic intentions, approaches and styles, including showing knowledge & understanding of these in section C of the written paper.</p> <ul style="list-style-type: none"> Itzik Galili / Rambert Dance Company Kenrick Sandy / Boy Blue Entertainment Lucy Bennett / Stopgap Dance Company James Cousins / James Cousins Company Wayne McGregor / The Royal Ballet Christopher Bruce / Phoenix Dance Theatre 	<p>Critically analyse, interpret, evaluate and embody the practitioners & companies from different dance genres and periods, demonstrating knowledge & understanding of their stylistic features, approaches and impact making links to context for the written paper.</p> <ul style="list-style-type: none"> Marie Rambert / Ballet Rambert, Rambert Dance Company Robert North Richard Alston Norman Morrice, Glen Tetley, John Chesworth, Mark Baldwin Martha Graham, Merce Cunningham Christopher Bruce Akram Khan / Akram Khan Company Matthew Bourne / Adventures in Motion Pictures & New Adventures Sidi Larbi Cherkaoui / East Man <p>Including a range of practitioners focusing on the following styles: romantic ballet • American modern dance • American jazz • British contemporary</p>
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PROFESSIONAL WORKS

Substantive Knowledge Progression	<p>Identify the professional works studied.</p> <ul style="list-style-type: none"> <i>West Side Story</i> the Musical <i>Newsies!</i> the Musical 	<p>Critically analyse, evaluate, identify and embody the professional works within the anthology considering the similarities & differences, and showing knowledge & understanding of these in Section C of the written paper.</p> <ul style="list-style-type: none"> <i>A Linha Curva</i> <i>Emancipation of Expressionism</i> <i>Artificial Things</i> <i>Within Her Eyes</i> <i>Infra</i> <i>Shadows</i> 	<p>Critically analyse, interpret, evaluate and embody the professional works from different dance genres and periods, demonstrating knowledge & understanding of performances, choreography and constituent features making links to context for the written paper.</p> <ul style="list-style-type: none"> <i>Lonely Town, Lonely Street</i> <i>Death and the Maiden</i> <i>Wildlife</i> <i>Soda Lake</i> <i>Rooster</i> <i>Ghost Dances</i> <i>Rush</i> <i>Zero Degrees</i> <i>Cinderella</i> <i>Swan Lake</i> <i>Sutra</i>
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Dance Curriculum Map - Substantive Knowledge Progression



KS3

KS4

KS5



PERFORMANCE FEATURES



Identify the performance features of the works studied.

- Costume
- Dancers
- Lighting
- Props
- Set
- Sound

Critically analyse, evaluate & identify the performance features of the anthology making links to the choreographic intent, and showing knowledge & understanding of performance features in the written paper.

Costume: Accessories • Colour • Decoration • Enhancement • Fit • Flow • Footwear • Gender • Items • Line • Make-up • Shape • Weight

Dance for Camera: Angles • Placement • Proximity • Special effects

Dancers: Gender • Number

Lighting: Angles • Colour • Direction • Edging • Intensity • Placement • Purpose • Shape • Type

Performance environments: End stage • In-the-round • Proscenium arch. • Site-sensitive

Sound (Aural Setting): Body percussion • Found sound • Instrumental • Natural sound • Orchestral • Pitch • Rhythm • Silence • Song • Spoken word • Structure • Style • Tone • Volume

Staging/set: Backdrop • Colours • Decoration • Furniture • Materials • Projection • Screens • Shape • Structures • Textures | **Props:** Materials • Shape • Size • Use

Critically analyse, interpret & evaluate the performance/constituent features of the professional works from different practitioners, companies, dance genres and periods, demonstrating knowledge & understanding of the features and making links to context for the written paper.

GCSE, plus:

Costume: Character • Masks • Material • Texture

Dancers: Physique • Role

Movement components: Action • Dynamics • Devices • Relationships • Space

Sound (Accompaniment): Audible aspect of dance • Direct correlation • Disassociation • Enhancement • Genre • Mood & atmosphere • Music • Music visualisation • Mutual coexistence • Narrative • Rhythm



INTENTION / CONTEXT



Consider the choices made in relation to choreography and performance.

- Idea(s)
- Purpose (why)
- Style/style fusion(s)

Critically analyse, evaluate & identify the choreographic intention of performances and choreographies, and making links to practitioners, companies & performance features in the written paper.

- Choreographic intention
- Idea(s)
- Link
- Meaning(s)
- Mood(s)
- Style/style fusion(s)

Critically analyse, interpret & evaluate the wider context of different practitioners, companies, dance genres and periods, whilst demonstrating knowledge & understanding of performances, choreography and constituent feature choices for the written paper.

GCSE, plus:

Context: Artistic • Cultural • Economical • Historical context • Social

• Influences



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Dance Curriculum Map - Disciplinary Knowledge Progression



Disciplinary Knowledge Progression



CREATE



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Dance Curriculum Map - Disciplinary Knowledge Progression



Disciplinary Knowledge Progression



C R E A T E

Year 12

Performance:

- To research and generate potential Quartet ideas individually and collaboratively, before selecting, planning and creating a 3 – 4 minute Quartet, including dance style, dance idea and music choice.
- To research and explore a variety of practitioner’s from AQA’s set list, before selecting, planning and creating a solo in the style of a chosen practitioner.
- To plan a rehearsal schedule for individual and collaborative class and exam work.

Choreography:

- To explore choreographic skills and respond to choreographic tasks through a series of teacher-led workshops.
- To explore different methods of choreographing through a range of teacher-set choreographic tasks, such as Chance dance, use of a musical score, improvisation, research & exploration.

Theory:

- To explore, create and teach technical phrases to develop an understanding of practitioners & their techniques (Graham & Cunningham technique)
- To explore teacher-led workshops in a variety of styles such as: contemporary, ballet, jazz, kathak, social, physical theatre, folk and martial arts to develop an understanding of practitioner’s styles.
- To explore and respond to a number of choreographic tasks to develop knowledge and understanding of practitioner’s movement styles, choreographic approaches and their professional works. Each task assists development of knowledge and understanding of the theory required for the written exam, but also prepares students for the performance and choreography exams through the different choreographic tasks. Tasks include:
 - exploring set professional repertoire from Robert North’s *Lonely Town*, *Lonely Street*, Richard Alston’s *Soda Lake*, and Matthew Bourne’s *Swan Lake*
 - recreating existing works such as a solo from North’s *Lonely Town*, *Lonely Street*; a duet from North’s *Death and the Maiden*, a group piece in the style of Alston’s *Wildlife*, a group piece in the style of Akram Khan’s *Rush*, & a Bourne inspired fairytale group piece

Year 13

Performance:

- To plan a rehearsal schedule for individual and collaborative exam work.
- To approach the solo and quartet using different rehearsal methods and develop the performances by using constructive teacher/self/peer feedback in line with the marking criteria.

Choreography:

- To explore choreographic skills and respond to choreographic tasks through a series of teacher-led workshops/tasks surrounding the three externally set stimuli set by AQA.
- To research and select a dance idea in response to an externally set stimuli by AQA and choreograph a 3 – 4 minute group choreography, including selecting dance style, dancers and music choice.
- To develop motifs using choreographic tools and devices for the Group choreography that emphasise the choreographic intention in relation to the externally set stimuli.

Theory:


- To explore and respond to a number of choreographic tasks to develop knowledge and understanding of practitioner’s movement styles, choreographic approaches and their professional works. Each task assists development of knowledge and understanding of the theory required for the written exam, but also prepares students for the performance and choreography exams through the different choreographic tasks. Tasks include:
 - explorative workshops in the style of Sidi Larbi Cherkaoui
 - exploration of teacher-led technical phrases in the style of Christopher Bruce
 - exploration of repertoire from Bruce’s *Ghost Dances* and *Rooster*
- To research and generate an understanding of the historical, social, cultural and economic contextual factors of:
 - Rambert Dance Company’s history, timeline of their works and heritage.
 - New Dance including the philosophies and characteristics New Dance is formed upon.



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Dance Curriculum Map - Disciplinary Knowledge Progression



		Years 7 - 9	Year 10	Year 11
Disciplinary Knowledge Progression  P E R F O R M	<p>Indian & African:</p> <ul style="list-style-type: none"> To rehearse as a group effectively. To perform as a group demonstrating use of space whilst also embodying the dance styles. <p>West Side Story:</p> <ul style="list-style-type: none"> To rehearse independently and collaboratively as a class. To perform the <i>West Side Story</i> inspired class piece demonstrating the five basic body actions. 	<p>The Streets:</p> <ul style="list-style-type: none"> To rehearse as a group effectively, implementing the features of the dance styles and varying dynamics. To perform movement in the Hip Hop style as a group whilst demonstrating contrasting dynamic content. <p>Newsies:</p> <ul style="list-style-type: none"> To rehearse safely and effectively with a prop. To perform own choreographed group piece performing actions, space and dynamics clearly with a prop and characterisation. 	<p>Performance:</p> <ul style="list-style-type: none"> To rehearse and perform technical phrases independently and collaboratively within teacher-led technique classes. To rehearse and perform class and exam work in the lesson and in additional rehearsals. To apply self, teacher and peer feedback, and use a variety of rehearsal methods in order to fulfil the performance criteria To rehearse and perform the two set phrases as a soloist whilst applying and demonstrating individual execution of the physical, technical, expressive and mental skills. NEA FILMED EXAM <p>Choreography:</p> <ul style="list-style-type: none"> To demonstrate and teach a class warm up executing features of good, safe practice. To demonstrate and teach technical phrases applying safe practice and the physical skills required. To rehearse and perform the solo choreography whilst demonstrating individual choreographic skills. To rehearse and perform the group choreography whilst demonstrating individual and collaborative choreographic skills. To apply self, teacher and peer feedback, and use a variety of rehearsal methods. <p>Theory/Anthology: (To aid understanding of the set works ahead of the written paper)</p> <ul style="list-style-type: none"> To perform the <i>A Linha Curva</i> class piece demonstrating the embodiment of the dance styles (samba, contemporary and capoeira), whilst demonstrating the choreographic intention of 'having fun'. To perform the <i>Emancipation of Expressionism</i> class piece demonstrating the five styles of Hip Hop (waacking, breaking, popping, locking and krumping) whilst applying the choreographic approaches of choreographer Kenrick . To perform the <i>Artificial Things</i> inclusive contemporary chair duets, whilst embodying the choreographic dance style of Stopgap Dance Company. 	<p>Performance:</p> <ul style="list-style-type: none"> To rehearse and perform class and exam work in the lesson and in additional rehearsals To apply self, teacher and peer feedback, and use a variety of rehearsal methods in order to improve upon and fulfil the performance criteria To rehearse and perform the duet/trio performance whilst applying and demonstrating individual execution of the physical, technical, expressive and mental skills. NEA FILMED EXAM <p>Choreography:</p> <ul style="list-style-type: none"> To rehearse and perform the 2 - 2 ½ minute solo choreography whilst applying and demonstrating execution of movement content and application of choreographic skills to realise the choreographic intent. NEA FILMED EXAM To apply self, teacher and peer feedback, and use a variety of rehearsal methods in order to fulfil the choreography criteria. <p>Theory/Anthology: (To aid understanding of the set works ahead of the written paper)</p> <ul style="list-style-type: none"> To perform the <i>Infra pas de deux</i> (duets) demonstrating the embodiment of the dance style (ballet and contemporary). To perform the <i>Within Her Eyes</i> site sensitive contact duets demonstrating and embodying the vision of the work. To perform technical phrases in the style of Christopher Bruce, in addition to performing choreographed motifs that reflect the stimulus and dance ideas of <i>Shadows</i>.



Prince William School

Dance Curriculum Map - Disciplinary Knowledge Progression



Disciplinary Knowledge Progression



P E R F O R M

Year 12

Performance:

- To rehearse and perform technical phrases and repertoire independently and collaboratively within teacher-led technique classes.
- To rehearse and perform class and exam work in the lesson and in additional rehearsals.
- To rehearse the Quartet performance focusing on individual execution of the physical/technical and interpretative skills, whilst embodying the selected dance style, dance idea and music.
- To rehearse the Solo performance focusing on individual execution of the physical/technical and interpretative skills, embodying the stylistic features of the chosen practitioner.
- To apply self, teacher and peer feedback, and use a variety of rehearsal methods.

Choreography:

- To rehearse and perform responses to solo and group choreographic tasks whilst demonstrating individual and collaborative choreographic skills.
- To apply self, teacher and peer feedback, and use a variety of rehearsal methods.
- To demonstrate and lead class warm ups executing features of good, safe practice.
- To lead, demonstrate and teach technical phrases and choreography applying safe practice and the technical/physical skills required.
- To rehearse and perform the solo and group choreographic responses to tasks whilst demonstrating individual and collaborative choreographic skills.
- To apply self, teacher and peer feedback, and use a variety of rehearsal methods.

Theory:

- To rehearse and perform technical phrases embodying practitioners styles & their techniques (Graham & Cunningham technique)
- To demonstrate and perform in a variety of (practitioners) dance styles such as: contemporary, ballet, jazz, kathak, social, physical theatre, folk and martial art.
- To rehearse and perform responses to choreographic tasks whilst embodying practitioner's movement styles,

Year 13

Performance:

- To rehearse and perform class and exam work in the lesson and in additional rehearsals.
- To rehearse and perform the 3- 4 minute Quartet performance whilst applying and demonstrating individual execution of the physical/technical and interpretative skills, in the selected dance style, dance idea and music. **NEA LIVE EXAM**
- To rehearse and perform the 2-3 minute Solo performance whilst applying and demonstrating individual execution of the physical/technical and interpretative skills, embodying the stylistic features of the chosen practitioner. **NEA LIVE EXAM**
- To apply self, teacher and peer feedback, and use a variety of rehearsal methods in order to fulfil the performance criteria of the Solo and Quartet performances.

Choreography:

- To rehearse and perform the 3 - 4 minute group choreography whilst applying and demonstrating execution of movement content and application of choreographic skills emphasising the choreographic intention in relation to the externally set stimuli. **NEA LIVE EXAM**
- To apply self, teacher and peer feedback, and use a variety of rehearsal methods in order to fulfil the Group choreography criteria.

Theory:

- To rehearse and perform responses to choreographic tasks whilst embodying practitioner's movement styles, choreographic approaches and their professional works, assisting knowledge and understanding for the written paper. Tasks include:
 - embodying the movement style of practitioner Sidi Larbi Cherkaoui
 - executing technical phrases in the style of Christopher Bruce
 - rehearsing and performing set professional repertoire from Bruce's *Ghost Dances* and *Rooster*



Prince William School

Dance Curriculum Map - Disciplinary Knowledge Progression



Disciplinary Knowledge Progression



A P P R E C I A T E


	Year 8	Year 9	Year 10	Year 11
	<p>Indian & African:</p> <ul style="list-style-type: none"> To identify the key features of Indian/African dance. To respond to feedback and refine in rehearsal for performance. To watch other groups perform and feedback/ appreciate use of space, strengths & areas for improvement. <p>West Side Story:</p> <ul style="list-style-type: none"> To watch <i>West Side Story</i> and identify the performance features and narrative. To respond to 	<p>The Streets:</p> <ul style="list-style-type: none"> To watch videos of the different dance styles and Hip Hop culture., and identify the features and dynamics of the different styles. To respond to feedback and refine in rehearsal for performance. To watch other groups perform and feedback/appreciate use of dynamics, strengths & areas for improvement. <p>Newsies:</p> <ul style="list-style-type: none"> To watch <i>Newsies!</i> and identify the performance features, characters and use of set/props. To respond to feedback and refine in rehearsal for performance. To watch other groups perform and feedback/appreciate use of choreographic 	<p>Performance:</p> <ul style="list-style-type: none"> To assess own individual strengths, areas for development and ambitions. To self, teacher and peer assess and give/apply feedback, and use a variety of rehearsal methods in order to refine and fulfil the performance criteria for the performance of the two set phrases, including technical phrases. To identify performance skills required for preparation and during a performance in preparation for Section A of the written paper. To identify the physical, technical, expressive and mental skills used in the class work in preparation for Section B of the written paper. <p>Choreography</p> <ul style="list-style-type: none"> To self, teacher and peer assess and give/apply feedback towards choreographic workshops, rehearsals and performance of choreographic responses. To interpret personally-selected and given (internal) stimuli for solo/group choreographies, analysing movement, dance style and music choices, To interpret and identify a dance idea, choreographic choices and skills in preparation for Section A of the written paper. To identify the choreographic content used in the class work in preparation for Section B of the written paper. <p>Theory/Anthology:</p> <ul style="list-style-type: none"> To use dance vocabulary and key terminology to appreciate, feedback and refine. To watch <i>A Linha Curva, Emancipation of Expressionism & Artificial Things</i> and identify the dance style, performance features and narrative/dance ideas. To identify, analyse, evaluate and interpret the three (out of six) set anthology works (<i>A Linha Curva, Emancipation of Expressionism & Artificial Things</i>) in preparation for Section C of the written paper. 	<p>Performance:</p> <ul style="list-style-type: none"> To self, teacher and peer assess and give/apply feedback, and use a variety of rehearsal methods in order to refine and fulfil the performance criteria for the performance of the 2 - 3 minute duet/trio performance. To identify and explain performance skills required for preparation and during a performance for Section A of the written paper. To identify and analyse the physical, technical, expressive and mental skills used in the practical exam work for Section B of the written paper. <p>Choreography</p> <ul style="list-style-type: none"> To interpret externally-set stimuli for the solo choreograph and identifying a chosen dance idea; analysing movement, dance style and music choices. To self, teacher and peer assess and give/apply feedback, and use a variety of rehearsal methods in order to refine and fulfil the choreographic criteria for the performance of the 2 - 2 ½ minute solo choreography. To interpret and identify a dance idea, and explaining choreographic choices and skills in preparation for Section A of the written paper. To identify and explain the choreographic content used in the practical exam work in preparation for Section B of the written paper. <p>Theory/Anthology:</p> <ul style="list-style-type: none"> To use dance vocabulary and key terminology to appreciate, feedback and refine, embedding the language in vocal and written responses, to also assist understanding the criteria. To watch <i>Infra, Within Her Eyes & Shadows</i> and identify the dance style, performance features and narrative/dance ideas.



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Dance Curriculum Map - Disciplinary Knowledge Progression



		Year 12	Year 13
Disciplinary Knowledge Progression	 APPRECIATE	<p>Performance:</p> <ul style="list-style-type: none"> To assess own individual strengths, areas for development and ambitions, and refine skills in lesson and additional rehearsals. To self, teacher and peer assess and give/apply feedback, and use a variety of rehearsal methods upon technical phrases, repertoire, classwork and developing exam work. To interpret and identify the Quartet dance idea, dance style and music choices, refining skills individually and collaboratively in relation to the exam criteria. To interpret and identify dance ideas, choreographic choices and skills through workshops in preparation for the externally-set stimulus choreography. To identify, apply and refine the stylistic features of the chosen practitioner for the Solo performance in relation to the exam criteria. <p>Choreography:</p> <ul style="list-style-type: none"> To interpret personally-selected and given (internal) stimuli in response to choreographic tasks, analysing movement, dance style and music choices. To interpret and identify dance ideas, choreographic choices and skills through workshops in preparation for the externally-set stimulus choreography. To rehearse and perform responses to solo and group choreographic tasks whilst demonstrating individual and collaborative choreographic skills. To self, teacher and peer assess and give/apply feedback towards choreographic workshops, rehearsals and performance of individual and collaborative choreographic responses. <p>Theory:</p> <ul style="list-style-type: none"> To use dance vocabulary and key terminology to appreciate, feedback and refine. To watch the professional works within Rambert Dance Company and those within the Independent Contemporary Dance Scene, and identify the performance features, subject matter/narrative/dance ideas, and practitioner stylistic features. 	<p>Performance:</p> <ul style="list-style-type: none"> To self, teacher and peer assess and give/apply feedback, and use a variety of rehearsal methods in order to refine and fulfil the performance criteria for the 2 – 3 minute Solo performance and 3 – 4 minute Quartet performance. <p>Choreography</p> <ul style="list-style-type: none"> To interpret externally-set stimuli for the group choreograph and identifying a chosen dance idea; analysing movement, dance style and music choices. To self, teacher and peer assess and give/apply feedback, and use a variety of rehearsal methods in order to refine and fulfil the choreographic criteria for the performance of the 3 – 4 minute group choreography. <p>Theory/Anthology:</p> <ul style="list-style-type: none"> To use dance vocabulary and key terminology to appreciate, feedback and refine, embedding the language in vocal and written responses, to also assist understanding the criteria. To watch the professional works within Rambert Dance Company and those within the Independent Contemporary Dance Scene, and identify the performance features, subject matter/narrative/dance ideas, and practitioner stylistic features. To critically analyse, evaluate and interpret the practitioners and their professional works within Rambert Dance Company and the Independent Contemporary Dance Scene, including contextual knowledge & understanding for the written paper. EXAM PAPER



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Dance Curriculum Map - Key Vocabulary



	Year 7 & 8	Year 9	Year 10		Year 11	Year 12	Year 13
DISCIPLINARY VOCABULARY	<ul style="list-style-type: none"> • Actions • Choreograph • Dancers • Dance style • Dancewear • Direction • Elements of dance • Elevation • Footwear • Formations • Levels • Mirrors • Movement • Pathways • Peer-assessment • Perform • Performance • Phrase • Repetition • Safety • Self-assessment • Space • Staging/set • Style • Teacher assessment • Timing 	<ul style="list-style-type: none"> • Assess • Canon • Character • Costume • Duet • Dynamics • Facial expressions • Features of production • Lighting • Makeup • Movement memory • Professional work • Prop/property • Role • Safe practice • Solo • Trio • Quartet • Unison 	<ul style="list-style-type: none"> • Alignment • Appreciation • Aural setting • Balance • Binary • Call & response • Choreographic approach • Choreographic intention • Climax • Compare • Contrast • Control • Coordination • Cumulative canon • Dance film/dance for camera • Define • Describe • Development • Discuss • Emphasise/emphasis • End stage • Episodic • Evaluate • Expressive skills • Extension • Flexibility • Focus (use of) • Fresnel (lighting) • Hairstyle • Highlights • Identify • Improvisation • In-the-round • Intention • Interpret/interpretation • Isolation 	<ul style="list-style-type: none"> • Manipulation of number • Mental rehearsal • Mental skills • Mobility • Motif • Motif development • Movement material • Musicality • Narrative • Overhead (lighting) • Patterns (spatial) • Performance environment • Physical setting • Physical skills • Posture • Projection • Proscenium arch • Purpose • Rehearsal discipline • Relationships • Rondo • Sensitivity to other dancers • Site sensitive • Spatial awareness • Spatial design • Stamina • Stimulus/stimuli • Strength • Structure • Structuring devices • Style fusion • Systematic repetition • Technical skills • Ternary • Theme & variation • Transition 	<ul style="list-style-type: none"> • Acceleration • Accumulation • Air pattern • Auditory • Cardiovascular endurance • Choreographic devices • Choreographic processes • Complimentary • Counterpoint • Critical appreciation • Deacceleration • Embody/embodyment • Fragmentation • Genre • Holistic • Ideational • Instrumentation • Kinaesthetic • Logical sequence • Phrasing • Retrograde • Rhythmic content • Tactile • Unity • Visual 	<ul style="list-style-type: none"> • Abstract • Accessory • Accompaniment • Agility • Analyse • Comment • Consider • Constituent features • Context • Critical engagement • Direct correlation • Disassociation • Examine • History • Original • Practitioner • Research • Subject matter 	<ul style="list-style-type: none"> • Artistic intention • Artistry • Cultural context • Execution • Form • Historical context • Mutual coexistence • Music visualisation • Reverting canon • Safe execution • Simultaneous canon • Social context