

Key Stage 3 Curriculum and Assessment Map

Subject: Dance

	Year 7				Year 8			
	Semester 1	Semester 2	Semester 3	Semester 4	Semester 1	Semester 2	Semester 3	Semester 4
Content Delivery	Dance Styles: African, Bhangra, Capoeira, Street and Jazz	Performance and Technical skills learning a phrase of movement that focuses on these key principles	Students look into professional companies such as: A Linha Curva, Akram Khan and Ballet Boyz	Students look into choreography and the principles of the creative process. They will then create their own piece of work based on a given stimuli	Students take part in technique classes focusing on different styles of dance: Contemporary-release Jazz-Michael Jackson Physical Theatre-Frantic	Students take part in workshops and classes that develop performance discipline in dance looking into Jazz Dance (West Side Story)	Students take part in workshops and classes that develop performance discipline in dance looking into Contemporary Dance (Void, Fallen, Fourteen Days)	Students will work towards a set brief and will have to create a piece of work to communicate themes and issues to a chosen target audience
ILT	Dance poster about the different dance styles they have covered.	www and ebi which annotated image of them	Rehearsing their assessment piece making a dance studio booking. Sourcing music and organising costume	Rehearsing their assessment piece making a dance studio booking. Sourcing music and organising costume	Dance poster outlining the stylistic qualities of each dance style.	Students to create workshop material and how to deliver that to the class.	Rehearsing their assessment piece making a dance studio booking. Sourcing music and organising costume	Rehearsing their assessment piece making a dance studio booking. Sourcing music and organising costume
Mini Assessment	Students perform the combined dance routine and are given verbal and written feedback.	Students complete a carousel focusing on different aspects of the routine, each group has an assigned leader who gives verbal feedback, this is supported by the teacher using the ipad to show students images of their technique	Students perform their pieces to the class and receive written and verbal feedback.	Students complete a carousel focusing on different aspects of the creative process (almost like a checklist of what needs to be in their choreography), each group has an assigned leader who gives verbal feedback, this is supported by the teacher using the ipad to show students images and videos of their ideas.	Students are to design their own workshop and movement phrase that they will teach the group about their chosen style of dance. This will be supported with a short explanation outlining the style of dance and its principles. They will teach a phrase of movement in that style and be in charge of leading the class (A.2P1)	Students will perform the set movement phrase as a class and have smaller group sections that they have choreographed themselves through workshops, they will perform this movement and be recorded watching it back and complete a reflective piece of writing of how to improve their technique and performance. (A.2P1, B.2P2, B.2P3, C.2P4)	Students will perform the set movement phrase as a class and have smaller group sections that they have choreographed themselves through workshops, they will perform this movement and be recorded watching it back and complete a reflective piece of writing of how to improve their technique and performance. (A.2P1, B.2P2, B.2P3, C.2P4)	Students will choreograph and perform their work to the class and receive verbal and written feedback. (a01.102.103,104)
Main Assessment	Students perform a finalised piece of dance that combines the different dance styles.	Students perform the routine in groups of 4 to the class and receive feedback from the group	Students perform the routine with organised costume, lighting design and music.	Students perform their choreography with organised costume, lighting design and music.	Students perform their own movement phrase that they taught to the group displaying the technical principles of the style of dance. (A.2P1)	Students perform the movement phrase which is filmed. (A.2P1, B.2P2, B.2P3, C.2P4)	Students perform the movement phrase which is filmed. (A.2P1, B.2P2, B.2P3, C.2P4)	Students perform their final assessment piece which is filmed (a01.102.103,104)

Semester Overview Year 7

Semester 1: Dance Styles

Knowledge:

- Stylistic qualities of each dance style
- Historical facts regarding the evolution of the dance style

Learning Aims:

- A) Examine different styles of dance and be able to recognise stylistic qualities
- B) Explore dance styles using physical skills to successfully learn sequences and key actions
- C) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify the stylistic qualities within dance recognising what makes each dance style unique.

I can show adequate approaches to tasks but will need support or prompting

I can show some positive behaviour during workshops but this may not be consistent

Merit

I can identify the stylistic qualities within dance and explain which movements show this

I can show appropriate approaches to practical work although I may need support or prompting.

I show mainly a positive behaviour but there may be an occasional lapse

Distinction

I can identify and explain the stylistic qualities within dance and describe and explain how the movement shows the style of dance.

I can positively work with others showing commitment and engage in group activity

Semester 2: Performance and technical skills

Knowledge:

- Key skills both physical and interpretive for the use of a performance piece
- How these improve ability and prevent injury

Learning Aims:

- a) To understand the principles of dance technique and implement these into practice
- b) To reflect on practice in order to understand how technique could be improved in order to improve ability and prevent injury
- c) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify and define the performance skills

I can show limited technical ability and use of stylistic quality and interpretative skills during rehearsal

I can show adequate approaches to tasks but will need support or prompting

I can show some positive behaviour during workshops but this may not be consistent

Merit

I can identify and define the performance skills and suggest how these can improve dance quality

I can apply basic technical skills during rehearsal, demonstrating some use of stylistic and interpretive skills to a satisfactory standard.

I can show appropriate approaches to practical work although I may need support or prompting.

I show mainly a positive behaviour but there may be an occasional lapse

Distinction

I can identify and define the performance skills and make considered judgements about how these can be improved in my own and others practice to improve dance quality

I can select and apply a range of technical skills during rehearsal demonstrating sound use of stylistic and interpretive skills.

I can positively work with others showing commitment and engage in group activity

Semester 3: Professional Companies

Knowledge:

- Stylistic qualities of each professional company covered
- Interpretation of theme and movement content used

Learning Aims:

- d) To understand the quality and choreographic stamp of each professional company
- e) To interpret the theme and therefore movement content used and demonstrate this through discussion and practical exploration
- f) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify some key features of the professional work and make links to specific examples

I can show limited technical ability and use of stylistic quality and interpretative skills during rehearsal

I can show adequate approaches to tasks but will need support or prompting

I can show some positive behaviour during workshops but this may not be consistent

Merit

I can identify the key features of the professional works making some connection to the creative intention and purpose of the work.

I can apply basic technical skills during rehearsal, demonstrating some use of stylistic and interpretive skills to a satisfactory standard.

I can show appropriate approaches to practical work although I may need support or prompting.

I show mainly a positive behaviour but there may be an occasional lapse

Distinction

I can identify and describe the key features of the professional work and make adequate connections to creative intention, purpose and the effectiveness of the work

I can select and apply a range of technical skills during rehearsal demonstrating sound use of stylistic and interpretive skills.

I can positively work with others showing commitment and engage in group activity

Semester 4: Choreography

Knowledge:

- Key words and creative processes in dance
- How theme and stimuli can be shown using movement content and choreographic devices.

Learning Aims:

- g) To understand how to create dance choreography using skill set acquired over the last 3 semesters, combining skills
- h) To interpret the theme and therefore movement content to show a chosen creative intention
- i) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify and respond to the stimulus in a literal manner

I can show limited technical ability and use of stylistic quality and interpretative skills during rehearsal

I can show adequate approaches to tasks but will need support or prompting I can follow the lead of others or be directed to perform simple tasks

I can show some positive behaviour during workshops but this may not be consistent, this may be of minimal impact to the success of the choreography and therefore this may have an impact on the delivery and communication of the ideas in the piece.

Merit

I can identify and respond to the stimulus competently

I can apply basic technical skills during rehearsal, demonstrating some use of stylistic and interpretive skills to a satisfactory standard.

I can show appropriate approaches to practical work although I may need support or prompting. I can make suggestions and this has some positive impact on the choreography

I show mainly a positive behaviour but there may be an occasional lapse I am able to reflect and review the process of choreography

Distinction

I can initiate imaginative response to the stimulus.

I can select and apply a range of technical skills during rehearsal demonstrating sound use of stylistic and interpretive skills.

I can positively work with others showing commitment and engage in group activity. I take the initiative to lead others in the group and consistently contribute valid ideas to the practical explorations. This has a significant impact on the group dynamic and delivery of the choreographic intention. I am able to reflect and review the process with awareness and insight

Semester Overview Year 8

Semester 1: Dance Styles

Knowledge:

- Stylistic qualities of each dance style
- Historical facts regarding the evolution of the dance style and the pioneers of the genre

Learning Aims:

- D) Examine different styles of dance and be able to recognise stylistic qualities
- E) Explore dance styles using physical skills to successfully learn and create sequences and key actions
- F) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify the stylistic qualities within dance recognising what makes each dance style unique I can start to implement this understanding in my own choreographic tasks.

I can show adequate approaches to tasks but will need some support or prompting

I can show some positive behaviour during workshops but this may not be consistent

Merit

I can identify the stylistic qualities within dance and explain which movements show this I can implement this understanding in my own choreographic tasks and therefore show some links to the style of dance being studied

I can show appropriate approaches to practical work although I may need support or prompting (this is minimal).

I show mainly a positive behaviour but there may be an occasional lapse

Distinction

I can identify and explain the stylistic qualities within dance and describe and explain how the movement shows the style of dance. I can implement this confidently in my own choreography and therefore show consistent links to the style of dance being studied

I can positively work with others showing commitment and engage in group activity

Semester 2: Performance and technical skills

Knowledge:

- Key skills both physical and interpretive for the use of a performance piece
- How these improve ability and prevent injury
- How to improve key skills through training and practice

Learning Aims:

- j) To understand the principles of dance technique and implement these into practice also know how to improve these
- k) To reflect on practice in order to understand how technique could be improved in order to improve ability and prevent injury
- l) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify and define the performance skills

I can show some technical ability and use of stylistic quality and interpretative skills during rehearsal

I can show adequate approaches to tasks but will need support or prompting

I can show some positive behaviour during workshops but this may not be consistent

Merit

I can identify and define the performance skills and suggest how these can improve dance quality

I can apply the majority of technical skills during rehearsal, demonstrating some use of stylistic and interpretive skills to a satisfactory standard.

I can show appropriate approaches to practical work although I may need support or prompting.

I show mainly a positive behaviour but there may be an occasional lapse

Distinction

I can identify and define the performance skills and make considered judgements about how these can be improved in my own and others practice to improve dance quality

I can select and apply a range of technical skills during rehearsal demonstrating sound use of stylistic and interpretive skills.

I can positively work with others showing commitment and engage in group activity

Semester 3: Professional Companies

Knowledge:

- Stylistic qualities of each professional company covered
- Interpretation of theme and movement content used
- The movement content associated with the professional company

Learning Aims:

- m) To understand the quality and choreographic stamp of each professional company
- n) To interpret the theme and therefore movement content used and demonstrate this through discussion and practical exploration
- o) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify some key features of the professional work and make links to specific examples

I can show some technical ability and use of stylistic quality and interpretative skills during rehearsal

I can show adequate approaches to tasks but will need support or prompting

I can show some positive behaviour during workshops but this may not be consistent

Merit

I can identify the key features of the professional works making some connection to the creative intention and purpose of the work.

I can apply majority of technical skills during rehearsal, demonstrating some use of stylistic and interpretive skills to a satisfactory standard.

I can show appropriate approaches to practical work although I may need support or prompting.

I show mainly a positive behaviour but there may be an occasional lapse

Distinction

I can identify and describe the key features of the professional work and make adequate connections to creative intention, purpose and the effectiveness of the work

I can select and apply a range of technical skills during rehearsal demonstrating sound use of stylistic and interpretive skills.

I can positively work with others showing commitment and engage in group activity

Semester 4: Choreography

Knowledge:

- Key words and creative processes in dance
- How theme and stimuli can be shown using movement content and choreographic devices.
- What devices can be implemented to show the intention of the work more so

Learning Aims:

p) To understand how to create dance choreography using skill set acquired over the last 3 semesters, combining skills

q) To interpret the theme and therefore movement content to show a chosen creative intention

r) To collaborate, work effectively, be reflective and work independently

In line with BTEC Performing Arts (Dance) TECH AWARD

Pass

I can identify and respond to the stimulus in a literal manner

I can show some technical ability and use of stylistic quality and interpretative skills during rehearsal

I can show adequate approaches to tasks but will need support or prompting I can follow the lead of others or be directed to perform simple tasks

I can show some positive behaviour during workshops but this may not be consistent, this may be of minimal impact to the success of the choreography and therefore this may have an impact on the delivery and communication of the ideas in the piece.

Merit

I can identify and respond to the stimulus competently using more complex actions at times

I can apply majority of technical skills during rehearsal, demonstrating some use of stylistic and interpretive skills to a satisfactory standard.

I can show appropriate approaches to practical work although I may need support or prompting. I can make suggestions and this has some positive impact on the choreography

I show mainly a positive behaviour but there may be an occasional lapse I am able to reflect and review the process of choreography

Distinction

I can initiate imaginative response to the stimulus using complex actions throughout

I can select and apply a range of technical skills during rehearsal demonstrating sound use of stylistic and interpretive skills.

I can positively work with others showing commitment and engage in group activity. I take the initiative to lead others in the group and consistently contribute valid ideas to the practical explorations. This has a significant impact on the group dynamic and delivery of the choreographic intention. I am able to reflect and review the process with awareness and insight