

DANCE	Autumn Term		Spring term		Summer term	
Year 9	1	2	3	4	5	6
Topic Summary	Ballet	Hip-Hop	Musical Theatre	Tap	Lyrical Modern	Jazz
Thinking Hard	Mastery of Learning- - Ensuring the basic ballet technique is mastered in a sequential way before moving on to more advance steps. Development of Literacy- students will learn how to write ballet enchainments using the French terminology	Changing the World- Linking this unit to Black History Month getting students to understand racism through movement and research Acquiring knowledge- Students to gain insight into Black lives matter campaign	Not Fearing failure- Students will embark on a new venture adding vocals and drama to their dance performance pieces.	Being creative- Tap is a dance form that can be very tricky, students will need to add their own creative flair to enhance their knowledge of this genre	Creating independence- Students will need to be able to be confident in working independently on their solo composition	Creating Ambition- Students will learn a Jazz number with the chance of performing the piece at the dance showcase, giving them motivation to perform to their very best ability
Developing Character	Optimism- To change students minds about ballet as it seems to have a 'boring' stigma Curiosity- Allowing students to explore the genre and dig deeper into its important meaning	Mindfulness- Working with students to get them to be mindful of other people's views, opinions and tolerances Gratitude- Being thankful for the works of Diversity and Boy Blue	Self- Assurance- Encouraging the students to have faith in their abilities, to use their prior knowledge to perform with flair and enthusiasm	Grit- Whilst learning the different tones, beats and rhythms students will need grit to ensure they keep going, no matter how hard/how many times they have to do it	Self-Control- Students will need to use their time wisely, plan and create a schedule to keep them on track whilst choreographing. To stop them running off on a tangent	Kindness- Students will face a rigorous process where they will have to give constructive feedback to peers. They will need to use kindness in their approach to this.
Understanding Diversity	Acquiring cultural capital- Educating students on how many dance styles stem from ballet and how it is the backbone of every style. Trip to see a Ballet? Article on how ballet can change your life, how ballet around the world has changed people's views of dance	Respecting Human Rights- Showing students through the medium of dance that everyone has the same human rights no matter what race, profession, wealth Understanding democracy- Students need to ask themselves how democracy pays an important part in BLM- looking at the story of George Floyd and what impact that has had on our society	No limits to your destination- Challenging students knowledge and mindset with Musical Theatre, a genre they are scared to approach head on Understanding Environmental Diversity- Can theatre be anywhere? The different types of theatre from Kabuki to west end. This provides insight into musical theatre around the world giving the students different perspectives	Understanding Physical and mental diversity- There are many different forms of Tap which students need to understand that none are right or wrong. Looking at how it has evolved from clogging in Amsterdam to the jazz era in New Orleans	Being a world citizen- Using their knowledge of the wider world of dance, the different choreographers such as Martha Graham, Farah Khan and Alvin Ailey to enhance their choreographic structure	Awareness of where we live- Students will need to create elements for our dance showcase which means they need to know the area and the target audience. They will also need to use information from the history of Jazz article and the different perspectives it presented to ensure they are considering a range of different jazz sources.
Literacy Reading, Oracy	French vocab, research reading into the history of ballet	Research reading on the history of hip hop, informal oral presentation	Use of speaking/singing within the musical theatre piece	articles on tap dance history	Writing frames for similarities and differences questions	Articles on the history of Jazz dance
Gatsby, Careers	Students will have work experience collaborating with the students of Rachel Madocks school. Working with them to create their dance live choreography, aiding them in both direction and costume/screen choices	Students will have work experience collaborating with the students of Rachel Madocks school. Working with them to create their dance live choreography, aiding them in both direction and costume/screen choices	Students will attend a theatre trip which gives them insight into the roles and responsibilities of working in a theatre, backstage and creatively	Students will attend a theatre trip which gives them insight into the roles and responsibilities of working in a theatre, backstage and creatively	Students will have the chance to particiate in Dance Live, this will enable the to look at the job roles in the performing arts industry. Including; Lighting, sound, LED screen content, choreographer, administration and volunteer work.	Students will have the chance to audition for a performance at Disneyland Paris. Giving them experience of working professionally for a reputable company. Gaining insight into what Disney has to offer in terms of employment. Students will attend a Q&A session with Disney professionals.
Inclusivity	Flexible grouping, mini white boards, scaffolding, building positive relationships to aid learning and create a sense of belonging	Flexible grouping, mini white boards, scaffolding, building positive relationships to aid learning and create a sense of belonging	Flexible grouping, mini white boards, scaffolding, building positive relationships to aid learning and create a sense of belonging	Flexible grouping, mini white boards, scaffolding, building positive relationships to aid learning and create a sense of belonging	Flexible grouping, mini white boards, scaffolding, building positive relationships to aid learning and create a sense of belonging	Flexible grouping, mini white boards, scaffolding, building positive relationships to aid learning and create a sense of belonging
Cross-Curricular Links	Music. PE. SMSC- cultural	History. music. IT. languages. SMSC- social	Drama. music. English. SMSC- spiritual	Music. PE. SMSC-spiritual/cultural	SMSC- Spiritual	Drama. Music. IT. English
Other Curriculum Aspects	Physical skills. mental skills. learning by rote	History of dance. choreography using a	Use of drama through dance. vocal warm	Rhythmic structure. anatomy. physical skill	Structure. choreographic process. relationships.	Choreography. recapping previous genres. IT
Extended Learning Checks	End of topic test on Ballet written and practical elements	End of topic test on Hip-hop written and practical elements	End of topic test on Musical theatre practical element	End of topic test on Tap practical element	End of topic test on Lyrical written and practical elements	End of topic test on Jazz written and practical elements
Precise Learning Endpoints What we want the students to learn/be able to	1. Perform barre, centre practice and allegro in a stylistically accurate way 2. Recognise and embed the French vocabulary in both practical and written 3. Apply physical skills and attributes to each section 4. Use mental skills and attributes to aid performance	1. Talk confidently about black history and state how dance evolved from this 2. Perform a piece confidently using a stimulus 3. Embed and state what expressive skills are 4. Recognise practitioners work and use it to create motifs	1. Apply breathing and vocal techniques to performance 2. Apply drama techniques to a performance 3. Perform a 5 minute musical theatre piece using all skills learn 4. Use learning by rote to aid learning	1. Talk confidently about the history tap 2. Perform shuffles, cramp rolls, riffs and pick ups with tonal quality and beating precision 3. Apply the correct posture in order to enhance performance 4. State 2 beat steps and why they are so important	1. Use structure and unity to create a solo performance 2. Know and embed choreographic devices such as motif and development 3. Ingrain safe practice and its aspects 4. Recall previous genres choreographic knowledge to aid solo choreography	1. Recognise and state different aural settings 2. Confidently talk about practioner Fosse and his specific style 3. Embed the fosse style into a performance 4. Utilise physical skills to strengthen performance

DANCE	Autumn Term		Spring term		Summer term	
Year 10	1	2	3	4	5	6
Topic Summary	Choreographing from a stimulus (30%)	Performance in a group (20%) Anthology-	Set Phrase- Breathe (5%) Anthology-infra	Set Phrase- Flux (5%) Anthology-	Revision of all practical elements	Revision of all practical elements
Thinking Hard	Being Creative- Using a stimulus to	Acquiring Knowledge- Students will be taught	Mastery of Learning- Students will need to use	Mastery of Learning- Students will need to use	Not fearing Failure- Students will need to be	Creating independence- Students will need to

Developing Character	Self-Assurance- Students will need to be confident In themselves and their abilities. They will need to take a leadership role if choreographing a group piece. Mindfulness- Students will need to be mindful of the sensitivity around the stimulus for this piece, being set in world war 2 different people have different views.	Optimism- Students will need to remain positive through this process. Some may find it hard to express the necessary emotions for this piece, therefore they need to remain optimistic and believe they can achieve it! Self control- As 'Within her Eyes' involves contact work students will need to execute extreme amounts of self control in order to prevent injury. Gratitude- Students to be thankful for their group members, working together as a team to produce the best work possible	Grit- Students will need to exercise lots of spirit and persistence with this piece in order to get the correct placement and timing with the metronome Curiosity- This piece has lots of underlying messages, students will need to use their curiosity to unpick what 'Infra' is really trying to say	Grit- Students will need to exercise lots of spirit and persistence with this piece in order to get the correct placement and timing with the metronome Self-Assurance- Students will need to be very self assured when looking at EOE, they need to use their own personas to enhance their work, the performers in EOE are very confident and outgoing so our students need to model this.	Kindness- Students will need to persevere with the workload and dig into their long term memory in order to achieve their goals being kind to themselves and thinking about their mental wellbeing	Grit- Students will need to persevere with the workload and dig into their long term memory in order to achieve their goals
Understanding Diversity	Understanding Mental and physical diversity- Students will have to work with members of the class to create their choreography but they will need to understand that not everyone has the same attributes so they will need to plan accordingly Understanding environmental diversity- Does Christopher Bruce show environmental diversity within his piece? Looking at the eastern European piece, the concentration camps and how they survived the war. Experiencing a viewpoint from a young child who is living in poverty	Acquiring Cultural Capital- Students will need to build their knowledge and skill of this piece, watch other pieces and draw on previous knowledge to demonstrate their competence of this piece. Being a world Citizen- Understanding how Cousins has created a stand together piece using love and loss, allowing students to explore a non stereotypical view of love, longing, dependency, loyalty and memory	Awareness of where you live- This piece explores life beneath the surface, do you know what really happens within your area? Understanding democracy- How does democracy play a part in the piece INFRA? Looking at human integration and the relationships of all cultures below the surface	No limits to your destination- Students will work independently on this piece so they are in control of how far they push themselves. I will encourage them to work to their full potential. Respecting human rights- Does Sandy challenge this during EOE? Looking at H20 Sandy and his career, how he used his upbringing to give others an insight into black culture, his leap to gaining a Oliver award!	Acquiring cultural capital- Students need to embody the language that we have learnt and use it within their work to deepen their knowledge	Acquiring cultural capital- Students need to embody the language that we have learnt and use it within their work to deepen their knowledge
Literacy Reading, Oracy	Oracy- presenting their programme note to accompany their practical choreography.	Writing using the state skill, say how it was used and why it was effective in prep for the 6	Using the DIL structure to write 12 mark question	Being able to verbally talk about the interviews with the choreographers	Further reading on the professional works	Further reading on the professional works
Gatsby, Careers	Students will have the chance to participate in Dance Live, this will enable the to look at the job roles in the performing arts industry. Including; Lighting, sound, LED screen content, choreographer, administration and volunteer work.	Students will have the chance to participate in Dance Live, this will enable the to look at the job roles in the performing arts industry. Including; Lighting, sound, LED screen content, choreographer, administration and volunteer work.	Students will attend a theatre trip which gives them insight into the roles and responsibilities of working in a theatre, backstage and creatively	Students will attend a theatre trip which gives them insight into the roles and responsibilities of working in a theatre, backstage and creatively	Students will have the chance to audition for a performance at Disneyland Paris. Giving them experience of working professionally for a reputable company. Gaining insight into what Disney has to offer in terms of employment. Students will attend a Q&A session with Disney professionals	Students will have the chance to audition for a performance at Disneyland Paris. Giving them experience of working professionally for a reputable company. Gaining insight into what Disney has to offer in terms of employment. Students will attend a Q&A session with Disney professionals
Inclusivity	Provided with the journey of what year 10 looks like, addressing misconceptions	Multisensory approaches	Count sheets supplied in advance for pre reading		Opportunities for repetition and deliberate practice	
Cross-Curricular Links	music, History, Geography, art, SMSC-spiritual/cultural, RSHE- Healthy lifestyle	Drama, Music, Art, SMSC-Moral/spiritual	PE, Music	PE, Music	History, music, Drama, Art, Media	History, music, Drama, Art, Media
Other Curriculum Aspects	Mental skills, structure, choreographic devices,	Trip to see a live performance, expressive	Working with a metronome, physical skills,	Working with a metronome, physical skills,	Interviews with choreographers, Anthology	Interviews with choreographers, Anthology
Extended Learning Checks	GCSE exam questions on Section A- How to choreograph from a stimulus written assessment and practical solo choreography	GCSE exam questions on Section B- Evaluating own performance written assessments and practical duet performance piece	GCSE exam questions on Section B- Evaluating set phrase using performance skills and practical assessment of the set phrases	GCSE exam questions on Section B- Evaluating set phrase using performance skills and practical assessment of the set phrases	GCSE exam questions on Section C- 6 Mark movement on professional works	GCSE exam questions on Section C- Compare and contrast 12 marker
Precise Learning Endpoints What we want the students to learn/be able to	1. Understand how to use the choreographic process 2. Create a piece of choreography based on a stimulus using actions that relate to the choreographic intent 3. Write about the process and the use of devices and relationships 4. Coach others and work confidently in a group to compliment their work 5. State the main production features of Shadows 6. Evaluate and discuss the movement content and how it relates to the choreographic intention of Shadows	1. Perform their duet/trio with the use of physical, expressive, technical and mental skills 2. Create their own section using motif and development 3. Use a narrative structure to show that Shadows was the stimulus 4. State the main production features of Within her Eyes 5. Evaluate and discuss the movement content and how it relates to the choreographic intention of Within Her Eyes 6. Put into practice the use of camera angles and movement for film techniques	1. Perform the set phrase Breathe using the correct technical skills 2. Perform the set phrase Breathe using expressive and physical skills 3. Work with a metronome to show musicality and rhymical awareness 4. Perform set phrase with clarity and precision 5. State the main production features of Infra 6. Evaluate and discuss the movement content and how it relates to the choreographic intention of Infra 7. Write a 12 mark answer using the correct writing frame/structure	1. Perform the set phrase Flux using the correct technical skills 2. Perform the set phrase Flux using expressive and physical skills 3. Work with a metronome to show musicality and rhymical awareness 4. Perform set phrase with clarity and precision 5. State the main production features of EOE 6. Evaluate and discuss the movement content and how it relates to the choreographic intention of EOE 7. Write a 6 mark answer using the correct structure and knowledge of both set phrases	1. Confidently recall set phrases and perform with technical accuracy 2. Confidently recall duet/trio and perform with expressive skill 3. Write a piece of choreography using a stimulus 4. Develop choreography and recognise different choreographic skills and processes 5. Write critically about your own and others work 6. Embed writing frames/structures to achieve the highest marks	1. Confidently recall set phrases and perform with technical accuracy 2. Confidently recall duet/trio and perform with expressive skill 3. State production features of Infra, Within her Eyes, Shadows and EOE 4. Confidently write a 12 mark question on how one of the production features enhances our appreciation 5. Identify choreographic devices and relationships within the 4 professional works

DANCE	Autumn Term		Spring term		Summer term	
Year 11	1	2	3	4	5	6
Topic Summary	Recap and Filming of set phrases Breathe and Flux (10%) Section A of written paper	Recap and filming of Performance in a group Section B of written paper	Choreography paper released-students to work from the stimulus and film	Revision of all sections of the written paper	Revision of all sections of the written paper	EXAM

Thinking Hard	Mastery of Learning- Students will need to use great precision to master the set phrase Breathe. This technical piece requires clarity and preciseness in order to achieve the highest marks possible Creating ambition- Giving students the opportunity to	Acquiring Knowledge- Students will be reviewing the previous 2 minutes of the routine that consists of Scoop and shift motifs, they will need to focus on their use of expressive skills to gain marks in this section.	Being Creative- Using a stimulus set by AQA to choreograph a piece that is inspiring and detailed. It must relate to the chosen theme and have action content that relates back to the stimulus. It must cover all 5 criteria. Changing the world- Students need to create a piece that explores the wider world and think	Development of literacy- Students are to draw on their prior knowledge of how to answer questions and how to use the correct structures to support their writing. Paying special attention to SPAG Not fearing failure- Students need to have self belief that they KNOW what is needed in terms of the different elements for the written	Development of literacy- Students are to draw on their prior knowledge of how to answer questions and how to use the correct structures to support their writing. Paying special attention to SPAG Creating independence- Students will need to work independently to revise for their upcoming	
Developing Character	Grit- Students will need to exercise lots of spirit and persistence with this piece in order to get the correct placement and timing with the metronome Gratitude- Being thankful that after filming the set phrases it will be 10% of the course completed- a weight lifted!	Optimism- Students will need to remain positive through this process. Some may find it hard to express the necessary emotions for this piece, therefore they need to remain optimistic and believe they can achieve it! Mindfulness- Being mindful of group members when performing, supporting each other where they can	Self-Assurance- Students will need to be confident In themselves and their abilities. They will need to take a leadership role if choreographing a group piece.	Self-Control- Students will need to exercise self control while they work independently on revision tasks Kindness- Students need to be kind to themselves and structure revision in order to take into account their mental health.	Self-Control- Students will need to exercise self control while they work independently on revision tasks Curiosity- Students need to think outside the box when writing about their choreographic intents in section A	
Understanding Diversity	No limits to your destination- Students will work independently on this piece so they are in control of how far they push themselves. I will encourage them to work to their full potential. Understanding environmental diversity- Does Christopher Bruce show environmental diversity within his piece, this will be a discussion point in section C, looking back at the Eastern European way of life, looking at this from the perspective of not only the poor but the rich	Acquiring Cultural Capital- Students will need to rebuild their knowledge and skill of this piece, watch previous performances of this piece and revisit feedback to demonstrate their competence of this piece. Being a world Citizen- Understanding how the different professional works have been captured by choreographers from all over the world. Gaining knowledge of how each one created their piece, giving students the opportunity to see/hear things from 6 different viewpoints- H20 Sandy, Bruce, McGregor, Cousins, Bennett and Galilli	Understanding Mental and physical diversity- Students will have to work with members of the class to create their choreography but they will need to understand that not everyone has the same attributes so they will need to plan accordingly Respecting human rights- Understanding that choreographers are free to express their opinions and choices through the medium of dance	No limits to your destination- Students will confidently work hard to get the best results possible, drawing on previous knowledge and utilising P6 Understanding democracy- Students need to be able to make decisions and answer questions effectively	No limits to your destination- Students will confidently work hard to get the best results possible, drawing on previous knowledge and utilising P6 Awareness of where you live- Giving students information on college courses in the area, dance schools and what could help them succeed overall.	
Literacy Reading, Oracy	Counting and presenting their knowledge of the set phrases	Using state skill, say how and where it was used and why its effective for section b questions	Oracy- presenting their programme note to accompany their practical choreography	Further reading on professional works, sentence starters and writing frames for 6 and 12 mark questions	Further reading on professional works, sentence starters and writing frames for 6 and 12 mark questions	
Gatsby, Careers	Students will have the chance to particiate in Dance Live, this will enable the to look at the job roles in the performing arts industry. Including; Lighting, sound, LED screen content, choreographer, administration and volunteer work.	Students will have the chance to particiate in Dance Live, this will enable the to look at the job roles in the performing arts industry. Including; Lighting, sound, LED screen content, choreographer, administration and volunteer work.	Students will attend a theatre trip which gives them insight into the roles and responsibilities of working in a theatre, backstage and creatively	Students will have the chance to audition for a performance at Disneyland Paris. Giving them experience of working professionally for a reputable company. Gaining insight into what Disney has to offer in terms of employment. Students will attend a Q&A session with Disney		
Inclusivity	Increased practice and support during moderation periods, modelling, crafted questioning, pre taught vocab	Multisensory approaches				
Cross-Curricular Links	PE, Music, media, photography, RSHE- Healthy Lifestyle	Drama, Music, Art, media, photography, SMSC- Moral/spiritual	music, History, Geography, art, SMSC- Moral/spiritual	English	English	
Other Curriculum Aspects	Working with a metronome, physical skills, technical skills	Trip to see a live performance, expressive skills, set phrase, motif, motif development,	Mental skills, structure, choreographic devices, relationships, aural setting, section b of written	Revisiting practical work, peer/self assessment	Revisiting practical work, peer/self assessment	
Extra-Curricular Links	Dance Live	Dance Live				
Extended Learning checks	GCSE exam questions on Section B-Evaluating own performance of both set phrases 6 marker	GCSE exam questions on Section B- Evaluating own performance of duet trio 6 marker	GCSE Exam questions on Section C- 12 mark compare and contrast of professional works GCSE exam questions on Section A- Hypothetical choreography	Whole exam paper	Whole exam paper	
Precise Learning Endpoints What we want the students to learn/be able to	1. Recall both set phrases 2. Perform set phrases to best of ability covering all criteria 3. Write how physical, expressive, mental and technical skills aid their performance using action, space and dynamics Write a piece of choreography using a stimulus 4. Develop choreography and recognise different choreographic skills and processes 5. Write critically about your own and others work 6. Embed writing frames/structures to achieve the highest marks	.1. Recall duet/trio piece and partner choreography 2. Perform duet/trio piece focusing on the performance element and showing off their best skills/ability 3. Write a piece of choreography using a stimulus 4. Develop choreography and recognise different choreographic skills and processes 5. Write critically about your own and others work 6. Embed writing frames/structures to achieve the highest marks	1. State production features of all professional works 2.. Confidently write a 12 mark answer on how one of the production features enhances our appreciation 3. Confidently write a 12 mark similarities and differences answer 4.. Identify choreographic devices and relationships within all professional works 5. Explore stimulus sent from AQA research and synthesise 6. Create own piece of choreography using the criteria as a guide for what needs to be included	1. State production features of all professional works 2.. Confidently write a 12 mark answer on how one of the production features enhances our appreciation 3. Confidently write a 12 mark similarities and differences answer 4.. Identify choreographic devices and relationships within all professional works 5. Write critically about your own and others work	1. State production features of all professional works 2.. Confidently write a 12 mark answer on how one of the production features enhances our appreciation 3. Confidently write a 12 mark similarities and differences answer 4.. Identify choreographic devices and relationships within all professional works 5. Write critically about your own and others work	