



MAGHULL HIGH SCHOOL – CURRICULUM MAP – Dance Y10 Practical Term 2

| Unit | Week 1-2 | Week 3-4 | Week 5-6 | Week 7-8 | Week 9-10 | Week 11-12 |
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| Component 1 Skills Development LESSON TOPIC QUESTION(S) Performance – Duet/Trio | Objective: Week 1 - Learning a set motif – FLUX Week 2/3 - Learning a set motif - SCOOP | Objective: Students will learn how to develop movement to suit a particular stimulus/theme | Objective: Week 5: Students will learn how to develop movement to suit a particular stimulus/theme Week 6: Students will begin to develop from their own theme using the movement from Flux/Scoop | Objective: Students will gain an understanding of structure/highlights and beg, middle and end | Objective: Students will analyse their own performance against the marking criteria to apply targets and feedback for improvement | Objective: Final rehearsal and refinement. Final Assessment. |
| Knowledge & Skills development | <ul style="list-style-type: none"> Using a stimulus/theme – interpreting a picture/poem/article/phrase Application of choreographic devices – structure, highlights, use of accompaniment, motif, motif development Application of choreographic devices • Understanding performance – dynamics/use of space/physical and technical skills Expressive Skills and their importance Improving performance – The rehearsal process | | | | | |
| Assessment / Feedback Opportunities | Performance at the end of all lessons Verbal assessment - teacher, self, peer | One to one support and personalised feedback | Film and analysis of performance | Formative teacher assessment – questioning | Formative teacher and peer assessment – verbal | I/We/You – Live marking |
| Key Vocabulary | Structure Physical Technical Expressive Motif Choreograph Performance Develop Rehearse Refine Dynamic Accompaniment Space Binary Ternary Rondo Climax Correlation Stimulus Choreographic Intent | | | | | |
| Literacy/Reading opportunities | <ul style="list-style-type: none"> Research relating to personal chosen theme Extensive reading around personal chosen theme to support development of practical ideas – these are all personal to each individual group | | | | | |
| Cross Curricular Themes | P.E. – Improvement of physical skills such as strength, stamina and flexibility Music – Clear understanding of musical structure Drama – Use of expressive skills, such as facial expressions and gesture, physicality | | | | | |
| Personal Development (Including British Values, RSE, Citizenship) | <ul style="list-style-type: none"> Leadership Listening/performing to others Patience and tolerance when working with others Respecting others Weekly extra support opportunities Use of themes focusing on British culture e.g. British landmarks and locations | | | | | |

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| | <ul style="list-style-type: none">• Use of newspaper articles analysing topics that focus on law, democracy and respect• Encouragement in the use of broad themes which cover variety of cultural topics• Use of poems/newspaper articles which cover worldwide themes• Team work |
| Career Opportunities | Performer/Choreographer/Teacher/Therapist |