MAGHULL HIGH SCHOOL – CURRICULUM MAP – Dance Y10 Theory Term 3.1

Unit	Week 1-2	Week 3-4	Week 5-6
Component 2 Appreciating Dance **LESSON TOPIC QUESTION(S)** **Analysis of a professional work** **EMANCIPATION OF EXPRESSIONISM** **(E of E)**	Objective: Week 1 - Recap learning of previous works, start basis of understanding stimulus and intention of E of E Week 2 – Movement content analysis via practical	Objective: Week 3 – Features of costume. How does a choreographer use costume to represent their theme? – linked to E of E Week 4 – Describe and discuss set design features – examples in relation to E of E	Objective: Week 5 - RIDOMS Examples linked to E of E, analysis, identify and describe Week 6 – Exam writing linked to E of E (end of topic assessment)
Knowledge & Skills development	• The range of themes and stimuli used to develop the set work • Use of constituent features to create the work • Importance of constituent features in relation to theme/Intent • Structure and application of short exam answers • 12 mark answer structure • Application of a comparison 12 mark question		
Assessment / Feedback Opportunities	Do Now knowledge recall tasks in every lesson	Exam Question Homework	Formative teacher assessment – questioning Formative teacher and peer assessment – verbal I/We/You – Live marking
Key Vocabulary	Inclusivity Constituent Feature Describe Analyse Compare Appreciate Discuss Accompaniment Physical Dynamic Theme Intent Correlation Isolation Music Visualisation Wacking Poppin' Lockin'		
Literacy/Reading opportunities	• E of E article – The Stage magazine • Overview of Kenrick Sandy – Background – Times article • E of E programme note		
Cross Curricular Themes	PE – Physicality and physical skills Music – Analysis of accompaniment		
Personal Development (Including British Values, RSE, Citizenship)	• Dance in British life • Listening/performing to others • Understanding difference • Respecting others		
Career	Choreographer, Teacher		

| Opportunities | |