

## Year 11 Curriculum Overview Plan: Dance

| Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1<br>NA  | Summer 2<br>NA  |
|---|---|---|---|---|---|
| <p><b>Key Theme:</b><br/>choreography<br/>Workshops</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Dance technique in the contemporary style to build Dance ability due to previous time lost. Choreographic workshops to recall devices structure and communication of intentions.</p> <p><b>Links to Prior Learning:</b></p> <p>Practical application of skill from previous</p> | <p><b>Key Theme:</b></p> <p><b>Component 3 Teaching</b></p> <p>A1: Understand how to respond to a brief through discussion and practical exploration activities</p> <p>B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Working To a stimulus; Planning; Practical Exploration ideas; Note writing; Developing Ideas;</p> | <p><b>Key Theme:</b></p> <p><b>Component 3 Final assessment</b></p> <p>A1: Understand how to respond to a brief through discussion and practical exploration activities</p> <p>B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Discuss the key requirements of the brief in small groups. Developing ideas in response to a brief.</p> | <p><b>Key Theme:</b></p> <p><b>Component 3 Final assessment</b></p> <p>A1: Understand how to respond to a brief through discussion and practical exploration activities</p> <p>B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p>Select and develop skills and techniques for performance.</p> | <p><b>Key Theme:</b><br/>Showcase</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p><b>Links to Prior Learning:</b></p> <p><b>Key Assessment Pieces:</b></p> <p><b>Tier 3 Vocabulary Vault:</b></p> | <p><b>Key Theme:</b><br/>Showcase</p> <p><b>Key Concepts, Knowledge &amp; Skills to be Embedded:</b></p> <p><b>Links to Prior Learning:</b></p> <p><b>Key Assessment Pieces:</b></p> <p><b>Tier 3 Vocabulary Vault:</b></p> |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| <p>theory-based activities. Applying knowledge into practical activities</p> <p><b>Key Assessment Pieces:</b><br/>Mid review whole class feedback<br/>Final filmed assessment</p> <p><b>Tier 3 Vocabulary Vault:</b></p> <p><b>Contemporary Structure Motif development rehearsal Subject specific vocabulary</b></p> <p><b>Reading Exposure:</b><br/><br/>Research based reading on choreographic approaches</p> | <p>Personal Contributions;<br/>Shaping ideas / forms and structures;<br/>Working towards a performance.</p> <p><b>Links to Prior Learning:</b><br/>Subject specific vocabulary used in KS3/4.</p> <p><b>Key Assessment Pieces:</b></p> <p>Group workshop performance.<br/>Three written submissions: ideas, development of skills and evaluation.</p> <p><b>Tier 3 Vocabulary Vault:</b><br/>Specific to the discipline - Professional skills, techniques. Please see the knowledge organiser.</p> | <p><b>Links to Prior Learning:</b><br/>Subject specific vocabulary used in KS3/4</p> <p><b>Key Assessment Pieces:</b><br/><br/>Milestone 1: Ideas log written submission</p> <p><b>Tier 3 Vocabulary Vault:</b><br/>Specific to the discipline - Professional skills, techniques. Please see the knowledge organiser.</p> <p><b>Reading Exposure:</b><br/>Independent research.<br/>The assignment brief.<br/>Contexts.<br/>Historical / Social research.</p> | <p>Evaluate the development process and outcome.</p> <p><b>Links to Prior Learning:</b><br/><b>Choreography</b><br/>Subject specific vocabulary used in KS3/4</p> <p><b>Key Assessment Pieces:</b></p> <p><b>Written submissions:</b><br/>Milestone 2: Skills log<br/>Milestone 3: Evaluation Report</p> <p><b>Video of workshop performance.</b></p> <p><b>Tier 3 Vocabulary Vault:</b><br/>Specific to the discipline - Professional skills, techniques. Please see the knowledge organiser.</p> | <p><b>Reading Exposure:</b></p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> | <p><b>Reading Exposure:</b></p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> |
|   |  |   |  |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>Rehearsal<br/>Systematic repetition<br/>individual Research tasks<br/>Group based discussions</p> | <p><b>Reading Exposure:</b></p> <p>Independent research.<br/>The assignment brief.<br/>Contexts.<br/>Historical / Social research.<br/>Reading findings in class.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>SOW link to yr 10.<br/>Theory DINS.</p> | <p>Reading findings in class.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>SOW link to yr 10.<br/>Theory DINS.</p> | <p><b>Reading Exposure:</b></p> <p>Independent research.<br/>The assignment brief.<br/>Contexts.<br/>Historical / Social research.<br/>Reading findings in class.</p> <p><b>Strategies to enable new concepts, knowledge &amp; skills to embed in long-term memory:</b></p> <p>SOW link to yr 10.<br/>Theory DINS.</p> |  |  |
|--|--|--|--|--|--|

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|