

Recovery Curriculum Overview for Year 7

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content:	<p>Key Knowledge/Skills: Safe Dance Practice (warm-up/cool-down.)</p> <p>The 5 Basic Dance Actions: Turn, Jump, Travel, Stillness, Gesture.</p> <p>Chance Choreography.</p> <p>Interim assessment in the final week before Oct Half-term.</p>	<p>Key Knowledge/Skills: The 4 Key Dance Elements: Relationships, Actions, Dynamics and Space.</p> <p>Different Dance Styles/Fusions: Contemporary, Urban, Jazz, Ballet.</p>	<p>Key Knowledge/Skills: Dance styles from different decades, from the 1920's – present day.</p> <p>Exploration of the stylistic features of each style including: RADS and features of production, such as the aural setting and costumes worn by the dancers.</p>	<p>Key Knowledge/Skills: Study of 'The Nutcracker' by Matthew Bourne.</p> <p>Exploration of the narrative and key themes within the work, and how these are communicated through the choreography and features of production including: set, lighting, costume, props, aural setting.</p>	<p>Key Knowledge/Skills: Cheerleading and its history.</p> <p>The key components that make up a Cheerleading routine.</p> <p>Different Cheerleading categories: Stunt, Pom and Urban.</p> <p>Introduction to choreographic devices.</p>	<p>Key Knowledge/Skills: Exploring and revisiting key knowledge and skills acquired throughout the year, through a range of different sporting contexts.</p>
Assessment: <u>KS3 Dance Assessments take place at the end of every half-term.</u>	<ul style="list-style-type: none"> ✓ Describe an effective dance warm-up/cool-down and explain their importance. ✓ Identify the 5 basic dance actions. ✓ Describe and explain the method of Chance Choreography. 	<ul style="list-style-type: none"> ✓ Identify and describe the 4 key elements of dance. ✓ Explain how RADS can be used to enhance dance performance. ✓ Identify different dance styles and the stylistic features of each style. 	<ul style="list-style-type: none"> ✓ Identify the correct decade for each style. ✓ Discuss the key features of each style including RADS. ✓ Discuss the features of production associated with each style including: the aural setting (music) and costumes worn by the dancers. 	<ul style="list-style-type: none"> ✓ Recall key facts and information about 'The Nutcracker' and Matthew Bourne. ✓ Describe the story of The Nutcracker in detail. ✓ Identify the key RADS associated with each of the different characters. ✓ Identify the key themes in the work and explain how these are communicated through the choreography and features of production. 	<ul style="list-style-type: none"> ✓ Identify the key components that make up a cheerleading routine. ✓ Describe the different categories of cheerleading and identify their stylistic features. ✓ Define choreographic devices and identify where these are used in cheerleading routines. 	<ul style="list-style-type: none"> ✓ Select appropriate RADS for choreography based on a range of different sporting contexts. ✓ Select and apply appropriate choreographic devices.

Recovery Curriculum Overview for Year 8

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Key Knowledge/Skills: Stimuli that can be used as a starting point for choreography including: music, themes/ideas, props, artwork and texts.</p> <p>How to develop different ideas from a stimulus.</p>	<p>Key Knowledge/Skills: Musical Theatre and the different genres of musical: book, jukebox, concept, rock/pop etc.</p> <p>Further develop knowledge of features of production.</p>	<p>Key Knowledge/Skills: Study of '5 Soldiers' by Rosie Kay.</p> <p>Exploration of the narrative and key themes within the work, and how these are communicated through the choreography and features of production including: set, lighting, costume, props, aural setting.</p>	<p>Key Knowledge/Skills: Urban dance styles. Exploration of hip hop, popping and locking, krumping, breaking, voguing* and waacking*.</p> <p>*Developing knowledge of the links between these styles and the LGBTQ community.</p>	<p>Key Knowledge/Skills: Dance styles from around the world: Bollywood (India), Capoeira (Brazil), Haka (New Zealand), Gumbboot (Africa).</p> <p>The historical and social context of each style.</p>	<p>Key Knowledge/Skills: Dance styles from around the world: Flamenco/Tango (Spain), CanCan (France), Samba (Brazil), Waltz (Austria).</p> <p>The historical and social context of each style.</p>
<p>Recovery: Essential Knowledge from previous term(s) that needs revisiting</p>	<p>Working from different stimuli (from A Sporting Chance)</p> <p>Skill such as communication, leadership and the ability to work as part of a group.</p> <p>How to safely incorporate props within choreography.</p>	<p>RADS – in particular, gestures.</p> <p>How to use RADS effectively to communicate a narrative, for example: through the use of different dynamics.</p> <p>Expressive skills and how to apply these within performance.</p>	<p>What repertoire is.</p> <p>Key vocabulary in relation to dance appreciation (critical appreciation of own and professional work.)</p>	<p>Key RADS and how these differ across different styles of dance.</p> <p>Historical and social contexts of each of the different styles.</p> <p>Expressive skills and how to apply these within performance.</p>	<p>Key RADS and how to select and apply relevant RADS dependant on the style.</p> <p>Historical and social and cultural contexts of each dance style.</p> <p>Expressive skills and how to apply these effectively within performance.</p>	<p>Key RADS and how to select and apply relevant RADS dependant on the style.</p> <p>Historical and social and cultural contexts of each dance style.</p> <p>Expressive skills and how to apply these effectively within performance.</p>
<p>Assessment:</p> <p><u>KS3 Dance Assessments take place at the end of every half-term.</u></p>	<ul style="list-style-type: none"> ✓ Identify the different stimuli that can be used as a starting point for choreography. ✓ Describe different dance ideas in response to a range of different stimuli. ✓ Explain selection and use of RADS in relation to different stimuli. 	<ul style="list-style-type: none"> ✓ Identify the different types of musical. ✓ Describe and explain the stylistic features of musical theatre. ✓ Describe different features of production and explain how they support the dance idea. 	<ul style="list-style-type: none"> ✓ Recall key facts and information about '5 Soldiers' and Rosie Kay. ✓ Identify the key RADS used in the choreography. ✓ Identify the key themes in the work and explain how these are communicated through the choreography and features of production. 	<ul style="list-style-type: none"> ✓ Recall key facts and information about each of the different styles. ✓ Identify the stylistic features of each Urban dance style. ✓ Explain how Voguing and Waacking are connected to the LGBTQ community. 	<ul style="list-style-type: none"> ✓ Recall key facts and information about the historical and social context of each style. ✓ Identify the key RADS associated with each of the different styles. 	<ul style="list-style-type: none"> ✓ Recall key facts and information about the historical and social context of each style. ✓ Identify the key RADS associated with each of the different styles.

Recovery Curriculum Overview for Year 9

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Key Knowledge/Skills: Developing technique.</p>	<p>Key Knowledge/Skills: Developing technique. Workshops in different styles of dance.</p>	<p>Key Knowledge/Skills: Whole-class performance piece to develop knowledge and understanding of the choreographic process.</p>	<p>Key Knowledge/Skills: Whole-class performance piece to develop knowledge and understanding of the choreographic process.</p>	<p>Key Knowledge/Skills: Exploration of Anthology Work 1: Emancipation of Expressionism. Exploration of roles and responsibilities through analysing the professional work 'Chicago'</p>	<p>Key Knowledge/Skills: Exploration of Anthology Work 2: A Linha Curva. Exploration of roles and responsibilities through analysing the professional work 'Chicago'</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting</p>	<p>Safe working practices in dance (process and in performance.) Stylistic features of different dance styles. Physical, technical and expressive skills – their definitions and how to develop these in practice.</p>	<p>Dance styles from around the world and their stylistic features. Historical, social and cultural contexts of each style. Physical, technical and expressive skills – their definitions and how to develop these in practice.</p>	<p>Principles of choreography – how to develop ideas from a stimulus, selecting appropriate RADS, how to structure a piece of choreography. The importance of the rehearsal process. Physical, technical and expressive skills.</p>	<p>Principles of choreography – how to develop ideas from a stimulus, selecting appropriate RADS, how to structure a piece of choreography. The importance of the rehearsal process. Physical, technical and expressive skills.</p>	<p>Repertoire, Understanding a choreographers' process when creating work. Learning professional repertoire from practitioners' performance work</p>	<p>Identifying constituent features and features of production Understanding a choreographers' process when creating work Learning professional repertoire from practitioners' performance work</p>
<p>Assessment:</p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Develop skills and techniques for performance</p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. LAA: Develop skills and techniques for performance</p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. LAA: Develop skills and techniques for performance LAB: Apply skills and techniques during rehearsals</p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. LAA: Develop skills and techniques for performance LAB: Apply skills and techniques during rehearsals</p>	<p>AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. LAA: Examine professional practitioners' performance work LAB: Apply skills and techniques in rehearsal and performance</p>	<p>AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. LAA: Examine professional practitioners' performance work LAB: Apply skills and techniques in rehearsal and performance</p>

Recovery Curriculum Overview for Year 10

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Content: Priority Essential knowledge and skills that will be taught.	Key Knowledge/Skills: Anthology Work 3: Shadows. Set phrases. Exploring the professional work Emancipation of Expressionism	Key Knowledge/Skills: Anthology Work 3: Shadows. Set phrases. Exploring the professional work Emancipation of Expressionism	Key Knowledge/Skills: Anthology Work 4: Infra. Set phrases. Learning professional repertoire from Emancipation of Expressionism	Key Knowledge/Skills: Anthology Work 4: Infra. Duet/Trio performance. Exploring the professional work Artificial Things	Key Knowledge/Skills: Anthology Work 5: Artificial Things. Duet/Trio performance. Exploring the professional work Artificial Things	Key Knowledge/Skills: Anthology Work 5: Artificial Things. Duet/Trio performance. Learning professional repertoire from Artificial Things
Recovery: Essential Knowledge from previous term that needs revisiting.	Identifying constituent features and features of production Understanding a choreographers' process when creating work Applying stylistic features of hip-hop dance to practical work	Identifying constituent features and features of production Understanding a choreographers' process when creating work Applying stylistic features of hip-hop dance to practical work	Self-evaluating progress against physical and interpretive skills Learning professional repertoire from a professional practitioners' work	Identifying constituent features and features of production Understanding a choreographers' process when creating work Applying stylistic features of contemporary dance and release technique to practical work	Identifying constituent features and features of production Understanding a choreographers' process when creating work Applying stylistic features of contemporary dance and release technique to practical work	Self-evaluating progress against physical and interpretive skills Learning professional repertoire from a professional practitioners' work
Assessment:	AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Examine professional practitioners' performance work LAB: Explore the interrelationships between constituent features of existing performance material	AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Examine professional practitioners' performance work LAB: Explore the interrelationships between constituent features of existing performance material	AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Develop skills and techniques for performance LAB: Apply skills and techniques during rehearsals LAC: Review own development and performance	AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Examine professional practitioners' performance work LAB: Explore the interrelationships between constituent features of existing performance material	AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Examine professional practitioners' performance work LAB: Explore the interrelationships between constituent features of existing performance material	AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. LAA: Develop skills and techniques for performance LAB: Apply skills and techniques during rehearsals LAC: Review own development and performance

Recovery Curriculum Overview for Year 11

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Key Knowledge/Skills: Anthology Work 6: Within Her Eyes.</p> <p>Final rehearsals of set phrases and duet/trio performance.</p> <p>Planning for solo/group choreography.</p> <p>Exploring the professional work The Car Man</p>	<p>Key Knowledge/Skills: Anthology Work 6: Within Her Eyes.</p> <p>Final rehearsals of set phrases and duet/trio performance ready.</p> <p>Practical exam day.</p> <p>Learning professional repertoire from the work The Car Man</p>	<p>Key Knowledge/Skills: Solo/Group Choreography rehearsals.</p> <p>Explore the professional work The Car Man and learn professional repertoire from the production</p> <p>Create performance work for an externally marked exam</p>	<p>Key Knowledge/Skills: Solo/Group Choreography rehearsals.</p> <p>Create performance work for an externally marked exam</p>	<p>Key Knowledge/Skills: Final practical assessment.</p> <p>Revision for the written exam.</p> <p>Complete any remaining controlled assessment work that is missing or incomplete</p>	<p>Key Knowledge/Skills: N/A – all practical work has to be submitted to AQA by early May and the written exam takes place in mid-June.</p> <p>N/A</p>
<p>Recovery: Essential Knowledge from previous term that needs revisiting.</p>	<p>Identifying constituent features and features of production</p> <p>Understanding a choreographers' process when creating work</p> <p>Applying stylistic features of contemporary ballet to practical work</p>	<p>Self-evaluating progress against physical and interpretive skills</p> <p>Learning professional repertoire from a professional practitioners' work</p>	<p>Identifying constituent features and features of production</p> <p>-Understanding a choreographers' process when creating work</p> <p>- Self-evaluating progress against physical and interpretive skills</p> <p>- Learning professional repertoire from a professional practitioners' work</p> <p>- Creating work using varied choreographic approaches and processes</p> <p>- Creating work using a stimulus</p>	<p>Creating work using varied choreographic approaches and processes</p> <p>Creating work using a stimulus</p>	<p>Identifying constituent features and features of production</p> <p>Understanding a choreographers' process when creating work</p> <p>Self-evaluating progress against physical and interpretive skills</p> <p>Learning professional repertoire from a professional practitioners' work</p>	
<p>Assessment:</p>	<p>AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.</p> <p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>LAA: Examine professional practitioners' performance work LAB: Explore the interrelationships between constituent features of existing performance</p>	<p>AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.</p> <p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>LAA: Develop skills and techniques for performance LAB: Apply skills and techniques during rehearsals LAC: Review own development and performance</p>	<p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO1 Understand how to respond to a brief</p> <p>AO2 Select and develop skills and techniques in response to a brief</p>	<p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3 Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4 Evaluate the development process and outcome in response to a brief</p>	<p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>LAA: Examine professional practitioners' performance work LAB: Explore the interrelationships between constituent features of existing performance</p>	