

DANCE – Year 11 PRACTICAL

MAGHULL HIGH SCHOOL – CURRICULUM MAP



Opportunities Cultural Capital Team work Weekly extra support opportunities SMSC / Promotting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) Reading opportunities Marking criteria – understanding of levelling and wording related to specific marks for performance Key Vocabulary Digital Literacy Digital Literacy Film and watch back with meaningful discussion assessment - questioning assessment - verbal Peer assessment - questioning assessment - verbal Peer assessment - questioning assessment - verbal Peer assessment - questioning assessment - verbal Patients assessment assessm	HALF TERM 2 JAN-APRIL	Lesson 1-4	Lesson 5-9	Lesson 10-13	Lesson 14	Lesson 15	Lesson 16	Lesso	n 17
Knowledge & Skills development - Application of correct choreography - Application of physical Veckenhical/expressive skills - Improving performance - Assessment / Feedback Opportunities - Team work - Weekly extra support opportunities - Team work - Weekly extra support opportunities - British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) - Reading opportunities - Marking criteria – understanding of levelling and wording related to specific marks for performance - Wey Vocabulary - Projection Focus Commitment Energy - Digital Literacy - Ilm and analysis - Formative teacher and teacher assessment - peer assessment - verbal - I/We/You - Live marking - Formative teacher and leventhing - Ilm and analysis of performance - Formative teacher and leventhing - Isolated teacher and sessessment - peer assessment - verbal - Veckly extra support opportunities - Leadership - Listening/performing to others - Patience and tolerance when working with others - Patience and tolerance when working with others - Respecting others - Respecting others - Marking criteria – understanding of levelling and wording related to specific marks for performance - Patience and tolerance when working with others - Patience and toleranc		choreography questions. Research of questions and workshops of how they can be	Motif 1/2 choreograph, links to theme, motif	Structure, climax, use of aural setting, rehearsal and	Mid-way assessment and	Application of feedback for improvement. One to one tutorials to allow	Exam preparation protocols. Final	and Final A	Assessment –
Feedback Opportunities Team work Weekly extra support opportunities SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) Reading opportunities Marking criteria — understanding of levelling and wording related to specific marks for performance Merita in the special opportunities Key Vocabulary Digital Literacy Film and watch back with meaningful discussion Live marking peer assessment - questioning peer assessment - peer assessment - questioning peer assessment - peer assessment	Skills	 Success criteria and expectations of final performance Application of correct choreography Application of physical/technical/expressive skills Importance of the rehearsal process 							
Weekly extra support opportunities SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) Reading opportunities Marking criteria – understanding of levelling and wording related to specific marks for performance Key Vocabulary Digital Literacy Digital Literacy P.E. – Improvement of physical skills such as strength, stamina and flexibility Music – Rhythm/timing/musicality • Weekly extra support opportunities • Leadership • Listening/performing to others • Patience and tolerance when working with others • Patience and tolerance when working with others • Respecting others • Marking criteria – understanding of levelling and wording related to specific marks for performance • Marking criteria – understanding of levelling and wording related to specific marks for performance Formance • Marking criteria – understanding of levelling and wording related to specific marks for performance • Marking criteria – understanding of levelling and wording related to specific marks for performance • Respecting • Marking criteria – understanding of levelling and wording related to specific marks for performance • Projection Focus Commitment Energy Projection Focus Commitment Energy Film and watch back with meaningful discussion	Feedback	Performance at the end of all lessons				of performance as	teacher te sessment -	acher and peer sessment -	I/We/You – Live marking
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect) Reading opportunities Key Vocabulary Digital Literacy Digital Literacy Patience and tolerance when working with others Listening/performing to others Patience and tolerance when working with others Respecting others Marking criteria – understanding of levelling and wording related to specific marks for performance Performance Performance Spatial Dynamic Rehearse Refine Accompaniment Rhythm Musicality Projection Focus Commitment Energy Film and watch back with meaningful discussion P.E. – Improvement of physical skills such as strength, stamina and flexibility Music – Rhythm/timing/musicality	Cultural Capital	Team work							
Reading opportunities Wey Vocabulary Choreography Physical Technical Expressive Performance Spatial Dynamic Rehearse Refine Accompaniment Rhythm Musicality Projection Focus Commitment Energy Digital Literacy Film and watch back with meaningful discussion P.E. – Improvement of physical skills such as strength, stamina and flexibility Music – Rhythm/timing/musicality	British Values (Democracy, Liberty, Rule of Law, Tolerance &	 Leadership Listening/performing to others Patience and tolerance when working with others 							
Projection Focus Commitment Energy Digital Literacy Film and watch back with meaningful discussion Cross-curricular links P.E. – Improvement of physical skills such as strength, stamina and flexibility Music – Rhythm/timing/musicality	Reading	Marking criteria – understanding of levelling and wording related to specific marks for performance							
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links Music – Rhythm/timing/musicality	Digital Literacy	Film and watch back with meaningful discussion							
Lareers Performer									

Choreographer/Teacher