

## **DANCE – Year 11 THEORY**

## MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2.1	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6		Lesson	17	
Jan-Feb										
TOPIC (S)  GCSE ANTHOLOGY Emancipation of Expressionism  Knowledge & Skills development	work including theme/facts/Intent  The range Use of consoling theme/facts/Intent	of themes and stimuli us stituent features to crea of constituent features and application of short e swer structure	te the work in relation to theme/In xam answers		Objective: Describe a discuss <b>design featu</b> in relation to the th	ures of constitu	ith other	assess	ive: Checkpoint ment – mock questions	
Assessment / Feedback Opportunities	Do Now knowledg	of a comparison 12 mai e recall tasks in every sson	Exam Question	n homework	Exit Ticket exam questions	Formative teacher assessment - questioning	Forma teacher pee assessm verb	and r ent -	I/We/You – Live marking	
Cultural Capital	<ul> <li>Hip Hop culture</li> <li>Social dancing</li> <li>Gang culture</li> </ul>									
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)		performing to others ding difference		_			_			
Reading opportunities	<ul> <li>EofE article – The Stage magazine</li> <li>Overview of Kenrick Sandy – Background – Times article</li> <li>EofE programme note</li> </ul>									
Key Vocabulary	•	ent Feature Describe on Music Visualisation	Analyse Compare	Appreciate Di	scusss Accompanime	nt Physical Dy	namic The	eme In	tent	
Digital Literacy	GCSE Anthology online Online reading									
Cross-curricular links	PE – Physicality and physical skills  Music – Analysis of accompaniment									
Careers	The role of the choreographer, technical careers									