

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS PERFORMANCE AND CHOREOGRAPHY

PERFORMANCE, CHOREOGRAPHY AND APPREICATION PERFORMANCE CHOREOGRAPHY APPREICATION PERFORMANCE AND APPREICATION

Academy curriculum intent: To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students'
 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent:

To develop thinking dancers who are able to demonstrate creativity, teamwork, confidence, critical thinking, self-discipline, have good physical health and the ability to work collaboratively—all beneficial in any 21st century career path and for a good quality of life.

Dance seeks to explore the art of choreography and performance and discuss their intricacies so that the joy of the art form can be experienced. Dance also serves as a mechanism for maintaining a healthy lifestyle – both physical and mental.

KS3 Dance introduces the concept of Dance as an Art form; it explores the craft of choreography and performance and studies professional dance works as a vehicle of inspiration. It explores PSHCE topics such as bullying and racism and introduces students to a wealth of cultural understanding through the study of dances from other cultures. The completion of a written test at the end of each year in KS3 ensures that there is sufficient emphasis placed on the academic nature of this subject and enables a more holistic understanding of student progress to be made. It ensures that critical appreciation of all dance work begins pre-GCSE. KS 4 Dance builds upon the foundations laid at KS3, re-visiting the core skills intrinsic to choreography and performance; critically appreciating the 6 professional dance works from the AQA Anthology in addition to performing and choreographing in a variety of settings. The GCSE leads naturally into the study of Dance at Post-16 and Higher education.



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	Year 7	Year 8	Year 9	Year 10	Year 11
	INTRODUCE	DEVELOP	EMBED	SECURE	MASTER
	Year 7 will introduce	Year 8 will develop the core	Year 9 will embed key	Year 10 will secure	Year 11 will demonstrate
	students to key	skills introduced in year 7,	knowledge so that it is firmly	knowledge so that it can be	mastery in the subject
	terminology, concepts and	placing greater emphasis on	fixed in the long term	recalled, explored and built	knowledge, making
	core skills needed to have	developing depth and	memory. In Dance we	upon with ease. In Dance	connections with other
Aim	success in this subject. In	understanding around key	embed the knowledge of	we secure knowledge of	topics/subjects and
	Dance we introduce 6 basic	knowledge. In Dance we	performance skills, safe	performance skills, Safe	applying it to different
	dance actions, The	build on characterisation	dance practice, performance	dance practice, exam	contexts. In Dance we will
	Nutcracker, Duets, Street	with Horror, Bollywood,	of a solo, choreography in a	writing structure/technique	master choreography
	Dance, West Side story and	Capoeira, appreciate	group, appreciation of work	for extended responses (6	(solo/group) based on the
	Lindy hop.	choreography with	of E of E and WHE through	and 12) performance of set	written paper (released
		Swansong (Bullying), and	production features,	phrases (breathe and shift)	15th of Sep by AQA), set
		choreography through	(costume, props, set,	choreography of a trio,	phrases (breathe and shift),
		Stimulus and an	lighting) stimulus,	appreciation of work of	performance trios and the
		independent project.	choreography intent and	ALC, Shadows, Infra and AT	exam writing
			content (RADS).	through production	structure/technique for
				features, (costume, props,	extended responses (6 and
				set, lighting) choreography	12).
				intent, stimulus and	
				content (RADS).	
	The 6 basic dance actions	Exploration of Character –	Introduction to Warm –up,	Set phrase 1 & 2 –	Choreography of solo/group
	and introduction to RADS.	Expressive Skills (Thriller)	Performance, & Mental Skills.	Breathe/Shift	based on written exam
Unit 1	Flexibility, strength,	Flexibility, strength,	Flexibility, strength,	Flexibility, strength,	paper released Mid
	technique, control and	technique, control and	technique, control and	technique, control and	September
	balance and perform dances	balance and perform dances	balance and perform dances	balance and perform dances	6 Basic dance actions, RADS
	using a range of movement	using a range of movement	using a range of movement	using a range of movement	(Relationships – Unison,
	patterns from KS2.	patterns from KS2.	patterns from KS2.	patterns from KS2.	Canon, Accumulation,
	BASELINE ASSESSMENT –	6 Basic dance actions, RADS	4 Stages of the warm,	4 Stages of the warm,	Mirroring and action and
	PIN BOOKLETS WRITTEN	(Relationships – Unison,	benefits of a warm up, what	benefits of a warm up, what	reaction, actions, dynamics
	AND PERFORMANCE	Canon, Accumulation,	happens to your body in a	happens to your body in a	 speed, energy and flow
					= :
	PRACTICAL.	Mirroring and action and reaction, actions, dynamics –	warm up KS3.	warm up KS3.	and space – Pathways,



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PERFORMANCE, CHOREOGRAPHY AND APPREICATION PERFORMANCE CHOREOGRAPHY APPREICATION PERFORMANCE AND APPREICATION

Perform dances using advanced dance techniques within a range of dance styles and forms. Safe dance practice cross curricular with Physical education. Benefits and stages of a warm up and cool down. Formations (shapes), Turns (angels) parallel lines and counts (8 times tables) cross curricular with Mathematics. Levels and dynamics introduced via the HAKA cross curricular with geography and Physical education through the historical content of the HAKA and the sport it is associated to (Rugby). **PERFORMANCE AND CHOREOGRAPHY IN A GROUP**

speed, energy and flow and space – Pathways, Levels and Direction), accuracy, facial expressions and characterisation. TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS. Perform dances using advanced dance techniques within a range of dance styles and forms KS3. Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts KS4. Perform their development as creative and artistic individuals and broaden their aesthetic, social and cultural experience through a holistic engagement with dance KS4. Safe dance practice cross curricular with Physical education. Production features analysis (Lighting, costumes and set),

cross curricular links with

Drama and media.

Exercises for a warm up and a cool down. Safe dance practice about clothing, e.g socks off, from KS3. Confidence, concentration and systematic repetition at KS3. TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS. Perform dances using advanced dance techniques within a range of dance styles and forms KS3. Perform their development as creative and artistic individuals and broaden their aesthetic through a holistic engagement with dance KS4. Safe dance practice cross curricular with Physical education.

PERFORMANCE OF A SET

PHRASE.

Pathways, Levels and Direction), timing and stylistic movement. Focus, phrasing, projection and facial expressions. TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN **PERFORMANCE PIN** ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS. Perform dances using advanced dance techniques within a range of dance styles and forms KS3. Application of knowledge, skills and understanding of performing. Development of physical, technical, mental and expressive skills. Communication of choreographic intention and artistry KS4.

a cool down.

Safe dance practice about

clothing, e.g socks off, from

KS3.

6 Basic dance actions, RADS

dynamics - speed, energy

and flow and space -

Exercises for a warm up and Levels and Direction), timing and stylistic movement.

- · Focus, phrasing, projection and facial expressions.
- Research and exploration
- Improvisation
- Motif development fragmentation and

stimulus **TEACHER MARKED WRITTEN AND PERFORMANCE** ASSESSMENT IN BOOKET. PEER WRITTEN **PERFORMANCE PIN ASSESSMENT. SELF** WRITTEN ASSESSMENT IN **BOOKLETS.**

Perform dances using advanced dance techniques within a range of dance styles and forms KS3. Creative and imaginative response to a range of stimuli.

Use of imagination, problem solving, creativity and the synthesis of ideas KS4. Safe dance practice cross curricular with Physical education.



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PERFORMA	NCE, CHOREOGRAPHY AND	APPREICATION PERFORMAN	<mark>NCE</mark> CHOREOGRAPHY <mark>APPRE</mark>	ICATION PERFORMANCE AT	ND APPREICATION
		Themes of political oppression, cross curricular links with history topics on oppression. PERFORMANCE, CHOREOGRAPHY AND APPREICATION IN A DUET/TRIO.		Safe dance practice cross curricular with Physical education. PERFORMANCE OF A SET PHRASE.	Creative, refine and choreograph movement skills cross curricular link to Drama. CHOREOGRAPHY IN A GROUP/SOLO EXAM
Unit 1 knowledge end points	 Fall, jump, turn, stillness, gestures and travel. 4 stages of a warm up Benefits and what happens in a warm up. Use of parallel Benefits and challenges of wearing socks on dance and how we need the correct working environment for dance – e.g studio space no obstructions. RADS - Relationships, Actions, Dynamics and Space. Formations Accumulation Mirroring Unison Canon. Pathways Directions 	 Intense, mysterious and frightening mood and atmosphere. Thriller theme/choreographic intention. Stylistic movement of a zombie/horror Characterisation Projection Lighting and costume – colours associate to meaning and mood. Christopher Bruce – KS4 choreographer Theme of political oppression. 	- Mental skills — mental rehearsal, rehearsal discipline, movement memory, commitment, response to feedback , capacity to improve and planning of rehearsal Safe dance practice — high celling, shock proof mirrors, ventilation, 21 degree temperature. Dancer — baggy but fitted clothing, hair up, no jewellery, no shoes or socks Correct nutrition and hydration Correct technique when jumping - Cool down — prevents blood pooling, prevents	 Expressive skills – Choreographic intention, musicality, phrasing, facial expressions, focus, sensitivity to other dances and spatial awareness. Technical skills – Rhythmic content, timing content, RADS and Movement in a stylistic way. Physical skills - Flexibility, strength, technique, control, co- ordination, extension, posture, alignment, stamina, isolation and balance. - Mental skills - Mental skills - mental rehearsal, rehearsal discipline, movement memory, 	 RADS (Relationships –



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PERFORMA	ANCE, CHOREOGRAPHY AND	APPREICATION PERFORMA	NCE CHOREOGRAPHY APPRE	ICATION PERFORMANCE AI	ND APPREICATION
	Levels.SpeedEnergyFlow		lactic acid and reduces injury.	commitment, response to feedback, capacity to improve and	 Refine Synthesis Exam Technique – 6 marker questions
	ChoreographyPerformance			planning of rehearsal.	marker questions
	Introduction to professional	Professional dance		Introduction to Professional	Set phrase 1 & 2 –
	dance works	works/Bullying (PSHCE)	Introduction to Technical &	work 3 – WHE	Breathe/Shift
Unit 2	(Matthew Bourne's	(Swansong BY Christopher	Expressive Skills	6 Basic dance actions, RADS	Flexibility, strength,
	Nutcracker – Marshmallows	Bruce)	6 Basic dance actions, RADS	(Relationships – Unison,	technique, control and
	& Gobstoppers)	Flexibility, strength,	(Relationships – Unison,	Canon, Accumulation,	balance and perform dances
	Flexibility, strength,	technique, control and	Canon, Accumulation,	Mirroring and action and	using a range of movement
	technique, control and	balance and perform dances	Mirroring and action and	reaction, actions, dynamics	patterns from KS2.
	balance and perform dances	using a range of movement	reaction, actions, dynamics –	 speed, energy and flow 	 Technical skills
	using a range of movement	patterns from KS2.	speed, energy and flow and	and space – Pathways,	 Physical skills
	patterns from KS2.	6 Basic dance actions, RADS	space – Pathways, Levels and	Levels and Direction), timing	 Mental skills
	6 Basic dance actions, RADS	(Relationships – Unison,	Direction), timing and stylistic	and stylistic movement.	TEACHER MARKED
	(Relationships – Unison,	Canon, Accumulation,	movement.	 Focus, phrasing, 	WRITTEN AND
	Canon, Accumulation,	Mirroring and action and	Focus, phrasing, projection	projection and facial	PERFORMANCE
	Mirroring and action and	reaction, actions, dynamics –	and facial expressions.	expressions.	ASSESSMENT IN BOOKET.
	reaction, actions, dynamics	speed, energy and flow and	TEACHER MARKED WRITTEN	 Choreographic devices 	PEER WRITTEN
	 speed, energy and flow 	space – Pathways, Levels and	AND PERFORMANCE	 Production features 	PERFORMANCE PIN
	and space – Pathways,	Direction), accuracy, motif,	ASSESSMENT IN BOOKET.	(lighting, set, costume	ASSESSMENT. SELF
	Levels and Direction) and	facial expressions	PEER WRITTEN	and aural setting).	WRITTEN ASSESSMENT IN
	four stages of the warm up	characterisation.	PERFORMANCE PIN	 Motif and motif 	BOOKLETS.
	at KS3.		ASSESSMENT. SELF WRITTEN	development.	Perform dances using
	TEACHER MARKED WRITTEN	TEACHER MARKED WRITTEN	ASSESSMENT IN BOOKLETS.	TEACHER MARKED WRITTEN	advanced dance techniques
	AND PERFORMANCE	AND PERFORMANCE	Perform dances using	AND PERFORMANCE	within a range of dance
	ASSESSMENT IN BOOKET.	ASSESSMENT IN BOOKET.	advanced dance techniques	ASSESSMENT IN BOOKET.	styles and forms KS3.
	PEER WRITTEN	PEER WRITTEN	within a range of dance styles	PEER WRITTEN	Application of knowledge,
	PERFORMANCE PIN	PERFORMANCE PIN	and forms KS3.	PERFORMANCE PIN	skills and understanding of
	ASSESSMENT. SELF WRITTEN	ASSESSMENT. SELF WRITTEN		ASSESSMENT. SELF WRITTEN	
	ASSESSMENT IN BOOKLETS.	ASSESSMENT IN BOOKLETS.		ASSESSMENT IN BOOKLETS.	



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PERFORMA	NCE, CHOREOGRAPHY AND	APPREICATION PERFORMAN	NCE CHOREOGRAPHY APPRE	ICATION PERFORMANCE AI	ND APPREICATION
	Perform dances using	Perform dances using	Application of knowledge,	Perform dances using	Development of physical,
	advanced dance techniques	advanced dance techniques	skills and understanding of	advanced dance techniques	technical, mental and
	within a range of dance	within a range of dance styles	performing	within a range of dance	expressive skills.
	styles and forms KS3.	and forms KS3.	Development of physical,	styles and forms KS3.	Communication of
	Critical appreciation of	Critical appreciation of dance	technical, mental and	Critical appreciation of	choreographic intention and
	dance in its physical, artistic,	in its physical, artistic,	expressive skills	dance in its physical, artistic,	artistry KS4.
	aesthetic and cultural	aesthetic and cultural	Communication of	aesthetic and cultural	Safe dance practice cross
	contexts KS4.	contexts KS4.	choreographic intention and	contexts.	curricular with Physical
	Learn to choreograph,	Learn to choreograph,	artistry KS4.	Critical analysis,	education.
	perform and appreciate	perform and appreciate	Safe dance practice cross	interpretation, evaluation	PERFORMANCE OF A SET
	dance as an art form KS4.	dance as an art form KS4.	curricular with Physical	and appreciation of	PHRASE EXAM
	Shapes, colour and texture	Safe dance practice cross	education.	professional dance works	
	of sweets cross curricular	curricular with Physical	Knowledge and skills of apply	KS4.	
	with English literature as	education.	the correct expressive skills	Production features analysis	
	colours are associated with	PERFORMANCE,	to choreography, movement	(Lighting, costumes and set),	
	emotions reflected in	CHOREOGRAPHY AND	and performance has a cross	cross curricular links with	
	dynamics.	APPREICATION IN A	curricular link to Drama.	Drama and media.	
	Safe dance practice cross	DUET/TRIO.	PERFORMANCE OF A SET	PERFORMANCE IN A DUET	
	curricular with Physical		PHRASE	AND APPRECIATION	
	education.				
	PERFORMANCE,				
	CHOREOGRAPHY AND				
	APPREICATION IN A				
	DUET/TRIO.				
Unit 2	Motif	Tableux	 Expressive skills – 	Choreographic devices	 Technical skills - 6
knowledge	 Motif Development 	 Theme – Oppression 	Choreographic	 Production features 	Basic dance actions,
end points	 Facial expressions 	 Open actions 	intention, musicality,	(lighting, set, costume	RADS dynamics –
	Characterisation	 Closed action 	phrasing, facial	and aural setting).	speed, energy and
	 Mathewbourn is the 	 Strong dynamics for a 	expressions, focus,	 Motif and motif 	flow and space –
	choreographer	bully	sensitivity to other	development.	Pathways, Levels and
	 Nutcracker 	 Weaker dynamics or a 	dances and spatial	 Production features – 	Direction), timing and
	 Challenges the 	victim	awareness.	Lighting, set, aural	stylistic movement.
	traditional views of	Punch			



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PERFORM <i>A</i>	ANCE, CHOREOGRAPHY AND	APPREICATION PERFORMA	NCE CHOREOGRAPHY APPRE	ICATION PERFORMANCE AN	ND APPREICATION
	ballet and contemporary	 Hide Slide Dancing with an object Trap Crawl Opening/start positions Closing/finishing positions Motif development – retrograde Climax 	Technical skills — Rhythmic content, timing content, RADS and Movement in a stylistic way.	setting, costume and props. Choreographer Dates Dancers performance environment stimuli Choreographic intentions Choreography content Choreographic approach on WHE.	 Expressive skills - Focus, phrasing, projection and facial expressions. Physical skills - Flexibility, strength, technique, control, co- ordination, extension, posture, alignment, stamina, isolation and balance. Mental skills - Mental skills - mental rehearsal, rehearsal discipline, movement memory, commitment. Exam Technique - 6 marker questions
Unit 3	Introduction to contact work — Duets Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2. 6 Basic dance actions, RADS (Relationships — Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics — speed, energy and flow and space — Pathways,	Dance from other cultures (Introduction to Bollywood) Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2. 6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), characterisation,	Introduction to formal Choreographic skills 6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), timing and stylistic movement. • Focus, phrasing, projection and facial expressions.	Choreography of Trio (teacher led) based on 2 of the set phrases (tbc dependent on group skill level) Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2. 4 Stages of the warm, benefits of a warm up, what happens to your body in a warm up KS3.	Re-capping facts from all 5 set works studied. Technical skills Physical skills Mental skills. Choreographic devices Production features (lighting, set, costume and aural setting). Motif and motif development. TEACHER MARKED WRITTEN ASSESSMENT IN BOOKET.



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PERFORMANCE, CHOREOGRAPHY AND APPREICATION PERFORMANCE CHOREOGRAPHY APPREICATION PERFORMANCE AND APPREICATION

characterisation.
TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN
ASSESSMENT IN BOOKLETS.

Levels and Direction),

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

Use of imagination, problem solving, creativity and the synthesis of ideas KS4.

Communication of ideas, feelings, emotions, meanings and moods KS4. Development of physical, technical, mental and expressive skills KS4. Learn to choreograph, perform and appreciate dance as an art form KS4. Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.

focus, musicality, facial expressions.

TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN
ASSESSMENT IN BOOKLETS.

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

Use of imagination, problem solving, creativity and the synthesis of ideas KS4.
Communication of ideas, feelings, emotions, meanings and moods KS4.
Learn to choreograph, perform and appreciate dance as an art form KS4.
Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.

PERFORMANCE AND CHOREOGRAPHY IN A GROUP.

- Research and exploration
- Improvisation
- Motif development fragmentation and stimulus

AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN
ASSESSMENT IN BOOKLETS.

TEACHER MARKED WRITTEN

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

Creative and imaginative

Creative and imaginative response to a range of stimuli.

Use of imagination, problem solving, creativity and the synthesis of ideas KS4.
Safe dance practice cross curricular with Physical education.

Creative, refine and choreograph movement skills cross curricular link to Drama.

CHOREOGRAPHY IN A GROUP

Exercises for a warm up and a cool down.

Safe dance practice about clothing, e.g socks off, from KS3.

6 Basic dance actions, RADS
dynamics – speed, energy
and flow and space –
Pathways, Levels and
Direction), timing and
stylistic movement.
Focus, phrasing, projection

and facial expressions.
TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.

PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN
ASSESSMENT IN BOOKLETS.

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

Application of knowledge, skills and understanding of performing.

Development of physical, technical, mental and expressive skills.

Communication of choreographic intention and artistry KS4.

Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.
Critical analysis, interpretation, evaluation and appreciation of professional dance works
KS4.

Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.

APPRECIATION



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Unit 3	PERFORMANCE AND CHOREOGRAPHY IN A DUET. • Fall	Bombay	 RADS (Relationships – 	Safe dance practice cross curricular with Physical education. PERFORMANCE OF DUET/TRIO. • Expressive skills –	 Choreographic devices
knowledge end points	· ·	 Mudras Peacock Flag Flower Leaf 	Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), timing and stylistic movement. Research and exploration Improvisation Motif development – fragmentation and stimulus Choreographic devices – unison, canon, motif, motif development, climax, highlight, repetition. Structure – binary, rondo, ternary, narrative. Refine Synthesis	Choreographic intention, musicality, phrasing, facial expressions, focus, sensitivity to other dances and spatial awareness. • Technical skills – Rhythmic content, timing content, RADS and Movement in a stylistic way. • Physical skills - Flexibility, strength, technique, control, coordination, extension, posture, alignment, stamina, isolation and balance. • Mental skills – Mental skills – mental rehearsal, rehearsal discipline, movement memory, commitment, response to feedback, capacity to improve and	 Production features (lighting, set, costume and aural setting). Motif and motif development. Production features – Lighting, set, aural setting, costume and props. Choreographer Dates Dancers performance environment stimuli Choreographic intentions Choreography content Choreographic approach of all works. Comparisons by discussing similarities and differences. Extended writing questions – 6 markers and 12 markers.



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				planning of rehearsal.	 Examiners reports – Do's and Donts.
	Dance from other cultures –	Dance from other cultures –	Introduction to Professional	Introduction to Professional	Choreography of Trio
	Street Dance	Capoeira	work 1 – Emancipation of	work 4 - Shadows	(teacher led) based on 2 of
Unit 4	Flexibility, strength,	Flexibility, strength,	expressionism	6 Basic dance actions, RADS	the set phrases (tbc
	technique, control and	technique, control and	6 Basic dance actions, RADS	(Relationships – Unison,	dependent on group skill
	balance and perform dances	balance and perform dances	(Relationships – Unison,	Canon, Accumulation,	level)
	using a range of movement	using a range of movement	Canon, Accumulation,	Mirroring and action and	Flexibility, strength,
	patterns from KS2.	patterns from KS2.	Mirroring and action and	reaction, actions, dynamics	technique, control and
	6 Basic dance actions, RADS	6 Basic dance actions, RADS	reaction, actions, dynamics –	 speed, energy and flow 	balance and perform dances
	(Relationships – Unison,	(Relationships – Unison,	speed, energy and flow and	and space – Pathways,	using a range of movement
	Canon, Accumulation,	Canon, Accumulation,	space – Pathways, Levels and	Levels and Direction), timing	patterns from KS2.
	Mirroring and action and	Mirroring and action and	Direction), timing and stylistic	and stylistic movement.	 Technical skills
	reaction, actions, dynamics	reaction, actions, dynamics –	movement.	 Focus, phrasing, 	 Physical skills
	 speed, energy and flow 	speed, energy and flow and	 Focus, phrasing, 	projection and facial	 Mental skills.
	and space – Pathways,	space – Pathways, Levels and	projection and facial	expressions.	 Choreographic devices
	Levels and Direction),	Direction), characterisation,	expressions.	 Choreographic devices 	TEACHER MARKED
	musicality, focus, motif,	kick.	 Choreographic devices 	 Production features 	WRITTEN AND
	Characterisation.	TEACHER MARKED WRITTEN	 Production features 	(lighting, set, costume	PERFORMANCE
	TEACHER MARKED WRITTEN	AND PERFORMANCE	(lighting, set, costume	and aural setting).	ASSESSMENT IN BOOKET.
	AND PERFORMANCE	ASSESSMENT IN BOOKET.	and aural setting).	 Motif and motif 	PEER WRITTEN
	ASSESSMENT IN BOOKET.	PEER WRITTEN	 Motif and motif 	development.	PERFORMANCE PIN
	PEER WRITTEN	PERFORMANCE PIN	development.	TEACHER MARKED WRITTEN	ASSESSMENT. SELF
	PERFORMANCE PIN	ASSESSMENT. SELF WRITTEN	TEACHER MARKED WRITTEN	AND PERFORMANCE	WRITTEN ASSESSMENT IN
	ASSESSMENT. SELF WRITTEN	ASSESSMENT IN BOOKLETS.	AND PERFORMANCE	ASSESSMENT IN BOOKET.	BOOKLETS.
	ASSESSMENT IN BOOKLETS.	Perform dances using	ASSESSMENT IN BOOKET.	PEER WRITTEN	Perform dances using
	Perform dances using	advanced dance techniques	PEER WRITTEN	PERFORMANCE PIN	advanced dance techniques
	advanced dance techniques	within a range of dance styles	PERFORMANCE PIN	ASSESSMENT. SELF WRITTEN	within a range of dance
	within a range of dance	and forms KS3.	ASSESSMENT. SELF WRITTEN	ASSESSMENT IN BOOKLETS.	styles and forms KS3.
	styles and forms KS3.		ASSESSMENT IN BOOKLETS.	Perform dances using	
				advanced dance techniques	



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

		TOR/KS4 ASSESSMENT OBJE			
PERFORMA	NCE, CHOREOGRAPHY AND	APPREICATION PERFORMAN	NCE CHOREOGRAPHY APPRE	ICATION PERFORMANCE AN	ND APPREICATION
	Use of imagination,	Use of imagination, problem	Perform dances using	within a range of dance	Application of knowledge,
	problem solving, creativity	solving, creativity and the	advanced dance techniques	styles and forms KS3.	skills and understanding of
	and the synthesis of ideas	synthesis of ideas KS4.	within a range of dance styles	Critical appreciation of	performing.
	KS4.	Critical appreciation of dance	and forms KS3.	dance in its physical, artistic,	Development of physical,
	Communication of	in its physical, artistic,	Critical appreciation of dance	aesthetic and cultural	technical, mental and
	choreographic intention and	aesthetic and cultural	in its physical, artistic,	contexts.	expressive skills.
	artistry.KS4.	contexts KS4.	aesthetic and cultural	Critical analysis,	Communication of
	Learn to choreograph,	Learn to choreograph,	contexts.	interpretation, evaluation	choreographic intention and
	perform and appreciate	perform and appreciate	Critical analysis,	and appreciation of	artistry KS4.
	dance as an art form KS4.	dance as an art form KS4.	interpretation, evaluation	professional dance works	Safe dance practice cross
	Safe dance practice- warm	Safe dance practice- warm	and appreciation of	KS4.	curricular with Physical
	ups, balances, working with	ups, balances, working with	professional dance works	Production features analysis	education.
	others, cross curricular with	others and lifting, cross	KS4.	(Lighting, costumes and set),	PERFORMANCE OF
	Physical education.	curricular with Physical	Production features analysis	cross curricular links with	DUET/TRIO.
	Production features analysis	education.	(Lighting, costumes and set),	Drama and media.	
	(Lighting, costumes and set),	Culture history behind the	cross curricular links with	PERFORMANCE IN A GROUP	
	cross curricular links with	term capoeira links to History	Drama and media.	AND APPRECIATION	
	Drama and media.	as it is cultural form of	Safe dance practice cross		
	PERFORMANCE,	fighting through non-contact	curricular with Physical		
	CHOREOGRAPHY AND	dance.	education.		
	APPREICATION IN A	PERFORMANCE AND	PERFORMANCE IN A GROUP		
	GROUP.	CHOREOGRAPHY IN A	AND APPRECIATION		
		DUET.			
Unit 4	 Ninja walk 	- Ginga	 Choreographic devices 	 Choreographic devices 	 Expressive skills –
knowledge	 Ninja static 	- Balance	 Production features 	 Production features 	Choreographic
end points	 Ninja glide 	- Low level	(lighting, set, costume	(lighting, set, costume	intention, musicality,
	Krumping	 Originates from Brazil 	and aural setting).	and aural setting).	phrasing, facial
	Popping	 A martial art/ a dance 	 Motif and motif 	 Motif and motif 	expressions, focus,
	 Waacking 	 non-contact sport 	development.	development.	sensitivity to other
	Locking	 Spatial awareness 	Production features –	 Production features – 	dances and spatial
	 Choreographic 	- Timing	Lighting, set, aural	Lighting, set, aural	awareness.
	intention – chaos and	- Cocorinha	setting, costume and	setting, costume and	 Technical skills –
	order	- Esquiva	props.	props.	Rhythmic content,



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

		APPREICATION PERFORMAN		ICATION PERFORMANCE AN	
	Formations Stimulus – Challenging the traditional views of hip hop Kendrick H20 Sandy Boy blue entertainment	- Bencao - Bow	 Choreographer Dates Dancers performance environment stimuli Choreographic intentions Choreography content Choreographic approach on E of E. 	 Choreographer Dates Dancers performance environment stimuli Choreographic intentions Choreography content Choreographic approach of Shadows. 	timing content, RADS and Movement in a stylistic way. Physical skills - Flexibility, strength, technique, control, co- ordination, extension, posture, alignment, stamina, isolation and balance Mental skills - Mental skills - mental rehearsal, rehearsal discipline, movement memory, commitment, response to feedback, capacity to improve and planning of rehearsal.
Unit 5	Dances from other genres - West Side Story (Cross- curricular link with English). Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2. 6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation,	A Starting point - Stimulus Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2. 6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation, Mirroring and action and	Introduction to Professional work 2 – A Linha Curva 6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), timing and stylistic	Introduction to Professional work 5 - Infra 6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), timing and stylistic movement.	Revision of all 6 professional works Compare/contrast Revision of effective P/T/M/E skills Revision of Choreographic skills Revision of evaluation of own work 6/12 mark questions • Technical skills



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS PERFORMANCE AND CHOREOGRAPHY

PERFORMANCE, CHOREOGRAPHY AND APPREICATION PERFORMANCE CHOREOGRAPHY APPREICATION PERFORMANCE AND APPREICATION

Mirroring and action and reaction, actions, dynamics
– speed, energy and flow and space – Pathways,
Levels and Direction),
characterisation and four stages of the warm up at KS3.

TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN
ASSESSMENT IN BOOKLETS.

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

Communication of choreographic intention and artistry KS4.

Learn to choreograph,
perform and appreciate
dance as an art form KS4.
Safe dance practice- warm
ups, balances, working with
others, cross curricular with
Physical education.
Production features analysis
(Lighting, costumes and set),

cross curricular links with

Drama and media.

reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), Motif and motif development KS3.

TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN

ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

Use of imagination, problem solving, creativity and the synthesis of ideas KS4.

Learn to choreograph, perform and appreciate dance as an art form KS4.

Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.

Analyse poem and other texts with literacy techniques – repetition and interpret into dance choreographic devices of repetition.

Colours, shapes and lines are analysed from Art into dance

- Focus, phrasing, projection and facial expressions.
- Choreographic devices
- Production features (lighting, set, costume and aural setting).
 - Motif and motif development.

TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.

ASSESSMENT IN BOOKLETS.

Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.

Critical analysis,
interpretation, evaluation
and appreciation of
professional dance works
KS4.

Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.

- Focus, phrasing, projection and facial expressions.
- Choreographic devices
- Production features (lighting, set, costume and aural setting).
 - Motif and motif development.

TEACHER MARKED WRITTEN
AND PERFORMANCE
ASSESSMENT IN BOOKET.
PEER WRITTEN
PERFORMANCE PIN
ASSESSMENT. SELF WRITTEN
ASSESSMENT IN BOOKLETS.

Perform dances using advanced dance techniques within a range of dance styles and forms KS3.
Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.
Critical analysis,

interpretation, evaluation and appreciation of professional dance works KS4.

Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.

- Physical skills
- Mental skills.
- Choreographic devices
- Production features (lighting, set, costume and aural setting).
 - Motif and motif development.
- Structure binary, rondo, ternary, narrative.
 - Refine
 - Synthesis

TEACHER MARKED
WRITTEN ASSESSMENT IN
BOOKET.

Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.
Critical analysis, interpretation, evaluation and appreciation of professional dance works
KS4.

Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.

APPRECIATION



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

PERFORMA	NCE, CHOREOGRAPHY AND	APPREICATION PERFORMAN	NCE CHOREOGRAPHY APPRE	<mark>ICATION</mark> PERFORMANCE AN	ND APPREICATION
	West side story themes, intentions and body	to indicate formations and pathways.	Safe dance practice cross curricular with Physical	PERFORMANCE IN A GROUP AND APPRECIATION	
	language is analysed in	CHOREOGRAPHY	education.	, and the control of	
	English language.		PERFORMANCE IN A GROUP		
	West side story is a musical		AND APPRECIATION		
	based on prejudice and				
	racism, cross curricular to				
	PSHE when studying racism.				
	PERFORMANCE,				
	CHOREOGRAPHY AND				
	APPREICATION IN A				
	GROUP.				
Unit 5	• Kick	Stimuli's/Stimulus	Choreographic devices	Choreographic devices	Choreographic devices
knowledge	Ball change	 Explore and research 	 Production features 	 Production features 	 Performance skills -
end points	Clicking	Use props, texts,	(lighting, set, costume	(lighting, set, costume	TEMP
	 Intension mood and 	pictures and ideas as a	and aural setting).	and aural setting).	 Production features
	atmosphere	stimulus to create a	 Motif and motif 	 Motif and motif 	(lighting, set, costume
	Formations –	dance.	development.	development.	and aural setting).
	Intimidation and to	Choreograph	 Production features – 	 Production features – 	 Motif and motif
	prevent using these.	independently	Lighting, set, aural	Lighting, set, aural	development.
	Sharks	Guernica	setting, costume and	setting, costume and	 Production features –
	• Jets	The scream	props.	props.	Lighting, set, aural
	Racism	Superhero's	 Choreographer 	Choreographer	setting, costume and
	Control	 Alice in wonderland 	• Dates	• Dates	props.
	 Accuracy of replicating 		• Dancers	Dancers	ChoreographerDates
	choreography form the		performance performance	performance performant	
	musical.		environment	environment	• Dancers
	 Transitions 		stimuliChoreographic	stimuliChoreographic	performance environment
			intentions	intentions	• stimuli
			Choreography content	Choreography content	Choreographic
			Choreographic	Choreographic approach of	intentions
			approach on ALC	Infra.	 Choreography content



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

					Choreographic approach of
					all works.
					Comparisons by
					discussing similarities
					and differences.
					 Extended writing
					questions – 6 markers and 12 markers.
	Dancing through the century	A Starting point - Stimulus	Introduct	ion to Professional	
	- Dances from other	Flexibility, strength,		– Artificial Things	
Unit 6	era's/genres- Lindy	technique, control and		ance actions, RADS	
	Flexibility, strength,	balance and perform dances		onships – Unison,	
	technique, control and	using a range of movement		, Accumulation,	
	balance and perform dances	patterns from KS2.		ng and action and	
	using a range of movement	6 Basic dance actions, RADS		actions, dynamics	
	patterns from KS2.	(Relationships – Unison,		, energy and flow	
	6 Basic dance actions, RADS	Canon, Accumulation,		ace – Pathways,	
	(Relationships – Unison,	Mirroring and action and	•	d Direction), timing	
	Canon, Accumulation,	reaction, actions, dynamics –		listic movement.	
	Mirroring and action and	speed, energy and flow and	• F	ocus, phrasing,	
	reaction, actions, dynamics	space – Pathways, Levels and	pro	ojection and facial	
	 speed, energy and flow 	Direction), stimulus, Motif		expressions.	
	and space – Pathways,	and motif development KS3.	• Cho	reographic devices	
	Levels and Direction),	TEACHER MARKED WRITTEN	• Pro	oduction features	
	accuracy, facial expressions	AND PERFORMANCE	(ligh	nting, set, costume	
	characterisation.	ASSESSMENT IN BOOKET.	ar	nd aural setting).	
	TEACHER MARKED WRITTEN	PEER WRITTEN	• 1	Motif and motif	
	AND PERFORMANCE	PERFORMANCE PIN		development.	
	ASSESSMENT IN BOOKET.	ASSESSMENT. SELF WRITTEN	TEACHER	MARKED WRITTEN	
	PEER WRITTEN	ASSESSMENT IN BOOKLETS.	AND F	PERFORMANCE	
	PERFORMANCE PIN	Perform dances using	ASSESSN	MENT IN BOOKET.	
	ASSESSMENT. SELF WRITTEN	advanced dance techniques	PEI	ER WRITTEN	
	ASSESSMENT IN BOOKLETS.		PERF	ORMANCE PIN	



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

PERFORMA	NCE, CHOREOGRAPHY AND	APPREICATION PERFORMAN	NCE CHOREOGRAPHY APPREICATION PERFORMANCE AND APPREICATION	
	Perform dances using	within a range of dance styles	ASSESSMENT. SELF WRITTEN	
	advanced dance techniques	and forms KS3.	ASSESSMENT IN BOOKLETS.	
	within a range of dance	Use of imagination, problem	Perform dances using	
	styles and forms KS3.	solving, creativity and the	advanced dance techniques	
	Critical appreciation of	synthesis of ideas KS4.	within a range of dance	
	dance in its physical, artistic,	Learn to choreograph,	styles and forms KS3.	
	aesthetic and cultural	perform and appreciate	Critical appreciation of	
	contexts KS4.	dance as an art form KS4.	dance in its physical, artistic,	
	Learn to choreograph,	Safe dance practice- warm	aesthetic and cultural	
	perform and appreciate	ups, balances, working with	contexts.	
	dance as an art form KS4.	others and lifting, cross	Critical analysis,	
	Safe dance practice- warm	curricular with Physical	interpretation, evaluation	
	ups, balances, working with	education.	and appreciation of	
	others, cross curricular with	Analyse poem and other texts	professional dance works	
	Physical education.	with literacy techniques –	KS4.	
	PERFORMANCE AND	repetition and interpret into	Production features analysis	
	CHOREOGRAPHY IN A DUET.	dance choreographic devices	(Lighting, costumes and set),	
		of repetition.	cross curricular links with	
		Colours, shapes and lines are	Drama and media.	
		analysed from Art into dance	PERFORMANCE IN A GROUP	
		to indicate formations and	AND APPRECIATION	
		pathways.		
		CHOREOGRAPHY		
Unit 6		 Research and 	Choreographic devices	
knowledge	Working with others	exploration	Production features	
end points	Partner work	 Improvisation 	(lighting, set, costume	
	Rhythm	 Motif development – 	and aural setting).	
	Get Down Position	fragmentation and	Motif and motif	
	Charleston	stimulus	development.	
	Shimmy	 Choreographic devices 	Production features –	
	 Hop kick 	unison, canon, motif,	Lighting, set, aural	
	 Fall off the Log 	motif development,	setting, costume and	
	 Co-ordination 	climax, highlight,	props.	
	 Around the world 	repetition.	Choreographer	



KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS PERFORMANCE AND CHOREOGRAPHY

ERFORMANCE, CHOREOGRAPHY AND	APPREICATION PERFORMAN	NCE CHOREOGRAPHY APPREICATION PERFORMANCE AND APPREICATION
Scarecrow	 Structure – binary, 	• Dates
Hand jive	rondo, ternary,	Dancers
Break away	narrative.	performance
	Refine	environment
	 Synthesis 	• stimuli
		Choreographic
		intentions
		Choreography content
		Choreographic approach of
		Artifical things

Complete all boxes

This document will expand as you type.

Red text gives you guidance

Add more/remove units if required

Do not change the colours of the text used.

UNIT TITLE- State the title of the unit

PRIOR LEARNING NEEDED/RE-CAPPED FROM KS2 – Identify what you need to re-cap from the previous KS or topic(s) in order to achieve success & depth

HOW ASSESSED? – What is the final outcome (e.g. essay/test) and how will it be marked e.g. Peer assessment

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE – Copy & paste the NC objective or AO that is applicable to the topic

WIDER CURRICULUM LINKS – Is there any required knowledge that may have already been taught elsewhere? E.g. Reading a graph