

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

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 APPRECIATION PERFORMANCE CHOREOGRAPHY APPRECIATION PERFORMANCE AND APPRECIATION

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

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	<p>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). <b>PERFORMANCE AND CHOREOGRAPHY IN A GROUP</b></p>	<p>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.</p>	<p>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. <b>PERFORMANCE OF A SET PHRASE.</b></p>	<p>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.</p>	<p>Levels and Direction), timing and stylistic movement.  <ul style="list-style-type: none"> <li>• Focus, phrasing, projection and facial expressions.</li> <li>• Research and exploration</li> <li>• Improvisation</li> <li>• Motif development – fragmentation and stimulus</li> </ul>           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.</p>
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		Themes of political oppression, cross curricular links with history topics on oppression. <b>PERFORMANCE, CHOREOGRAPHY AND APPRECIATION IN A DUET/TRIO.</b>		Safe dance practice cross curricular with Physical education. <b>PERFORMANCE OF A SET PHRASE.</b>	Creative, refine and choreograph movement skills cross curricular link to Drama. <b>CHOREOGRAPHY IN A GROUP/SOLO EXAM</b>
<b>Unit 1 knowledge end points</b>	<ul style="list-style-type: none"> <li>• Fall, jump, turn, stillness, gestures and travel.</li> <li>• 4 stages of a warm up</li> <li>• Benefits and what happens in a warm up.               <ul style="list-style-type: none"> <li>• Use of parallel</li> <li>• Benefits and challenges of wearing socks on dance and how we need the correct working environment for dance – e.g studio space no obstructions.</li> </ul> </li> <li>• RADS - Relationships, Actions, Dynamics and Space.               <ul style="list-style-type: none"> <li>• Formations</li> <li>• Accumulation</li> <li>• Mirroring</li> <li>• Unison</li> <li>• Canon.</li> <li>• Pathways</li> <li>• Directions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Intense, mysterious and frightening mood and atmosphere.               <ul style="list-style-type: none"> <li>• Thriller theme/choreographic intention.</li> </ul> </li> <li>• Stylistic movement of a zombie/horror               <ul style="list-style-type: none"> <li>• Characterisation</li> <li>• Projection</li> </ul> </li> <li>• Lighting and costume – colours associate to meaning and mood.</li> <li>• Christopher Bruce – KS4 choreographer               <ul style="list-style-type: none"> <li>• Theme of political oppression.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Mental skills – mental rehearsal, rehearsal discipline, movement memory, commitment, response to feedback , capacity to improve and planning of rehearsal.</li> <li>- Safe dance practice – high ceiling, shock proof mirrors, ventilation, 21 degree temperature. Dancer – baggy but fitted clothing, hair up, no jewellery, no shoes or socks.</li> <li>- Correct nutrition and hydration.</li> <li>- Correct technique when jumping               <ul style="list-style-type: none"> <li>- Cool down – prevents blood pooling, prevents</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expressive skills – Choreographic intention, musicality, phrasing, facial expressions, focus, sensitivity to other dances and spatial awareness.</li> <li>• Technical skills – Rhythmic content, timing content, RADS and Movement in a stylistic way.               <ul style="list-style-type: none"> <li>• Physical skills - Flexibility, strength, technique, control, co-ordination, extension, posture, alignment, stamina, isolation and balance.                   <ul style="list-style-type: none"> <li>- Mental skills - Mental skills – mental rehearsal, rehearsal discipline, movement memory,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>• Research and exploration</li> <li>• Improvisation</li> </ul> </li> <li>• Motif development – fragmentation and stimulus</li> <li>• Choreographic devices – unison, canon, motif, motif development, climax, highlight, repetition.</li> <li>• Structure – binary, rondo, ternary, narrative.</li> </ul>

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	<ul style="list-style-type: none"> <li>Levels.</li> <li>Speed</li> <li>Energy</li> <li>Flow</li> <li>Choreography</li> <li>Performance</li> </ul>		lactic acid and reduces injury.	commitment, response to feedback, capacity to improve and planning of rehearsal.	<ul style="list-style-type: none"> <li>Refine</li> <li>Synthesis</li> <li>Exam Technique – 6 marker questions</li> </ul>
<b>Unit 2</b>	<p>Introduction to professional dance works (Matthew Bourne’s Nutcracker – Marshmallows &amp; Gobstoppers)</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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) and four stages of the warm up at KS3.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p>	<p>Professional dance works/Bullying (PSHCE) (Swansong BY Christopher Bruce)</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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), accuracy, motif, facial expressions characterisation.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p>	<p>Introduction to Technical &amp; Expressive Skills</p> <p>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.</p> <p>Focus, phrasing, projection and facial expressions.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p>	<p>Introduction to Professional work 3 – WHE</p> <p>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.</p> <ul style="list-style-type: none"> <li>Focus, phrasing, projection and facial expressions.</li> <li>Choreographic devices</li> <li>Production features (lighting, set, costume and aural setting).</li> <li>Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p>	<p>Set phrase 1 &amp; 2 – Breathe/Shift</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <ul style="list-style-type: none"> <li>Technical skills</li> <li>Physical skills</li> <li>Mental skills</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3. Application of knowledge, skills and understanding of performing.</p>

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	<p>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. Learn to choreograph, perform and appreciate dance as an art form KS4. Shapes, colour and texture of sweets cross curricular with English literature as colours are associated with emotions reflected in dynamics. Safe dance practice cross curricular with Physical education.</p> <p><b>PERFORMANCE, CHOREOGRAPHY AND APPRECIATION IN A DUET/TRIO.</b></p>	<p>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. Learn to choreograph, perform and appreciate dance as an art form KS4. Safe dance practice cross curricular with Physical education.</p> <p><b>PERFORMANCE, CHOREOGRAPHY AND APPRECIATION IN A DUET/TRIO.</b></p>	<p>Application of knowledge, skills and understanding of performing Development of physical, technical, mental and expressive skills Communication of choreographic intention and artistry KS4. Safe dance practice cross curricular with Physical education. Knowledge and skills of apply the correct expressive skills to choreography, movement and performance has a cross curricular link to Drama.</p> <p><b>PERFORMANCE OF A SET PHRASE</b></p>	<p>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.</p> <p><b>PERFORMANCE IN A DUET AND APPRECIATION</b></p>	<p>Development of physical, technical, mental and expressive skills. Communication of choreographic intention and artistry KS4. Safe dance practice cross curricular with Physical education.</p> <p><b>PERFORMANCE OF A SET PHRASE EXAM</b></p>
<p><b>Unit 2 knowledge end points</b></p>	<ul style="list-style-type: none"> <li>• Motif</li> <li>• Motif Development</li> <li>• Facial expressions</li> <li>• Characterisation</li> <li>• Mathewbourn is the choreographer             <ul style="list-style-type: none"> <li>• Nutcracker</li> <li>• Challenges the traditional views of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Tableux</li> <li>• Theme – Oppression             <ul style="list-style-type: none"> <li>• Open actions</li> <li>• Closed action</li> </ul> </li> <li>• Strong dynamics for a bully</li> <li>• Weaker dynamics or a victim             <ul style="list-style-type: none"> <li>• Punch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expressive skills – Choreographic intention, musicality, phrasing, facial expressions, focus, sensitivity to other dances and spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).             <ul style="list-style-type: none"> <li>• Motif and motif development.</li> </ul> </li> <li>• Production features – Lighting, set, aural</li> </ul>	<ul style="list-style-type: none"> <li>• Technical skills - 6 Basic dance actions, RADS dynamics – speed, energy and flow and space – Pathways, Levels and Direction), timing and stylistic movement.</li> </ul>

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	ballet and contemporary	<ul style="list-style-type: none"> <li>• Hide</li> <li>• Slide</li> <li>• Dancing with an object               <ul style="list-style-type: none"> <li>• Trap</li> <li>• Crawl</li> </ul> </li> <li>• Opening/start positions               <ul style="list-style-type: none"> <li>• Closing/finishing positions</li> </ul> </li> <li>• Motif development – retrograde               <ul style="list-style-type: none"> <li>• Climax</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Technical skills – Rhythmic content, timing content, RADS and Movement in a stylistic way.</li> </ul>	<p>setting, costume and props.</p> <ul style="list-style-type: none"> <li>• Choreographer               <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment               <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions</li> <li>• Choreography content               <ul style="list-style-type: none"> <li>• Choreographic approach on WHE.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expressive skills - Focus, phrasing, projection and facial expressions.</li> <li>• Physical skills - Flexibility, strength, technique, control, co-ordination, extension, posture, alignment, stamina, isolation and balance.</li> <li>• Mental skills - Mental skills – mental rehearsal, rehearsal discipline, movement memory, commitment.</li> <li>• Exam Technique – 6 marker questions</li> </ul>
<b>Unit 3</b>	<p>Introduction to contact work – Duets</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>6 Basic dance actions, RADS (Relationships – Unison, Canon, Accumulation, Mirroring and action and reaction, actions, dynamics – speed, energy and flow and space – Pathways,</p>	<p>Dance from other cultures (Introduction to Bollywood)</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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,</p>	<p>Introduction to formal Choreographic skills</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Focus, phrasing, projection and facial expressions.</li> </ul>	<p>Choreography of Trio (teacher led) based on 2 of the set phrases (tbc dependent on group skill level)</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>4 Stages of the warm, benefits of a warm up, what happens to your body in a warm up KS3.</p>	<p>Re-capping facts from all 5 set works studied.</p> <ul style="list-style-type: none"> <li>• Technical skills</li> <li>• Physical skills</li> <li>• Mental skills.</li> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN ASSESSMENT IN BOOKET.</p>

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	<p>Levels and Direction), characterisation.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Use of imagination, problem solving, creativity and the synthesis of ideas KS4.</p> <p>Communication of ideas, feelings, emotions, meanings and moods KS4.</p> <p>Development of physical, technical, mental and expressive skills KS4.</p> <p>Learn to choreograph, perform and appreciate dance as an art form KS4.</p> <p>Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.</p>	<p>focus, musicality, facial expressions.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Use of imagination, problem solving, creativity and the synthesis of ideas KS4.</p> <p>Communication of ideas, feelings, emotions, meanings and moods KS4.</p> <p>Learn to choreograph, perform and appreciate dance as an art form KS4.</p> <p>Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.</p> <p><b>PERFORMANCE AND CHOREOGRAPHY IN A GROUP.</b></p>	<ul style="list-style-type: none"> <li>• Research and exploration</li> <li>• Improvisation</li> <li>• Motif development – fragmentation and stimulus</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Creative and imaginative response to a range of stimuli.</p> <p>Use of imagination, problem solving, creativity and the synthesis of ideas KS4.</p> <p>Safe dance practice cross curricular with Physical education.</p> <p>Creative, refine and choreograph movement skills cross curricular link to Drama.</p> <p><b>CHOREOGRAPHY IN A GROUP</b></p>	<p>Exercises for a warm up and a cool down.</p> <p>Safe dance practice about clothing, e.g socks off, from KS3.</p> <p>6 Basic dance actions, RADS dynamics – speed, energy and flow and space – Pathways, Levels and Direction), timing and stylistic movement.</p> <p>Focus, phrasing, projection and facial expressions.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Application of knowledge, skills and understanding of performing.</p> <p>Development of physical, technical, mental and expressive skills.</p> <p>Communication of choreographic intention and artistry KS4.</p>	<p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</p> <p>Critical analysis, interpretation, evaluation and appreciation of professional dance works KS4.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p> <p><b>APPRECIATION</b></p>
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# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

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 APPRECIATION** **PERFORMANCE** **CHOREOGRAPHY** **APPRECIATION** **PERFORMANCE AND APPRECIATION**

	<b>PERFORMANCE AND CHOREOGRAPHY IN A DUET.</b>			Safe dance practice cross curricular with Physical education. <b>PERFORMANCE OF DUET/TRIO.</b>	
<b>Unit 3 knowledge end points</b>	<ul style="list-style-type: none"> <li>• Fall</li> <li>• Suspense</li> <li>• Lift</li> <li>• Balance</li> <li>• Timing – Technical Skill</li> <li>• Musicality - Expressive skill</li> <li>• Choreographic intent</li> <li>• Confidence – Mental skill</li> <li>• Weight sharing</li> <li>• Preventing injury</li> <li>• Contact work</li> <li>• Transitions</li> <li>• Focus – Expressive skill</li> <li>• Concentration – Mental skill</li> </ul>	<ul style="list-style-type: none"> <li>• Bombay</li> <li>• Bollywood stylistic movements</li> <li>• Extension of gestures               <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Mudras</li> <li>• Peacock</li> <li>• Flag</li> <li>• Flower</li> <li>• Leaf</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>• Research and exploration</li> <li>• Improvisation</li> </ul> </li> <li>• Motif development – fragmentation and stimulus</li> <li>• Choreographic devices – unison, canon, motif, motif development, climax, highlight, repetition.</li> <li>• Structure – binary, rondo, ternary, narrative.               <ul style="list-style-type: none"> <li>• Refine</li> <li>• Synthesis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expressive skills – Choreographic intention, musicality, phrasing, facial expressions, focus, sensitivity to other dances and spatial awareness.</li> <li>• Technical skills – Rhythmic content, timing content, RADS and Movement in a stylistic way.</li> <li>• Physical skills - Flexibility, strength, technique, control, co-ordination, extension, posture, alignment, stamina, isolation and balance.               <ul style="list-style-type: none"> <li>- Mental skills - Mental skills – mental rehearsal, rehearsal discipline, movement memory, commitment, response to feedback , capacity to improve and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).               <ul style="list-style-type: none"> <li>• Motif and motif development.</li> </ul> </li> <li>• Production features – Lighting, set, aural setting, costume and props.               <ul style="list-style-type: none"> <li>• Choreographer                   <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment                   <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions</li> <li>• Choreography content                   <ul style="list-style-type: none"> <li>Choreographic approach of all works.                       <ul style="list-style-type: none"> <li>• Comparisons by discussing similarities and differences.</li> </ul> </li> <li>• Extended writing questions – 6 markers and 12 markers.</li> </ul> </li> </ul> </li> </ul>

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				planning of rehearsal.	<ul style="list-style-type: none"> <li>Examiners reports – Do's and Donts.</li> </ul>
<b>Unit 4</b>	<p>Dance from other cultures – Street Dance</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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), musicality, focus, motif, Characterisation.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p>	<p>Dance from other cultures – Capoeira</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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, kick.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p>	<p>Introduction to Professional work 1 – Emancipation of expressionism</p> <p>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.</p> <ul style="list-style-type: none"> <li>Focus, phrasing, projection and facial expressions.</li> <li>Choreographic devices</li> <li>Production features (lighting, set, costume and aural setting).</li> <li>Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p>	<p>Introduction to Professional work 4 - Shadows</p> <p>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.</p> <ul style="list-style-type: none"> <li>Focus, phrasing, projection and facial expressions.</li> <li>Choreographic devices</li> <li>Production features (lighting, set, costume and aural setting).</li> <li>Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques</p>	<p>Choreography of Trio (teacher led) based on 2 of the set phrases (tbc dependent on group skill level)</p> <p>Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <ul style="list-style-type: none"> <li>Technical skills</li> <li>Physical skills</li> <li>Mental skills.</li> <li>Choreographic devices</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p>

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**PERFORMANCE, CHOREOGRAPHY AND APPRECIATION** **PERFORMANCE** **CHOREOGRAPHY** **APPRECIATION** **PERFORMANCE AND APPRECIATION**

	<p>Use of imagination, problem solving, creativity and the synthesis of ideas KS4.</p> <p>Communication of choreographic intention and artistry.KS4.</p> <p>Learn to choreograph, perform and appreciate dance as an art form KS4.</p> <p>Safe dance practice- warm ups, balances, working with others, cross curricular with Physical education.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p> <p><b>PERFORMANCE, CHOREOGRAPHY AND APPRECIATION IN A GROUP.</b></p>	<p>Use of imagination, problem solving, creativity and the synthesis of ideas KS4.</p> <p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts KS4.</p> <p>Learn to choreograph, perform and appreciate dance as an art form KS4.</p> <p>Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.</p> <p>Culture history behind the term capoeira links to History as it is cultural form of fighting through non-contact dance.</p> <p><b>PERFORMANCE AND CHOREOGRAPHY IN A DUET.</b></p>	<p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</p> <p>Critical analysis, interpretation, evaluation and appreciation of professional dance works KS4.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p> <p>Safe dance practice cross curricular with Physical education.</p> <p><b>PERFORMANCE IN A GROUP AND APPRECIATION</b></p>	<p>within a range of dance styles and forms KS3.</p> <p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</p> <p>Critical analysis, interpretation, evaluation and appreciation of professional dance works KS4.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p> <p><b>PERFORMANCE IN A GROUP AND APPRECIATION</b></p>	<p>Application of knowledge, skills and understanding of performing.</p> <p>Development of physical, technical, mental and expressive skills.</p> <p>Communication of choreographic intention and artistry KS4.</p> <p>Safe dance practice cross curricular with Physical education.</p> <p><b>PERFORMANCE OF DUET/TRIO.</b></p>
<p><b>Unit 4 knowledge end points</b></p>	<ul style="list-style-type: none"> <li>• Ninja walk</li> <li>• Ninja static</li> <li>• Ninja glide</li> <li>• Krumping</li> <li>• Popping</li> <li>• Waacking</li> <li>• Locking</li> <li>• Choreographic intention – chaos and order</li> </ul>	<ul style="list-style-type: none"> <li>- Ginga</li> <li>- Balance</li> <li>- Low level</li> <li>- Originates from Brazil</li> <li>- A martial art/ a dance</li> <li>- non-contact sport</li> <li>- Spatial awareness             <ul style="list-style-type: none"> <li>- Timing</li> </ul> </li> <li>- Cocorinha</li> <li>- Esquiva</li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> <li>• Production features – Lighting, set, aural setting, costume and props.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> <li>• Production features – Lighting, set, aural setting, costume and props.</li> </ul>	<ul style="list-style-type: none"> <li>• Expressive skills – Choreographic intention, musicality, phrasing, facial expressions, focus, sensitivity to other dances and spatial awareness.</li> <li>• Technical skills – Rhythmic content,</li> </ul>

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	<ul style="list-style-type: none"> <li>• Formations</li> <li>• Stimulus – Challenging the traditional views of hip hop</li> <li>• Kendrick H2O Sandy               <ul style="list-style-type: none"> <li>• Boy blue entertainment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Bencao</li> <li>- Bow</li> </ul>	<ul style="list-style-type: none"> <li>• Choreographer               <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment               <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions</li> <li>• Choreography content               <ul style="list-style-type: none"> <li>• Choreographic approach on E of E.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choreographer               <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment               <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions               <ul style="list-style-type: none"> <li>• Choreography content</li> </ul> </li> </ul> <p>Choreographic approach of Shadows.</p>	<p>timing content, RADS and Movement in a stylistic way.</p> <ul style="list-style-type: none"> <li>• Physical skills - Flexibility, strength, technique, control, co-ordination, extension, posture, alignment, stamina, isolation and balance.</li> <li>- Mental skills - Mental skills – mental rehearsal, rehearsal discipline, movement memory, commitment, response to feedback , capacity to improve and planning of rehearsal.</li> </ul>
<b>Unit 5</b>	<p>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,</p>	<p>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</p>	<p>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 movement.</p>	<p>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.</p>	<p>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</p>

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	<p>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.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Communication of choreographic intention and artistry KS4.</p> <p>Learn to choreograph, perform and appreciate dance as an art form KS4.</p> <p>Safe dance practice- warm ups, balances, working with others, cross curricular with Physical education.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p>	<p>reaction, actions, dynamics – speed, energy and flow and space – Pathways, Levels and Direction), Motif and motif development KS3.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Use of imagination, problem solving, creativity and the synthesis of ideas KS4.</p> <p>Learn to choreograph, perform and appreciate dance as an art form KS4.</p> <p>Safe dance practice- warm ups, balances, working with others and lifting, cross curricular with Physical education.</p> <p>Analyse poem and other texts with literacy techniques – repetition and interpret into dance choreographic devices of repetition.</p> <p>Colours, shapes and lines are analysed from Art into dance</p>	<ul style="list-style-type: none"> <li>• Focus, phrasing, projection and facial expressions.</li> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</p> <p>Critical analysis, interpretation, evaluation and appreciation of professional dance works KS4.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p>	<ul style="list-style-type: none"> <li>• Focus, phrasing, projection and facial expressions.</li> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques within a range of dance styles and forms KS3.</p> <p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</p> <p>Critical analysis, interpretation, evaluation and appreciation of professional dance works KS4.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p>	<ul style="list-style-type: none"> <li>• Physical skills</li> <li>• Mental skills.</li> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> <li>• Structure – binary, rondo, ternary, narrative.             <ul style="list-style-type: none"> <li>• Refine</li> <li>• Synthesis</li> </ul> </li> </ul> <p>TEACHER MARKED WRITTEN ASSESSMENT IN BOOKET.</p> <p>Critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</p> <p>Critical analysis, interpretation, evaluation and appreciation of professional dance works KS4.</p> <p>Production features analysis (Lighting, costumes and set), cross curricular links with Drama and media.</p> <p><b>APPRECIATION</b></p>
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	<p>West side story themes, intentions and body language is analysed in English language. West side story is a musical based on prejudice and racism, cross curricular to PSHE when studying racism.</p> <p><b>PERFORMANCE, CHOREOGRAPHY AND APPRECIATION IN A GROUP.</b></p>	<p>to indicate formations and pathways.</p> <p><b>CHOREOGRAPHY</b></p>	<p>Safe dance practice cross curricular with Physical education.</p> <p><b>PERFORMANCE IN A GROUP AND APPRECIATION</b></p>	<p><b>PERFORMANCE IN A GROUP AND APPRECIATION</b></p>	
<p><b>Unit 5 knowledge end points</b></p>	<ul style="list-style-type: none"> <li>• Kick</li> <li>• Ball change</li> <li>• Clicking</li> <li>• Intension mood and atmosphere</li> <li>• Formations – Intimidation and to prevent using these.             <ul style="list-style-type: none"> <li>• Sharks</li> <li>• Jets</li> <li>• Racism</li> <li>• Control</li> </ul> </li> <li>• Accuracy of replicating choreography form the musical.             <ul style="list-style-type: none"> <li>• Transitions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stimuli's/Stimulus</li> <li>• Explore and research</li> <li>• Use props, texts, pictures and ideas as a stimulus to create a dance.             <ul style="list-style-type: none"> <li>• Choreograph independently                 <ul style="list-style-type: none"> <li>• Guernica</li> <li>• The scream</li> <li>• Superhero's</li> </ul> </li> <li>• Alice in wonderland</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).             <ul style="list-style-type: none"> <li>• Motif and motif development.</li> </ul> </li> <li>• Production features – Lighting, set, aural setting, costume and props.             <ul style="list-style-type: none"> <li>• Choreographer                 <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment                 <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions</li> </ul> </li> <li>• Choreography content             <ul style="list-style-type: none"> <li>• Choreographic approach on ALC..</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).             <ul style="list-style-type: none"> <li>• Motif and motif development.</li> </ul> </li> <li>• Production features – Lighting, set, aural setting, costume and props.             <ul style="list-style-type: none"> <li>• Choreographer                 <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment                 <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions</li> </ul> </li> <li>• Choreography content</li> <li>• Choreographic approach of Infra.</li> </ul>	<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Performance skills - TEMP</li> <li>• Production features (lighting, set, costume and aural setting).             <ul style="list-style-type: none"> <li>• Motif and motif development.</li> </ul> </li> <li>• Production features – Lighting, set, aural setting, costume and props.             <ul style="list-style-type: none"> <li>• Choreographer                 <ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> </ul> </li> <li>• performance environment                 <ul style="list-style-type: none"> <li>• stimuli</li> </ul> </li> <li>• Choreographic intentions</li> </ul> </li> <li>• Choreography content</li> </ul>

# WIXAMS ACADEMY **SUBJECT** 5 YEAR CURRICULUM PLAN 2021-2022

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 APPRECIATION PERFORMANCE CHOREOGRAPHY APPRECIATION PERFORMANCE AND APPRECIATION

					Choreographic approach of all works. <ul style="list-style-type: none"> <li>• Comparisons by discussing similarities and differences.</li> <li>• Extended writing questions – 6 markers and 12 markers.</li> </ul>
<b>Unit 6</b>	<p>Dancing through the century - Dances from other era's/genres- Lindy Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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), accuracy, facial expressions characterisation.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p>	<p>A Starting point - Stimulus Flexibility, strength, technique, control and balance and perform dances using a range of movement patterns from KS2.</p> <p>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), stimulus, Motif and motif development KS3.</p> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</p> <p>Perform dances using advanced dance techniques</p>		<p>Introduction to Professional work 6 – Artificial Things</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Focus, phrasing, projection and facial expressions.</li> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).</li> <li>• Motif and motif development.</li> </ul> <p>TEACHER MARKED WRITTEN AND PERFORMANCE ASSESSMENT IN BOOKET. PEER WRITTEN PERFORMANCE PIN</p>	

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

**PERFORMANCE, CHOREOGRAPHY AND APPRECIATION** **PERFORMANCE** **CHOREOGRAPHY** **APPRECIATION** **PERFORMANCE AND APPRECIATION**

	<p>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. 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.</p> <p><b>PERFORMANCE AND CHOREOGRAPHY IN A DUET.</b></p>	<p>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 to indicate formations and pathways.</p> <p><b>CHOREOGRAPHY</b></p>		<p><b>ASSESSMENT. SELF WRITTEN ASSESSMENT IN BOOKLETS.</b></p> <p>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.</p> <p><b>PERFORMANCE IN A GROUP AND APPRECIATION</b></p>	
<p><b>Unit 6 knowledge end points</b></p>	<ul style="list-style-type: none"> <li>• Working with others             <ul style="list-style-type: none"> <li>• Partner work</li> <li>• Rhythm</li> </ul> </li> <li>• Get Down Position             <ul style="list-style-type: none"> <li>• Charleston</li> <li>• Shimmy</li> <li>• Hop kick</li> </ul> </li> <li>• Fall off the Log</li> <li>• Co-ordination</li> <li>• Around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Research and exploration</li> <li>• Improvisation</li> <li>• Motif development – fragmentation and stimulus</li> <li>• Choreographic devices – unison, canon, motif, motif development, climax, highlight, repetition.</li> </ul>		<ul style="list-style-type: none"> <li>• Choreographic devices</li> <li>• Production features (lighting, set, costume and aural setting).             <ul style="list-style-type: none"> <li>• Motif and motif development.</li> </ul> </li> <li>• Production features – Lighting, set, aural setting, costume and props.             <ul style="list-style-type: none"> <li>• Choreographer</li> </ul> </li> </ul>	



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

**PERFORMANCE, CHOREOGRAPHY AND APPRECIATION** **PERFORMANCE** **CHOREOGRAPHY** **APPRECIATION** **PERFORMANCE AND APPRECIATION**

	<ul style="list-style-type: none"> <li>• Scarecrow</li> <li>• Hand jive</li> <li>• Break away</li> </ul>	<ul style="list-style-type: none"> <li>• Structure – binary, rondo, ternary, narrative.</li> <li>• Refine</li> <li>• Synthesis</li> </ul>		<ul style="list-style-type: none"> <li>• Dates</li> <li>• Dancers</li> <li>• performance environment</li> <li>• stimuli</li> <li>• Choreographic intentions</li> <li>• Choreography content</li> <li>Choreographic approach of Artificial things.</li> </ul>	
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Complete all boxes

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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