



Expressive Arts Curriculum Map

Dance	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	<p>Story Telling</p> <p>Skills</p> <p>Students are baseline assessed, before exploring storytelling techniques.</p> <p>Knowledge</p> <p>Narration</p> <p>Tableaux</p> <p>Body Props</p> <p>Mime.</p> <p>Assessment</p> <p>Students are assessed for creation, performance and evaluation</p>	<p>Story Telling</p> <p>Skills</p> <p>Students are baseline assessed, before exploring storytelling techniques.</p> <p>Knowledge</p> <p>Narration</p> <p>Tableaux</p> <p>Body Props</p> <p>Mime.</p> <p>Assessment</p> <p>Students are assessed for creation, performance and evaluation</p>	<p>Greek Theatre</p> <p>Skills</p> <p>The students research techniques and elements of Greek Theatre and how it has influenced theatre in the modern world.</p> <p>Knowledge</p> <p>Choral Performance</p> <p>Voice</p> <p>Gesture</p> <p>Devising</p> <p>Assessment</p> <p>Students are assessed for creation, performance and evaluation</p>	<p>Greek Theatre</p> <p>The students use the techniques that they have learnt to develop a reworking of a classic Greek tale.</p> <p>Knowledge</p> <p>Choral Performance</p> <p>Voice</p> <p>Gesture</p> <p>Devising</p> <p>Assessment</p> <p>Students are assessed for creation, performance and evaluation</p> <p>Oedipus Choral Piece</p> <p>Adaptation of a Greek Myth</p>	<p>Commedia d'ell Arte</p> <p>The students research conventions of the time period and explore how this style of Drama has influenced modern theatre.</p> <p>Knowledge</p> <p>Stock Characters</p> <p>Structure of a Narrative</p> <p>Improvisation</p> <p>Stylised Acting</p> <p>Mask</p> <p>Assessment</p>	<p>Comedia D'ell Arte</p> <p>The students devise their own piece of Commedia d'ell Arte based around a stimulus.</p> <p>Knowledge</p> <p>Stock Characters</p> <p>Structure of a Narrative</p> <p>Improvisation</p> <p>Stylised Acting</p> <p>Mask</p> <p>Assessment</p> <p>Students are assessed for creation,</p>



	Robber Bridegroom group piece Class Drama – Darkwood Manor	Robber Bridegroom group piece Class Drama – Darkwood Manor	Oedipus Choral Piece Adaptation of a Greek Myth		Students are assessed for creation, performance and evaluation Devised Commedia dell'Arte piece	performance and evaluation Devised Commedia dell'Arte piece
Year 8	<p style="text-align: center;">Boal Rotation</p> <p style="text-align: center;">Skills Developing a piece of theatre through applying the techniques of Augusto Boal in the context of Theatre of the Oppressed</p> <p style="text-align: center;">Knowledge Forum Theatre Directing Developing Performance and responding purposefully to direction</p> <p style="text-align: center;">Assessment Creation Performance Evaluation</p>					
Year 9	<p style="text-align: center;">Melodrama</p> <p style="text-align: center;">Skills</p> <p>Students research the conventions of the time period and develop a classical interpretation of <i>the Murder in the Red Barn</i>.</p> <p style="text-align: center;">Knowledge</p> <p>Stock Characters Structure of a Narrative Improvisation</p>	<p style="text-align: center;">Stage Fighting</p> <p style="text-align: center;">Skills</p> <p>Students learn stage combat techniques and apply them to a range of styles and forms of theatre.</p> <p style="text-align: center;">Knowledge</p> <p>Stage Fighting Technique Application to theatre styles Special Effects Make-up</p> <p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Page to Stage</p> <p>Students look at a range of play texts and devise strategies to lift the drama from the page to the stage.</p> <p style="text-align: center;">Hillsborough</p> <p>Students take an in depth look at the short play <i>Hillsborough</i>, developing a director's concept including lighting, set design and costume.</p> <p style="text-align: center;">Skills</p> <p>Interpreting Script</p>			



	<p>Stylised Acting</p> <p style="text-align: center;">Assessment</p> <p>Students are assessed for creation, performance and evaluation</p> <p style="text-align: center;">Murder in the Red Barn duologue</p> <p style="text-align: center;">Devised contemporary Melodrama</p>	<p>Students are assessed for creation, performance and evaluation</p> <p style="text-align: center;">Paired stage fighting sequence</p> <p style="text-align: center;">Small group drama.</p>	<p>Analysing Character</p> <p>Reading Subtext</p> <p>Set Design</p> <p>Lighting Design</p> <p style="text-align: center;">Assessment</p> <p>Jouney's End performance</p> <p>Hillsborough practical assessment</p> <p>Hillsborough written director's concept</p>			
Year 10	<p>Staging a Dramatic Scene – Monologues</p> <p style="text-align: center;">Skills</p> <p>The students manipulate performance space and explore acting in different stage configurations.</p> <p>The students then devise a monologue from a stimulus and perform as an individual.</p> <p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Pantomime</p> <p style="text-align: center;">Skills</p> <p>The students develop a pantomime to be showcased in the school Christmas assemblies. The students learn about conventions of the style and discover how to write a structured pantomime.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Conventions</p> <p style="text-align: center;">Devising a narrative</p> <p style="text-align: center;">Stock Characters</p>	<p style="text-align: center;">Multi-Media Performance</p> <p style="text-align: center;">Skills</p> <p>The students explore the use of ICT in performance, devising a scene where they act using projected versions of themselves.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Acting for the Camera</p> <p style="text-align: center;">Thought Tracking</p> <p style="text-align: center;">Developing Character</p>	<p style="text-align: center;">Devising</p> <p style="text-align: center;">Skills</p> <p>The students undertake their Unit 1 Devising Unit, where they create a piece of Drama from a stimulus.</p> <p>They will also be developing their supported written evidence document as a reflective journal.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Developing Performance</p>	<p style="text-align: center;">Devising</p> <p style="text-align: center;">Skills</p> <p>The students undertake their Unit 1 Devising Unit, where they create a piece of Drama from a stimulus.</p> <p>They will also be developing their supported written evidence document as a reflective journal.</p> <p style="text-align: center;">Knowledge</p> <p style="text-align: center;">Developing Performance</p>	<p style="text-align: center;">Devising</p> <p style="text-align: center;">Skills</p> <p>The students undertake their Unit 1 Devising Unit, where they create a piece of Drama from a stimulus.</p> <p>They will also be developing their supported written evidence document as a reflective journal.</p> <p style="text-align: center;">Knowledge</p>



	<p>Types of staging</p> <p>Adapting performance to manipulate audience</p> <p>Performer/Audience Relationship</p> <p>Assessment</p> <p>The Birthday Party Duologue</p> <p>Artaudian Devised Piece</p> <p>Monologue</p>	<p>Assessment</p> <p>Group Pantomime</p>	<p>Assessment</p> <p>Multi-Media Group Performance</p>	<p>Practitioners</p> <p>Performance Theory</p> <p>Assessment</p> <p>Component 1 Performance</p> <p>Portfolio</p>	<p>Practitioners</p> <p>Performance Theory</p> <p>Assessment</p> <p>Component 1 Performance</p> <p>Portfolio</p>	<p>Developing Performance</p> <p>Practitioners</p> <p>Performance Theory</p> <p>Assessment</p> <p>Component 1 Performance</p> <p>Portfolio</p>
Year 11	<p>DNA – Unit 3</p> <p>Skills</p> <p>The students begin initial workshops on the play DNA by Dennis Kelly.</p> <p>Knowledge</p> <p>Play Conventions</p> <p>Staging</p> <p>Rehearsal Techniques</p> <p>Character Analysis</p>	<p>Performance Exam</p> <p>Skills</p> <p>Students rehearse for their performance exam of a monologue and group piece.</p> <p>Knowledge</p> <p>Performance Skills</p> <p>Contextual Understanding</p> <p>Dramaturgy</p> <p>Assessment</p> <p>Peer Evaluation</p>	<p>Performance Exam</p> <p>Skills</p> <p>Students rehearse for their performance exam of a monologue and group piece. Performed February.</p> <p>Knowledge</p> <p>Performance Skills</p> <p>Contextual Understanding</p> <p>Dramaturgy</p> <p>Assessment</p> <p>Component 2 Performance Exam</p>	<p>DNA and Review of a Live Performance</p> <p>Skills</p> <p>Revisit of DNA director’s work and preparation for answering the review of a live performance written exam.</p> <p>Knowledge</p> <p>Play Conventions</p> <p>Staging</p> <p>Rehearsal Techniques</p> <p>Character Analysis</p>	<p>DNA and Review of a Live Performance</p> <p>Skills</p> <p>Revisit of DNA director’s work and preparation for answering the review of a live performance written exam.</p> <p>Knowledge</p> <p>Play Conventions</p> <p>Staging</p> <p>Rehearsal Techniques</p> <p>Character Analysis</p>	



	Assessment Mock Exam	Interim Performance Assessment		Assessment Mock Exam	Assessment Component 3 Written Paper Exam
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English Key Skills

1: Reading

2: Writing

3: Speaking & Listening



"Aspire, achieve, acclaim"

Year 7 Term 1: Baseline Assessment (4 weeks)

Skills

Posture
Balance
Control
Mobility
Extension

Knowledge

Expressive Skills
Focus
Projection
Spatial awareness
Safe practice

Assessment

Performance Assessment
Choreography Assessment
Vocabulary Test

Year 7 Term 2: Dance Through the Decades

Skills

Identify similarities and differences in dance styles and genre

Knowledge



Perform actions from each decade with excellent technical and expressive skills throughout. There is a sensitive and thoughtful response.
Understand how actions, space, dynamics and relationships can be used through choreography and demonstrate this clearly.
Understand the importance of appropriate preparation for performance and apply clearly and with confidence to their dancing.

Assessment

Practical performance
Stylistic Features written test.

Year 7 Term 3: Set Dance

Skills

Posture
Balance
Control
Mobility
Extension
Co-ordination
Dynamics

Knowledge

Musicality
Expressive skills
Safe practice
How to respond to feedback



Assessment

Performance
Vocabulary test
Written self-reflection of processes to prepare for performance.

Year 7 Term 4: Thirst

Skills

Choreographic process
Contact work
Systematic repetition
Rehearsal discipline

Knowledge

Action content
Dynamic content
Spatial content

Assessment

Choreography
Choreographic process test



Year 7 Term 5: Across the Lines

Skills

Projection of an idea to an audience
Choreographic process
Contact work
Rehearsal discipline
Physical skills
Technical skills
Expressive skills

Knowledge

Responding to a stimulus
Musicality
Expressive skills
Action, space and dynamic content

Assessment

Choreography
Performance
Written assessment
Self-assessment
Target setting



"Aspire, achieve, acclaim"

Year 7 Term 6: Stimulus

Skills

Projection of an idea to an audience

Choreographic process

Contact work

Rehearsal discipline

Physical skills

Technical skills

Expressive skills

Choreographic process

Contact work

Systematic repetition

Rehearsal discipline

Posture

Balance

Control

Mobility

Extension

Knowledge

Responding to a stimulus

Musicality

Expressive skills

Action, space and dynamic content



"Aspire, achieve, acclaim"

Musicality
Expressive skills
Safe practice
How to respond to feedback
Expressive Skills
Focus
Projection
Spatial awareness
Safe practice

Assessment

Choreography
Performance
Written assessment
Self-assessment
Target setting

Year 8 Ghost Dances

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension
Technical skills – timing, rhythm, movement in a stylistic way
Expressive skills – projection, focus, spatial awareness, facial expression
Movement memory



Knowledge

Action content
Dynamic content
Spatial content
Safe practice
Rehearsal discipline

Assessment

Performance
Choreography
Written appreciation test

**Year 9 Term 1 & 2 : Trio & Duet Performance
Dance Technique**



Skills

Posture
Alignment
Balance
Flexibility
Strength
Stamina
Extension

Knowledge

Rehearsal discipline
Planning of rehearsal
Response to feedback
Musicality
Sensitivity to other dancers
Communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s)

Assessment

Performance
Choreography
Self & teacher reflection



Skills

Performance skills,
Creative and choreographic practice
Understanding and analytical skills required for critical appreciation.

Knowledge

Different dance styles and fusions of style
A selection of established and emerging choreographers
Different numbers and combinations of dancers
A variety of choreographic approaches
Different choreographic structures
A variety of types of performance environment
A variety of aural settings
Dance influenced by other cultures

Assessment

Performance
Self & Teacher reflection



"Aspire, achieve, acclaim"

**Performance & Skills Technique
Set Work Shadows**

Skills

Posture
Alignment
Balance
Flexibility
Strength
Stamina
Extension
Control
Focus
Projection

Knowledge

Rehearsal discipline
Planning of rehearsal
Response to feedback
Musicality
Movement memory
Action content
Dynamic
Spatial content

Assessment

Live performance
Self and teacher feedback/reflection



Year 10 Term 1: A Linha Curva

Theory

A Linha Curva

Skills

Analytical skills

Critical appreciation

Knowledge

Staging/set

Lighting

Properties

Costume

Dancers

Aural setting

Dance for camera

Performance environment

Choreographic approaches



Choreographic content and intent

Assessment

Written appreciation test

**Practical
Technique & A Linha Curva Repertoire**

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension

Technical skills – timing, rhythm, movement in a stylistic way

Expressive skills – projection, focus, spatial awareness, facial expression

Movement memory

Knowledge

Different dance styles and fusions of style

Different numbers and combinations of dancers

A variety of choreographic approaches

Different choreographic structures

a variety of types of performance environment

a variety of aural settings

Dance influenced by other cultures.

Assessment

Live performance



Year 10 Term 2: Infra

Theory

Infra

Skills

Analytical skills

Critical appreciation

Knowledge

Staging/set

Lighting

Properties

Costume

Dancers

Aural setting

Dance for camera

Performance environment

Choreographic approaches

Choreographic content and intent

Assessment

Written appreciation test

Practical

Infra Repertoire & the Choreography Process



Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension

Technical skills – timing, rhythm, movement in a stylistic way

Expressive skills – projection, focus, spatial awareness, facial expression

Movement memory

Knowledge

Different dance styles and fusions of style

Different numbers and combinations of dancers

A variety of choreographic approaches

Different choreographic structures

a variety of types of performance environment

a variety of aural settings

Dance influenced by other cultures.

Action content

Dynamic content

Spatial content

Structuring

Choreographic process

Choreographic devices

Assessment

Live performance



Year 10 Term 3: Safe Practice, Technical, Expressive Skills & Set Dance 1

Theory

Safe Practice, Technical & Expressive Skills

Skills

Analytical skills
Critical appreciation
Safe working practices

Knowledge

Staging/set
Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches
Choreographic content and intent
Safe execution
Appropriate dancewear

Assessment

Written appreciation test

Practical

Set Dance 1

Skills



Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension
Technical skills – timing, rhythm, movement in a stylistic way
Expressive skills – projection, focus, spatial awareness, facial expression
Movement memory

Knowledge

Expand movement vocabulary
Physical skills and attributes safely during performance
Technical skills accurately and safely during performance
Expressive skills mental skills and attributes during performance

Assessment

Filmed performance

Year 10 Term 4: Emancipation of Expressionism Repertoire

Theory
Emancipation of Expressionism



Skills

Analytical skills
Critical appreciation

Knowledge

Staging/set
Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches
Choreographic content and intent

Assessment

Written appreciation test

Practical

Emancipation of Expressionism Repertoire

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension
Technical skills – timing, rhythm, movement in a stylistic way
Expressive skills – projection, focus, spatial awareness, facial expression
Movement memory

Knowledge



"Aspire, achieve, acclaim"

Different dance styles and fusions of style
Different numbers and combinations of dancers
A variety of choreographic approaches
Different choreographic structures
a variety of types of performance environment
a variety of aural settings
Dance influenced by other cultures.

Assessment

Live performance

Year 10 Term 5: Artificial Things & Set Dance 2

Theory

Artificial Things

Skills

Analytical skills
Critical appreciation

Knowledge

Staging/set
Lighting
Properties



"Aspire, achieve, acclaim"

Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches
Choreographic content and intent

Assessment

Written appreciation test

**Practical
Set Dance 2**

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension
Technical skills – timing, rhythm, movement in a stylistic way
Expressive skills – projection, focus, spatial awareness, facial expression
Movement memory

Knowledge

Expand movement vocabulary
Physical skills and attributes safely during performance
Technical skills accurately and safely during performance
Expressive skills mental skills and attributes during performance



Assessment
Filmed performance

Year 10 Term 6: Consolidation Preparation for End of Year exams, Set Dance and Set Works

Theory
Consolidation Preparation for End of Year Exams

Skills
Analytical skills
Critical appreciation
Revision skills
Exam techniques

Knowledge
Staging/set
Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera



Performance environment
Choreographic approaches
Choreographic content and intent

Assessment

Written appreciation test

Practical

Practical exploration of Set Dance and Set Works

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension

Technical skills – timing, rhythm, movement in a stylistic way

Expressive skills – projection, focus, spatial awareness, facial expression

Movement memory

Knowledge

Expand movement vocabulary

Physical skills and attributes safely during performance

Technical skills accurately and safely during performance

Expressive skills mental skills and attributes during performance

Assessment

Practical assessment



**Theory
Shadows**

Skills

Analytical skills
Critical appreciation

Knowledge

Staging/set
Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches
Choreographic content and intent

Assessment

Written appreciation test

**Practical
Choreography**

Skills

Action content
Dynamic content
Spatial content



Knowledge

Relationship content
Choreographic processes
Structuring devices
Choreographic devices
Aural setting
Performance environment
Communication of choreographic intent

Assessment

Critical appreciation
Live performance

Year 11 Term 2: Within Her Eyes & Choreography

Theory

Within Her Eyes

Skills

Analytical skills
Critical appreciation

Knowledge

Staging/set



"Aspire, achieve, acclaim"

Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches
Choreographic content and intent

Assessment

Written appreciation test

**Practical
Choreography**

Skills

Action content
Dynamic content
Spatial content

Knowledge

Relationship content
Choreographic processes
Structuring devices
Choreographic devices
Aural setting
Performance environment
Communication of choreographic intent



Assessment

Critical appreciation
Live performance

Year 11 Term 3: Set Works Exam Questions & Performance in a Duo/Trio & Set Dances

Theory

Set Works Exam Questions

Skills

Analytical skills
Critical appreciation

Knowledge

Staging/set
Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches



Choreographic content and intent

Assessment

Written appreciation test

**Practical
Performance in a Duo/Set Dances**

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension

Technical skills – timing, rhythm, movement in a stylistic way

Expressive skills – projection, focus, spatial awareness, facial expression

Movement memory

Knowledge

Expand movement vocabulary

Physical skills and attributes safely during performance

Technical skills accurately and safely during performance

Expressive skills mental skills and attributes during performance

Relationship content

Assessment

Filmed performance



Year 11 Term 4: Programme Note, Rehearsal and Exam Preparation

Theory

Programme Note/Choreography support

Skills

Written evidence to support practical assessment

Knowledge

Choreographic intent-mood, themes, ideas, style, fusion.

Assessment

External assessor

Practical

Performance in a Duo/Set Dance rehearsal

Skills

Physical skills – posture, alignment, balance, co – ordination, control, flexibility, extension

Technical skills – timing, rhythm, movement in a stylistic way

Expressive skills – projection, focus, spatial awareness, facial expression

Movement memory

Knowledge

Expand movement vocabulary

Physical skills and attributes safely during performance

Technical skills accurately and safely during performance

Expressive skills mental skills and attributes during performance

Relationship content



Assessment

Filmed performance

Year 11 Term 5: Exam Preparation

Exam Preparation

Skills

Analytical skills
Critical appreciation
Revision skills
Exam techniques

Knowledge

Staging/set
Lighting
Properties
Costume
Dancers
Aural setting
Dance for camera
Performance environment
Choreographic approaches
Choreographic content and intent



Assessment

Written exam

Exam Preparation

Skills

- Analytical skills
- Critical appreciation
- Revision skills
- Exam techniques

Knowledge

- Staging/set
- Lighting
- Properties
- Costume
- Dancers
- Aural setting
- Dance for camera
- Performance environment
- Choreographic approaches
- Choreographic content and intent

Assessment

Written exam