Curriculum Map -Dance Y9

	1	2	3	4	5	6
Y9	Topic: Styles of dance Big question: What styles of dance are there and how do I show them in dance? *Assessment at end of topic.*	Topic: Stimulus Big question: What is a stimulus and how do I use one to create a dance? *Midway point assessment – Music stimulus lesson* *Assessment at end of topic.*	Topic: Urban dance Big question: What is urban dance and how do I use my performance skills to show different styles? *Midway point assessment Contemporary sia lesson - Assessment at end of topic.*	Topic: Global dance - choreographer Big question: What is A Linha Curva about and how do I recreate my own version of this dance? *Midway point assessment – Climax lesson* *Assessment at end of topic.*	Topic: Jazz dance Big question: What is Jazz style and how do I show specific styles and choreographers? *Midway point assessment – Jack Cole lesson* *Assessment at end of topic.*	Topic: Technique skills Big question: What are technique skills and how do I use them to build on my dance technique?. *Midway point assessment – week 5 lesson* *Assessment at end of topic.*

Curriculum Map -Dance Y9

	Year 9 STEM Statement Year 9 Dance develops STEM skills through the exploration of a wide range of dance styles, choreography and performance techniques. Students apply scientific understanding of movement, physical control and safe practice; use research and analysis to explore professional dance works and choreographers; solve creative and technical challenges through choreographic design and refinement; and develop mathematical skills through rhythm, timing, spatial awareness and the structuring of movement sequences. **Year 9 I4C The Next Generation Statement** Year 9 Dance develops the I4C competencies through increasingly independent choreography and performance work. Students demonstrate Creativity by developing original dance material and responding to stimuli; Communication through expressive movement and evaluative discussion; Collaboration through rehearsal and group performance; and Critical Thinking through analysing dance styles, evaluating performance quality and refining choreographic ideas to achieve artistic intentions.					
Links to N.C	use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas perform dances using advanced dance techniques in a range of dance styles and forms analyse their performances compared to previous ones and	use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas perform dances using advanced dance techniques in a range of dance styles and forms analyse their performances	use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas perform dances using advanced dance techniques in a range of dance styles and forms analyse their performances compared to previous ones and	use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas perform dances using advanced dance techniques in a range of dance styles and forms analyse their performances compared to previous ones and	use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas perform dances using advanced dance techniques in a range of dance styles and forms	use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas perform dances using advanced dance techniques in a range of dance styles and forms

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	demonstrate improvement to achieve their personal best	compared to previous ones and demonstrate improvement to achieve their personal best	demonstrate improvement to achieve their personal best	demonstrate improvement to achieve their personal best	analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best