

**Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

Key Concepts	Year 7	Year 8	Year 9	Year 10	Year 11
Creating, Responding and Improvising	ASDR - dance fundamentals	ASDR - dance development	Design a dance - dance application	Dance Technique and Performance	Final Production - core unit.
Developing and Researching	ASDR - dance fundamentals		Design a dance - dance application	Dance technique and Performance	Final Production - core unit.
Exploring and Refining		ASDR - dance development	Design a dance - dance application	Dance Technique and Performance	Final Production - core unit.
Performing	ASDR - dance fundamentals	ASDR - dance development	Design a dance - dance application	Dance Technique and Performance	Final Production - core unit.
Evaluating	ASDR - dance fundamentals	ASDR - dance development	Design a dance - dance application	Dance Technique and performance	Final Production - core unit.

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

Year 10 RSL					
Autumn Term		Spring Term		Summer Term	
Unit Title: 227 Dance Technique and Performance	Unit length: GLH 60 - 100	Unit Title: 227 Dance Technique and Performance	Unit length: GLH 60 - 100	Unit Title: 227 Dance Technique and performance	Unit length: GLH 60 -100
Domains of Knowledge: <ul style="list-style-type: none"> <li>Understand the context and history of the chosen dance genre. <b>Social, cultural, moral and historical context</b></li> <li>Be able to demonstrate technique and performance skills in the chosen dance style. <b>Style and genre - Jazz, contemporary and urban</b> <b>Technique - Alignment, posture/fluidity of the spine and stylistic qualities</b> <b>Movement - Focus, projection and Choreography</b></li> </ul> Relevant Key Concepts:				Domains of Knowledge: <ul style="list-style-type: none"> <li>Reflect on their performance skills. <b>Space, levels, proxemics and dynamics - laban's eight efforts, contact work and stage directions</b> <b>Semiotics - props and costume</b> <b>Form and structure - transitions, ensembles and climax</b></li> </ul> Relevant Key Concepts:	

<ul style="list-style-type: none"> <li>• Creating, responding and Improvising</li> <li>• Developing and researching</li> <li>• Performing</li> </ul>	<ul style="list-style-type: none"> <li>• Performing and evaluating</li> <li>• Exploring and refining</li> </ul>
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• Dance fundamentals (movement, space and levels)</li> <li>• Development of dance (technique, style and genre)</li> </ul> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• An understanding and appreciation of performance, choreographic intentions and traditions.</li> <li>• Understanding that dance can be used to reflect the world around us, exploring cultural, social, historical, political and moral issues.</li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>• Know about the stylistic qualities of the genre.</li> <li>• Understand how the genre has developed historically.</li> </ul> <p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>• Ability to perform to an audience with skill, control, appropriate use of movement skills as an individual and within an ensemble</li> <li>• Ability to reflect and evaluate own work and that of others, in order to shape, refine and improve understanding and future practise.</li> </ul>

Year 11 RSL					
Autumn Term		Spring Term		Summer Term	
Unit Title: Final Production - Core Unit External	Unit length: GLH 200 - 100	Unit Title: Final Production - Core Unit External	Unit length: GLH 200-100	Unit Title: Final Production - Core unit External	Unit length: GLH 200 -100
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>• Be able to audition for a whole company final production. <b>Movement - facial expressions, rhythm and pathways.</b> <b>Technique - musicality, timing and use of weight.</b> <b>Style and genre - street jazz, ballet, hip hop.</b></li> </ul>		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>• Be able to work with others to plan and rehearse for the final production <b>Space, levels, proxemics and dynamics</b> <b>Semiotics - stage positions, levels, performance spaces</b> <b>Form and Structure - contrast, chance method, mirroring and one part form.</b></li> <li>• Be able to demonstrate the skills to participate in a large scale production, incorporating skills from optional units taken <b>Movement - eye contact, posture and actions</b></li> </ul>		<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>• Be able to reflect on their performance <b>Technique</b> <b>Form and Structure</b> <b>Social, cultural, moral and historical context</b></li> </ul>	

	<b>Form and structure - responding to stimuli, solos, sequences, duets and accumulation. Technique - timing.</b>	
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Developing and researching</li> <li>● Performing</li> </ul>	<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Creating, responding and improvising</li> <li>● Exploring and refining</li> <li>● Performing</li> </ul>	<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● Performing</li> <li>● Evaluating</li> <li>● Exploring and refining</li> </ul>
<p>Gateway knowledge: Students will know the performance skills required to produce a successful audition. They will have knowledge of key terminology and be able to answer questions about a particular genre.</p> <p>Assessment end-points: Skills in improvising, creating, developing, interpreting and refining dance works.</p>	<p>Gateway knowledge: Students have knowledge of how to structure a dance production, using appropriate set/lighting and music. They have a good appreciation of movement and performance skills.</p> <p>Assessment end-points: Understand how dance works are structured and developed within established techniques, conventions and styles.</p>	<p>Gateway knowledge: Key performance and evaluative skills have been developed.</p> <p>Assessment end-points: Ability to reflect and evaluate own work and that of others, in order to shape, refine and improve understanding and future practice.</p>