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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 7 - Dance |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **The Lion King Experience**  A group performance piece that will be primarily be choreographed by the teacher (MT/ Jazz) and which students will perform at the end of this half term. This is based on the Lion King. | **WW2**  To develop a group choreography based on world war two looking at different aspects of the war through contemporary dance. | **Bugsy Malone**  This unit is based on the infamous musical Bugsy Malone. Students will learn key steps from the movie (MT /Jazz) and demonstrate these in performance whilst scaffolding choreography tools from WW2 with the introduction of Q and A in dance. | **Alphabet of movement**  An introductory skill building unit of key dance actions and dance relationships. | **American Hoedown**  In this unit students will learn popular country dance steps and the context and develop knowledge of stage directions and uses of space. | **Street Dance**  This unit focuses on the different styles within Street dance: Locking, Popping, house and Hip hop whilst learning about the history behind this style. |
| **Key Knowledge & Concepts** | | Skills that will be developed are: Group Performance skills (inc timing and spatial awareness), the reproduction of teacher taught movement phrases, memory skill and overall performance. | Students will develop skills in: teacher taught movement phrases, use of expression, and the communication of WW2.  Written work: describe, explain and evaluate. | Skills that will be developed are: facial expression, the reproduction of teacher taught movements (repertoire) and use of choreographic tools. | Students will develop their knowledge specifically on Dance Actions (EFGSTT) and develop their movement vocabulary. | Skills that will be developed are: Group performance skills, the reproduction of teacher taught movements, memory skill, and choreographic knowledge. Learning is revisited from WW2 (choreography tools- Space)  A written task is integrated in to this unit to guide students to describe, explain and evaluate. | Students will learn key dance steps from each style and fuse them together in a group performance demonstrating choreographic knowledge. This is a culmination of the years choreographic knowledge. Skills that are developed are musicality, style, the accurate reproduction of teacher taught movement (s) phrases and use of choreographic tools. |
| **Clarity around Sequencing** | **Main links across the curriculum** | |  | | | | | |
| **Cross – curricular / Authentic Links** | | EPA whole cross- curricular involvement to come together to create a performance on the main stimulus/theme across subject areas.  Dance  Music  Art  Drama | History context | English | English | Drama  Set design  English: Describe and explain | History dance style origin/ culture |
| **Vocabulary / Literacy** | **Literacy** | **Reading** |  | Research WW2: Blitz |  | Dance alphabet |  |  |
| **Ext. Writing** |  |  |  |  | Questions: Describe and explain in Dance booklets |  |
| **Key**  **Vocabulary** | Performance skills: timing, musicality, focus, projection  Choreography: Unison and canon  Systematic repetition | Space: formations, levels and pathways  Actions: Elevate, Fall Gesture, Stillness, Travel and Turn | Question and answer  Formations  Unison  Canon  Systematic repetition | Actions: Elevate, Fall Gesture, Stillness, Travel and Turn | Country Dance steps: Refer to KO for all steps | Popping, locking, house, Hip hop  Street Dance steps: Refer to KO for all steps |
| **Memory & Cognition** | **Retrieval/ Formative Assessment** | **Start** | Performance and appreciation focus | Choreography and appreciation focus | Performance focus | Choreography focus | Performance and appreciation focus | Performance, appreciation and choreography |
| **On going** | Knowledge recall this is done via practical activities or Q and A at the start/ throughout the lesson. This links to prior learning and the core dance theme within that scheme of work. | | | | | |
| **End** | Knowledge re call, implementation within performance | Use of Q and A. Written task in booklets | Physical representation of key steps ion performance (movement memory) | Knowledge of EFGSTT demonstrated in their choreography | Use of Q and A of stage directions and questions in booklets | Demonstration of choreography, key steps and performance knowledge on practical performance |
| **Assessment** | **Summative**  **Assessment** | | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback |
| **Possible misconceptions** | | Memory of dance  Timing  Accuracy of steps | Choreography tools: Use of space  Memory of dance | Memory of dance  Timing  Accuracy of steps | Actions: wide variety  Memory of dance | Memory of dance  Timing  Accuracy of steps | Memory of dance  Timing  Accuracy of steps  Actions: wide variety  Choreography tools: Use of space |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | PD curriculum: Real world  Racism | PD: Real world views/ opinions |  | PD: Health and wellbeing (fitness) |  | PD: Sense of the modern world |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 8 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Lindy Hop**  Demonstration of the bouncy energetic style of the Lindy Hop focusing on building physical and performance skills (Performance) | **Olympics**  Developing creative and critical thinking skills through sports using pictures from the Rio Olympics as a stimulus (most recent Olympics used) | **Capoeria**  Demonstration of the idea of attack and defence through physically demanding movement to represent a fight using characteristic movements in this Afro- Caribbean Martial art | **Swansong**  The demonstration of a clear character through contemporary dance technique, use of a prop, contact work and own choreography based on a professional work by Christopher Bruce. | **Equality**  To develop transferrable skills such as group work, independent learning and motivation and critical thinking. Students will be given a stimulus and they will create their own dance piece utilising the skills from Y7/8. | **Zombie**  Developing technical and expressive skills in the style of the music video ‘Thriller’. Developing movement ideas (repertoire) in this specific style with the use of choreographic tools. |
| **Key Knowledge & Concepts** | | Performance and physical skills: Key movements replicated accurately and choreographic tools implemented in to a group performance piece. | Choreography: The development of knowledge and application of more complex choreographic tools. A written task is integrated in to this unit to guide students to describe, explain and evaluate. | Performance and Choreography: Dynamic accuracy and use of relationships.  Use of action and reaction. | Choreography Relationships/ space/ characterisation  This piece draws on the themes of bullying and torture and students will also gain an insight in to dance appreciation similar to KS4 dance.  Elements of the teacher taught phrase will be repertoire. Students will complete a written task to enhance their appreciation of this work.  This is a development from Y7’s study in to BM. | Through research, creative tasks and group work, students will develop transferrable skills such as, independent learning and motivation and critical thinking. Further skills to be developed include problem solving, critical thinking, cooperation and communication to realise their idea. This links to the BEE award in Y9 and Comp 3 for BTEC dance.  Written work: describe, explain and evaluate. | Performance and choreography: Physical skills and use of ASDR. Developing movement ideas from the iconic video with the use of choreographic tools that have been learnt across Year 7/8. |
| **Clarity around Sequencing** | **Main links across the curriculum** | |  | | | | | |
| **Cross – curricular / Authentic Links** | | History 1920’s American culture | PE: Sports  History/ development of the Olympics  PD: Sense of the modern world  English: Describe and explain | Geog – Brazil  Context and history behind the creation of Capoeira. | PD Bullying | PD: Resilience | Pop culture:  Context behind music videos and the impact Thriller had on music.  PD: Sense of the modern world |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Contextual knowledge of the 1920’s, impact of Lindy Hop on society | Independent research of Olympic sports |  | \*Appreciation and analysis of the work via class discussion | Independent research to respond to their stimulus | Reading comprehension and Q and A: Impact of the video |
| **Ext. Writing** |  |  |  |  | Description and explanation of their idea. | Questions in booklets based on above |
| **Key**  **Vocabulary** | Refer to KO | Refer to KO | Refer to KO | Prop, question and answer. Key movements- refer to KO. | Refer to KO | Refer to KO |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | KR from Year 7: EFGSTT/ uses of space/ canon and unison | KR in carousel format of prior learning | KR in carousel format of prior learning | KR in carousel format of prior learning | KR in carousel format of prior learning | KR in carousel format of prior learning |
| **On going** | Implementation of key performance skills | Implementation of key choreography skills | Implementation of key performance and choreography skills | Implementation of key performance and choreography skills | Implementation of key performance and choreography skills to realise an idea | Implementation of key performance and choreography skills |
| **End** | Physical demonstration in practical performance. | Physical demonstration in practical performance. Q and A discussions. Hinge questions. | Physical demonstration in practical performance. | Physical demonstration in practical performance. | Physical demonstration in practical performance. | Physical demonstration in practical performance. |
| **Assessment** | **Summative**  **Assessment** | | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback |
| **Possible misconceptions** | | Memory of dance  Timing  Accuracy of steps | Choreography tools: Complex canons/ Mirroring | Memory of dance  Timing  Accuracy of steps  Action/ Reaction | Memory of dance  Timing  Accuracy of steps  Action/ Reaction | Memory of dance  Timing  Accuracy of steps  Demonstration of idea | Memory of dance  Timing  Accuracy of steps  Use of and implementation of more complex choreography tools: canons |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | PD curriculum: Real world- Racism | Real world: PD curriculum | Real world/ Equality: PD curriculum | PD: Bullying | PD: Equality | PD: Sense of modern world |

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| **Bridgewater High Key Stage 3 Curriculum Map** |
| Subject – Year 9 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | **Rock & Roll**  Students will learn about the various styles that falls under this genre. They will demonstrate accuracy in key rock and roll steps and use choreography tools to develop the teacher taught movements and development of the phrase. | **Physical Skills**  Students will learn to accurately reproduce a set teacher taught in contemporary dance. This phrase will develop bodily dance skill and through manipulation of movement, choreographic tools will be developed. | **Dance Films**  Students will learn and perform movement and camera use to tell a story and market a product. | **Dance Appreciation-**  **BLM Diversity**  Students will develop knowledge of a professional dance work through practical reproduction of repertoire in Commercial. | **Stage Combat**  Students will develop control and mobility of the body through stage combat techniques. This will include Capoeira (developed from Y8) as well as key stage combat movements. | **BEE Award**  Students will develop performance and choreography skills in relation to a chosen theme/idea in preparation for the exam |
| **Key Knowledge & Concepts** | | Performance and Choreography.  Performance: Physical skills and accurate reproduction of steps in this style  Choreography: Use of actions.  Evaluation and reflection. | Performance and technique. Accurate reproduction of key movements from a teacher phrase. | Choreography: How to tell a story/ sell a product.  Planning and realisation of idea: Problem solving, independent learning and critical thinking.  This links to COMP 3- BTEC. | Action and relationships (Choreography- actions).  Performance and physical skills: Storytelling and accurate reproduction of repertoire.  Theoretical knowledge and study of a professional dance piece. (a development from Y8-SS) | Performance and choreography: Use of characterisation to demonstrate a story through use of actions, dynamics and relationships.  Evaluation and reflection. | Choreography development, process/ end product (Choreography and Performance). This is a culmination of Key stage 3 study. |
| **Clarity around Sequencing** | **Main links across the curriculum** | |  | | | | | |
| **Cross – curricular / Authentic Links** | | History: Context and culture  Rock & roll culture  Music- Elvis Presley  English: Describe and explain | Physical Education- Fundamental skills | Marketing  Video promotion/ advertising/ ICT  PD: Sense of the modern world (film production/ advertising) | PD: Sense of the modern world/ sense of responsibility and respect | PD: Sense of the modern world/ sense of responsibility and respect  PE: Fundamental skills | EPA cross-curricular link. EPA subjects all complete BEE Award under the stimulus/theme chosen by students and performed.  Dance  Music  Art  Drama |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | 1960’s historical context |  | \*Analysis and application of key camera angles and the effects | \*Appreciation and analysis of the work via class discussion |  | Planning/ researching the dance idea in response to the stimulus |
| **Ext. Writing** | Questions about 1960s culture | Planning a warm up | How they have demonstrated and marketed their product |  |  |
| **Key**  **Vocabulary** | Refer to KO | Warm up  Refer to KO | Refer to KO | Refer to KO | Refer to KO | Refer to KO |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | KR from Year 8: Lindy Hop | How to safely warm up | Q and A of use to choreo tools to tell a story | Q and A of complex choreo tools | Q and A Capoeira from Y8 | Q and A Performance and choreo skills |
| **On going** | Implementation of key performance/ choreography skills as appropriate for the scheme of work. Refer to Lesson by lesson PP’s for detail. | | | | | |
| **End** | Physical demonstration in practical performance. | Physical demonstration in practical performance. | Physical demonstration in practical performance. | Physical demonstration in practical performance. | Physical demonstration in practical performance. | Physical demonstration in practical performance. |
| **Assessment** | **Summative**  **Assessment** | | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback | Practical assessment at end of half term  Mid way verbal feedback www/ebi  Techer observation and general verbal feedback |
| **Possible misconceptions** | | Memory of dance  Timing  Accuracy of steps | Memory of dance  Timing  Accuracy of steps | Mix up/ use of camera angles and key terminology in presentation | Complex canons/ use of fragmentation and retrograde | Names of steps: refer to KO | Complex choreo tools |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | PD: Health and fitness | PD: Health and fitness | PD: Sense of modern world | PD: Equality | PD: Health and fitness | PD: Sense of modern world/ sense of resilience |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 10 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | COMP 1 NXF: Dance Appreciation: Contemporary coursework. Theoretical and practical study.  Comp 2 MOCK: TAP Learning Aim A: Jazz/ Contemporary/ Commercial  Theoretical and practical study creating a piece for the Winter wonder. | COMP 1 NXF: Dance Appreciation: Contemporary coursework. Theoretical and practical study.  Comp 2 MOCK: TAP Learning Aim A: Jazz/ Contemporary/ Commercial  Theoretical and practical study creating a piece for the Winter wonder. | COMP 1 NXF and TAP: Dance Appreciation: Jazz (TAP) study of style/ Commercial (NXH) coursework.  Theoretical and practical study. | COMP 1 NXF and TAP: Dance Appreciation: Jazz (TAP) study of style/ Commercial (NXH) coursework.  Theoretical and practical study. | COMP 2: TAP  Introduction to technique for Swansong practical and written coursework (not needed due to covid 19 reduction)  COMP 3 Mock: NXF  Choreography workshops and practice brief paper (Ideas and Skills) | COMP 2: TAP  Development of technique for Swansong practical and written coursework (not needed due to covid 19 reduction)  **Comp 2 Performance exam.**  COMP 3 Mock: NXF  Choreography workshops and practice brief paper (Ideas and Skills) |
| **Key Knowledge & Concepts** | | Performance and physical skills: COMP 2- TAP  Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1- NXF. | Performance and physical skills: COMP 2- TAP  Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1- NXF. | Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1. | Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1. | COMP 3 NXF: Mock comp 3 exam piece based on a professional work. Development of production, performance and choreography knowledge via Dance Appreciation. Planning and realisation of idea: Problem solving, independent learning, critical thinking and evaluation. - NXF  Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1- TAP | COMP 3 NXF: Mock comp 3 exam piece based on a professional work. Development of production, performance and choreography knowledge via Dance Appreciation. Planning and realisation of idea: Problem solving, independent learning, critical thinking and evaluation- NXF  Physical skills and technique development in Contemporary, ballroom and Tap |
| **Clarity around Sequencing** | **Main links across the curriculum** | |  | | | | | |
| **Cross – curricular / Authentic Links** | | History Culture and context of the set work Rooster: 60’s.  PE: Fundamental skills  PD: Sense of health and well being. | History Culture and context of the set work Rooster: 60’s.  PE: Fundamental skills  PD: Sense of health and well being. | History Culture and context of the set works. | History Culture and context of the set works. | PE: Fundamental skills  PD: Sense of the modern world/ sense of aspiration  History Culture and context of the set works. | PE: Fundamental skills  PD: Sense of the modern world/ Sense of responsibility and respect/ sense of aspiration |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Rooster resources: see lesson by lesson PP | Rooster resources: see lesson by lesson PP | Commercial and Jazz dance resources: see lesson by lesson PP | Commercial and Jazz dance resources: see lesson by lesson PP | Jazz dance resources: see lesson by lesson PP  Comp 3: Research | Comp 3: Research  Comp 2: research on Swansong |
| **Ext. Writing** | Rooster coursework booklet | Rooster coursework booklet | Commercial/ Jazz coursework booklet | Commercial/ Jazz coursework booklet | Ideas log | Ideas log/ Evaluation  Comp 2 coursework booklet |
| **Key**  **Vocabulary** | Refer to KO | Refer to KO | Refer to KO | Refer to KO | Refer to KO | Refer to KO |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | Q and A Dance terminology from LS  Performance terminology | Q and A Rooster analysis  Performance terminology | Q and A Comp 1 terminology- Refer to KO | Q and A Comp 1 terminology- Refer to KO, Jazz and Commercial analysis | Q and A Comp 1 terminology | Comp 3 terminology  Comp 2 terminology |
| **On going** | Intro to comp 1 terminology | Comp 1 terminology | Comp 1 terminology | Comp 1 terminology | Comp 3 intro terminology | Comp 3 terminology  Comp 2 terminology |
| **End** | Intro to comp 1 terminology | Comp 1 terminology | Comp 1 terminology | Comp 1 terminology | Comp 3 terminology  Comp 2 terminology | Comp 3 terminology  Comp 2 terminology |
| **Assessment** | **Summative**  **Assessment** | | Coursework: verbal feedback throughout. Est grades on individual pieces. | Coursework: verbal feedback throughout. Final grade- December | Coursework: verbal feedback throughout. Final grade- April | Coursework: verbal feedback throughout. Final grade- April | Coursework: verbal feedback throughout. | Coursework: verbal feedback throughout.  Comp 2 mock grade July  Comp 3 mock grade July |
| **Possible misconceptions** | | Terminology of Comp 1: Refer to KO | Terminology of Comp 1: Refer to KO | Terminology of Comp 1: Refer to KO | Terminology of Comp 1: Refer to KO | Terminology of Comp 2/3: Refer to KO | Terminology of Comp 2/3: Refer to KO |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | PD: Sense of health and well being. | PD: Sense of health and well being | PD: Sense of health and well being | PD: Sense of health and well being | PD: Sense of the modern world/ sense of aspiration | PD: Sense of the modern world/ Sense of responsibility and respect/ sense of aspiration |

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| **Bridgewater High Key Stage 4 Curriculum Map** |
| Subject – Year 11 |



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| **Intent:6 key principles** | **Implementation** | | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Clarity around knowledge** | **Theme/Topic** | | COMP 3: NXF Choreography workshops (Sept Oct)  COMP 3 mock: From Oct- Past paper exploration: Ideas/ Skills/ Performance and Evaluation.  COMP 3: TAP: **Sept 2021**  Performance and technique preparation  Comp 3 Performance skills: to focus on Activity 2 Skills log **Sept 2022** TAP  Performance and technique. | COMP 3: NXF  Past paper and mock  COMP 3: TAP: **Sept 2021**  Performance and technique preparation: Skills log preparation.  Comp 3 Performance skills: to focus on Activity 2 Skills log **Sept 2022** TAP  Performance and technique. | COMP 1: Re visited TAP. Coursework consolidation and understanding. Creative intentions of the set works studied for Jazz, Contemporary and Commercial. Production presentations.  COMP 3: NXF  Mock feedback and application.  Paper released end of January. | COMP 3: NXF and TAP  Final exam paper exploration and execution.  **1: Ideas log**  **2: Skills**  **3: Performance/ Presentation**  **4: Evaluation** | **COURSE COMPLETE** | **COURSE COMPLETE** |
| **Key Knowledge & Concepts** | | COMP 3: NXF  Choreography knowledge: use of complex tools and choreographic devices  Planning and realisation of idea: Problem solving, independent learning and critical thinking  COMP 2: TAP  Technique and performance skills.  Use of reflection | COMP 3: NXF  Choreography knowledge: use of complex tools and choreographic devices  Planning and realisation of idea: Problem solving, independent learning and critical thinking  COMP 2: TAP  Technique and performance skills.  Use of reflection | COMP 3: NXF  Choreography knowledge: use of complex tools and choreographic devices  Planning and realisation of idea: Problem solving, independent learning and critical thinking  Reflection and evaluation.  Consolidation of production, performance and choreography knowledge via Dance Appreciation. COMP 1. | COMP 3: NXF/TAP  Choreography knowledge: use of complex tools and choreographic devices  Planning and realisation of idea: Problem solving, independent learning and critical thinking  Reflection and evaluation. |  |  |
| **Clarity around Sequencing** | **Main links across the curriculum** | |  |  |  |  |  |  |
| **Cross – curricular / Authentic Links** | | PE: Fundamental skills  PD: Sense of the modern world/ Sense of responsibility and respect/ sense of aspiration | PE: Fundamental skills  PD: Sense of the modern world/ Sense of responsibility and respect/ sense of aspiration | PE: Fundamental skills  PD: Sense of the modern world/ Sense of responsibility and respect/ sense of aspiration | PE: Fundamental skills  PD: Sense of the modern world/ Sense of responsibility and respect/ sense of aspiration |  |  |
| **Vocabulary / Literacy** | **Literacy** | **Reading** | Research: Comp 3  Comp 2 written portfolio | Research: Comp 3  Comp 2 written portfolio | Mock feedback and application  Comp 1: Creative intentions and purpose  Comp 3: Brief and research | Comp 3: Brief and research |  |  |
| **Ext. Writing** | Comp 2 written portfolio | Comp 2 written portfolio  Comp 3: Mock- Ideas/ Skills/ Evaluation | Comp 1: Creative intentions and purpose  Comp 3: Planning | Comp 3: Planning and realisation. 3 written exams: Ideas/ Skills and Evaluation |  |  |
| **Key**  **Vocabulary** | Comp 2/3 terminology | Comp 2/3 terminology | Comp 1: Creative intentions  Comp 3 terminology | Comp 3 terminology |  |  |
| **Memory & Cognition** | **Retrieval Practice: Focus a*nd Activity*** | **Start** | KR for Comp 1 and 2 terminology | Comp 3 terminology: written exams  Comp 2: Performance skills/SMART targets | Comp 1: Contemporary/ Jazz and Commercial re cap (Y10)  Comp 3 terminology | Comp 3 terminology: written exams |  |  |
| **On going** | Comp 3 terminology: written exams | Comp 3 terminology: written exams  Comp 2: Performance skills/SMART targets | Comp 1: Creative intentions and purpose | Comp 3 terminology: written exams |  |  |
| **End** | Comp 3 terminology: written exams | Comp 3 terminology: written exams  Comp 2: Performance skills/SMART targets | Comp 1: Creative intentions and purpose  Comp 3 terminology: written exams | Comp 3 terminology: written exams |  |  |
| **Assessment** | **Summative**  **Assessment** | | Comp 2: Practical performance and written portfolio | Comp 2: Practical performance and written portfolio  Comp 3 MOCK: 2 out of 3 written exams and reduced performance | Comp 2 and mock comp 3 feedback  Final grades for Comp 1 after Purpose and creative intentions completed. | Comp 3 terminology: Final Performance and written exams |  |  |
| **Possible misconceptions** | | Terminology for Comp 2  Timing/Accuracy in performance | Terminology for Comp 2 and 3  Timing/Accuracy in performance | P and C terminology for Comp 1  Terminology for Comp 3  Timing/Accuracy in performance | Terminology for Comp 3  Timing/Accuracy in performance |  |  |
| **Aspiring, inspiring and Real** | **Links to real world (Inc. SMSC / PD curricula)** | | PD: Sense of health and well being/ Sense of the modern world/ sense of aspiration | PD: Sense of health and well being/ Sense of the modern world/ sense of aspiration | PD: Sense of health and well being/ Sense of the modern world/ sense of aspiration | PD: Sense of health and well being/ Sense of the modern world/ sense of aspiration |  |  |