

Bridgewater High Key Stage 3 Curriculum Map

Subject – Year 7 - Dance



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY

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	<p>EPA for Change</p> <p>A group performance piece that will primarily be choreographed by the teacher (Contemporary)) and which students will perform at the end of this half term. This is based on the PD sense of curriculum.</p>	<p>WW2</p> <p>To develop a group choreography based on World War two looking at different aspects of the war through contemporary dance</p>	<p>Alphabet of movement</p> <p>An introductory skill building unit of key dance actions and dance relationships</p>	<p>Bugsy Malone</p> <p>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.</p>	<p>American Hoedown</p> <p>In this unit students will learn popular country dance steps and the context and develop knowledge of stage directions and uses of space.</p>	<p>Street Dance</p> <p>This unit focuses on the different styles within Street dance: Locking, Popping, house and Hip hop whilst learning about the history behind this style.</p>
	Key Knowledge & Concepts	<p>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.</p>	<p>Students will develop skills in: teacher taught movement phrases, use of expression, and the communication of WW2.</p> <p>Written work: describe, explain and evaluate.</p>	<p>Students will develop their knowledge specifically on Dance Actions (EFGSTT) and develop their movement vocabulary.</p>	<p>Students will develop their knowledge specifically on Dance Actions (EFGSTT) and develop their movement vocabulary.</p> <p>Skills that will be developed are: facial expression, the reproduction of teacher taught</p>	<p>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)</p>	<p>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</p>

					movements (repertoire) and use of choreographic tools.		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, and 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	Actions: Elevate, Fall Gesture, Stillness, Travel and Turn	Actions: Elevate, Fall Gesture, Stillness, Travel and Turn Question and answer Formations Unison Canon Systematic repetition	Country Dance steps: Refer to KO for all steps	Popping, locking, house, Hip hop Street Dance steps: Refer to KO for all steps
Retrieval/ Formative	Start	Performance and appreciation focus	Choreography and appreciation focus	Choreography focus	Performance focus	Performance and appreciation focus	Performance, appreciation and choreography	

Memory & Cognition	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	Knowledge of EFGSTT demonstrated in their choreography	Physical representation of key steps in performance (movement memory)	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	Practical assessment at end of half term Y7 QMA Week	Practical assessment at end of half term	Practical assessment at end of half term	Practical assessment at end of half term	Practical assessment at end of half term
	Formative assessment	Mid way verbal feedback www/ebi Techer observation and general verbal feedback	Mid way verbal feedback www/ebi Techer observation and general verbal feedback Small group performance to check understanding	Mid way verbal feedback www/ebi Techer observation and general verbal feedback Small group performance to check understanding	Mid way verbal feedback www/ebi Techer observation and general verbal feedback Small group performance to check understanding		Mid way verbal feedback www/ebi Techer observation and general verbal feedback Small group performance to check understanding
	Possible misconceptions	Memory of dance Timing Accuracy of steps	Choreography tools: Use of space Memory of dance	Actions: wide variety Memory of dance	Memory of dance Timing Accuracy of steps	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:	PD: Real world views/ opinions	PD: Health and wellbeing (fitness)			PD: Sense of the modern world

Bridgewater High Key Stage 3 Curriculum Map

Subject – Year 8



Intent:6 key principles	Implementation	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	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)	Capoeira 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.	Stomp the Yard A development of key skills learnt such as body percussion and rhythm. Using Stomp the Yard as a stimulus students will learn basic stepping routines that they will develop using choreography tools. This is within the street dance style.	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	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.	Through observation, replication and creative tasks as a group, students will develop their use of rhythm, timing and choreographic skill. This links to the BEE award in Y9 and Comp 2 and 3 for BTEC dance.	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.

					<p>Elements of the teacher taught phrase will be repertoire.</p> <p>Students will complete a written task to enhance their appreciation of this work.</p> <p>This is a development from Y7's study in to BM.</p>	<p>Written work: describe, explain and evaluate.</p>		
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, sense of the modern world.	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	Stomp the Yard: Appreciation via class discussion.	Reading comprehension and Q and A: Impact of the video
		Ext. Writing					Description and explanation of their idea (s).	
		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 and 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 Y8 QMA Week	Practical assessment at end of half term	Practical assessment at end of half term Y8 Assessments	Practical assessment at end of half term	Practical assessment at end of half term	Practical assessment at end of half term
	Formative assessment		Mid way verbal feedback www/ebi Techer observation and general verbal feedback	Mid way verbal feedback www/ebi Techer observation and general verbal feedback	Mid way verbal feedback www/ebi Techer observation and general verbal feedback	Mid way verbal feedback www/ebi Techer observation and general verbal feedback	Mid way verbal feedback www/ebi Techer observation and general verbal feedback	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: Real world/ Equality (film stimulus)	PD: Sense of modern world

Bridgewater High Key Stage 3 Curriculum Map

Subject – Year 9



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY

Intent:6 key principles	Implementation	Autumn Term 1	Autumn Term 2	Spring Term 2	Spring Term 1	Summer Term 1	Summer Term 2
	Theme/Topic	<p>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.</p>	<p>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</p>	<p>Dance Appreciation- BLM Diversity Students will develop knowledge of a professional dance work through practical reproduction of repertoire in Commercial</p>	<p>Dance Comparison Students will learn repertoire from two other professional works with a story and compare the dance styles.</p>	<p>Stage Combat (workshops only before starting the BEE award) 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.</p>	<p>BEE Award Students will develop performance and choreography skills in relation to a chosen theme/idea in preparation for the exam</p>
	Key Knowledge & Concepts	<p>Performance and Choreography.</p> <p>Performance: Physical skills and accurate reproduction of steps in this style</p> <p>Choreography: Use of actions.</p> <p>Evaluation and reflection.</p>	<p>Performance and technique. Accurate reproduction of key movements from a teacher phrase.</p>	<p>Action and relationships (Choreography-actions).</p> <p>Performance and physical skills: Storytelling and accurate reproduction of repertoire.</p> <p>Theoretical knowledge and study of a professional dance piece. (a development from Y8-SS)</p>	<p>Choreography: How to tell a story. Planning and realisation of idea: Problem solving, independent learning and critical thinking.</p> <p>This links to COMP 3-BTEC.</p>	<p>Performance and choreography: Use of characterisation to demonstrate a story through use of actions, dynamics and relationships.</p>	<p>Choreography development, process/ end product (Choreography and Performance). Planning and realisation of idea: Problem solving, independent learning and critical thinking.</p> <p>This is a culmination of Key stage 3 study.</p>

	Possible misconceptions	Memory of dance Timing Accuracy of steps	Memory of dance Timing Accuracy of steps	Complex canons/ use of fragmentation and retrograde	Mix up/ use of camera angles and key terminology in presentation	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: Equality	PD: Sense of modern world	PD: Health and fitness	PD: Sense of modern world/ sense of resilience

Bridgewater High Key Stage 4 Curriculum Map

Subject – Year 10



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY

Intent:6 key principles	Implementation	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Theme/Topic	<p>COMP 1 PREP NXF: Dance Appreciation: coursework. Theoretical and practical study.</p> <p>Comp 1 prep practical: TAB Learning Aim A: Jazz/Contemporary/Commercial Theoretical and practical study creating a piece for the Winter wonder.</p>	<p>COMP 1 PREP NXF: Dance Appreciation: coursework. Theoretical and practical study.</p> <p>Comp 1 prep practical: TAB Learning Aim A: Jazz/Contemporary/Commercial Theoretical and practical study creating a piece for the Winter wonder.</p>	COMP 1 ACTUAL NXF and TAB: (Paper release Jan – March)	COMP 1 ACTUAL NXF and TAB: (Paper release Jan – March)	<p>COMP 2/3 PREP: NXF Learning repertoire and practice brief paper (Ideas and Skills)</p> <p>COMP 2 PREP: TAB Introduction to technique and skills for comp 2</p>	<p>COMP 2/3 PREP: NXF Learning repertoire and practice brief paper (Ideas and Skills)</p> <p>COMP 2 PREP: TAB Introduction to technique and skills for comp 2</p>
	Key Knowledge & Concepts	<p>Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1- NXF.</p> <p>Performance and physical skills: COMP 2- TAB</p>	<p>Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1- NXF.</p> <p>Performance and physical skills: COMP 2- TAB</p>	<p>Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1.</p>	<p>Development of production, performance and choreography knowledge via Dance Appreciation. COMP 1.</p>	<p>COMP 2/3 PREP 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</p>	<p>COMP 2/3 PREP 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</p>

						thinking and evaluation NXF Physical skills and technique development in Contemporary, Jazz and Commercial and TAB	thinking and evaluation- NXF Physical skills and technique development in Contemporary, Jazz and Commercial and TAB	
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:	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 2 terminology

	On going	Intro to comp 1 terminology	Comp 1 terminology	Comp 1 terminology	Comp 1 terminology		Comp 2 terminology
	End	Intro to comp 1 terminology	Comp 1 terminology	Comp 1 terminology	Comp 1 terminology	Comp 2 terminology	Comp 2 terminology
Assessment	Summative Assessment	Coursework: verbal feedback throughout. Est grades on individual pieces.	Y10 QMA Week Coursework: verbal feedback throughout. Final grade- December	Coursework: verbal feedback throughout. Final grade- April	Coursework: verbal feedback throughout. Final grade- April	Y10 Assessments Coursework: verbal feedback throughout.	Coursework: verbal feedback throughout. Comp 2 mock grade July Comp 3 mock grade July
	Formative assessment	Techer observation and general verbal feedback. Individualised target setting	Techer observation and general verbal feedback. Individualised target setting	Techer observation and general verbal feedback. Individualised target setting	Techer observation and general verbal feedback. Individualised target setting	Techer observation and general verbal feedback. Individualised target setting on progress pictures of performance skills.	Techer observation and general verbal feedback. Individualised target setting on progress pictures of performance skills.
	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: Refer to KO	Terminology of Comp 2: 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

Bridgewater High Key Stage 4 Curriculum Map

Subject – Year 11



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY

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	<p>COMP 2 ACTUAL: NXF (Sept – Dec) Learning repertoire and responding to the brief (Ideas and Skills)</p> <p>COMP 3 PREP: TAB Choreography workshops and preparation for performance mock</p>	<p>COMP 2 ACTUAL: NXF (Sept – Dec) Learning repertoire and responding to the brief (Ideas and Skills)</p> <p>COMP 3 PREP: TAB Choreography workshops and preparation for performance mock</p>	<p>COMP 3 - ACTUAL: NXF and TAB Final exam paper exploration and execution. 1: Ideas log 2: Skills 3: Performance/Presentation 4: Evaluation</p>	<p>COMP 3 ACTUAL: NXF and TAB Final exam paper exploration and execution. 1: Ideas log 2: Skills 3: Performance/Presentation 4: Evaluation</p>	COURSE COMPLETE	COURSE COMPLETE
	Key Knowledge & Concepts	<p>COMP 2: NXF Technique and performance skills. Use of reflection</p> <p>COMP 3: TAB Choreography knowledge: use of complex tools and choreographic devices</p>	<p>COMP 2: NXF Technique and performance skills. Use of reflection</p> <p>COMP 3: TAB Choreography knowledge: use of complex tools and choreographic devices</p>	<p>COMP 3: NXF Choreography knowledge: use of complex tools and choreographic devices Planning and realisation of idea: Problem solving, independent</p>	<p>COMP 3: NXF/TAB Choreography knowledge: use of complex tools and choreographic devices Planning and realisation of idea: Problem solving, independent</p>		

		Planning and realisation of idea: Problem solving, independent learning and critical thinking	Planning and realisation of idea: Problem solving, independent learning and critical thinking	learning and critical thinking Reflection and evaluation.	learning and critical thinking Reflection and evaluation.		
Clarity around Sequencing	Main links across the curriculum	Dependent on COMP 3 paper: Literacy					
	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 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 3 terminology	Comp 3 terminology	
Memory & Cognition	Retrieval Practice: Focus and Activity	Start	KR for Comp 1 and 2 terminology	Comp 3 terminology: written exams Comp 2: Performance skills/SMART targets	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 3 terminology: written exams and application of skills and key aspects of stimulus.	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 Y11 Mocks	Comp 2 and mock comp 3 feedback	Comp 3 terminology: Final Performance and written exams Y11 Assessments		
	Formative assessment	Ongoing/ dress rehearsals for Comp 2 prior to performance. Teacher observation and general verbal feedback. Individualised target setting	Ongoing/ dress rehearsals for Comp 2 prior to performance. Teacher observation and general verbal feedback. Individualised target setting	Ongoing/ dress rehearsals for Comp 3 prior to performance. Teacher observation and general verbal feedback. Individualised target setting	Ongoing/ dress rehearsals for Comp 3 prior to performance. Teacher observation and general verbal feedback. Individualised target setting		
	Possible misconceptions	Terminology for Comp 2 Timing/Accuracy in performance	Terminology for Comp 2 and 3 Timing/Accuracy in performance	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		