

Curriculum Overview: Dance

	Focus	Autumn	Spring	Summer
Year 7	Topic	Introduction to Dance	Musical Theatre	Street Dance
	Key concepts/ideas	Improvisational skills introducing students to the six basic body actions exploring simple choreographic devices and the ASDR principles	Learn a sequence to develop physical and interpretative skills for performance to a live audience	Exploration of different types of urban dance to choreograph own routine incorporating motif and motif development
	Key skills	Improvisation Choreography Rehearsal process Performance	Physical skills Interpretative skills Rehearsal process Performance	Improvisation Physical skills Choreography Rehearsal process Interpretative skills Performance
	Key terms/vocab	Action, space, dynamics, relationships, formations, levels, six basic body actions (jump, turn, gesture, stillness, transference of weight, travel), canon, unison, improvisation, choreography, performance	Accuracy, core body strength, balance, extension, focus, energy, timing, spacing, pathways, repetition, projection, stamina, rehearsal, canon, unison, performance	Action, space, dynamics, relationships, formations, levels, pathways, urban dance (street, whacking, body popping, break dancing) canon, unison, symmetry, contrast, improvisation, choreography, performance
	Independent learning / wider reading	Independent learning project: Explore the roles and responsibilities of a choreographer. Produce a case study of a professional practitioner	Independent learning project: Explore the musical theatre genre and the roles of those involved. Produce a cast study on one professional production.	Independent learning project: Research different urban dance styles and create a presentation of the developments, key features and professional practitioners
	Assessment	Formative assessment: review application of key skills and techniques to improvisational work towards composition Summative assessment: rehearsal process, application of choreographic skills, performance of composition	Formative assessment: review development and application of physical and interpretative skills through rehearsal process Summative assessment: rehearsal process, application of physical and interpretative skills and final performance of material	Formative assessment: application stylistic qualities and inclusion of key features through choreography and rehearsal process Summative assessment: rehearsal process, application of stylistic qualities of dance style and appropriate use of choreographic devices
	Careers links	Role of the choreographer and the choreographic process to create dance material	Role and responsibilities of the dancer and working in the performing arts industry	Interrelationships between dancers and choreographers when working in the performing arts industry

Curriculum Overview: Dance

	Focus	Autumn	Spring	Summer
Year 8	Topic	Contact Improvisation	Choreography to music stimuli	Street Dance: Professional Repertoire
	Key concepts/ideas	Improvisational skills introducing students to the concepts of contact improvisation: counter-balance, taking weight and lifts. Developing work in duet to build trust for performance, applying ASDR to own choreography.	Improvisational skills introducing students to using a range of musical stimuli to develop composition, exploring dance music relationships.	Exploration of professional repertoire incorporating own choreography of urban styles.
	Key skills	Improvisation Choreography Rehearsal process Analysis Performance	Improvisation Choreography Rehearsal process Analysis Performance	Improvisation Choreography Rehearsal process Analysis Performance
	Key terms/vocab	Contact improvisation, counter balance, taking weight, trust, lift, duet, action, space, dynamics, relationships (canon, unison, symmetry), musicality, focus, extension, tension	Stimulus, improvisation, rhythm, tempo, dynamics, action, space (pathways, formations, levels), relationships (lead and follow, counterpoint), motif development (fragmentation, chance), focus, extension, tension	Repertoire, repetition, artistic intention, improvisation, action, space (formations, levels), dynamics, relationships (call and response, unison, counterpoint), urban dance (whacking, body popping, street, break), energy, tension, focus, extension
	Independent learning / wider reading	Independent learning project: Research what contact improvisation is and the skills required by the dancers. Build an exercise plan to develop strength to support these skills. Find pictures of different lifts to support you in lesson.	Independent learning project: Research different music genres. Write a report about one type of genre and some examples you could use to dance to.	Independent learning project: Guided research project of the professional work <i>Emancipation of Expressionism</i> .
	Assessment	Formative assessment: review application of key skills and techniques for contact improvisational work towards composition Summative assessment: rehearsal process, application of choreographic skills, performance of composition	Formative assessment: review application of dance music relationships and choreographic skills Summative assessment: rehearsal process, application of choreographic skills, performance skills of composition	Formative assessment: review application of motif and motif development Summative assessment: rehearsal process, application of motif development, performance of motif and motif development
	Careers links	Role of the choreographer, responsibilities of the dancer and rehearsal process	Role of the musical director, interrelationships with the choreographer	Responsibilities of the dancer and choreographer and interrelationships

Curriculum Overview: Dance

	Focus	Autumn		Spring		Summer
Year 9	Topic	Component 1: Exploring Performing Arts Industry project	Component 2: Dance Technique (1)	Component 2: Dance Technique (2)	Component 3: Improvisation	Component 3: Choreography Group Project
	Key concepts/ideas	Investigative project of professional repertoire. Exploring the choreographic process, roles and responsibilities and interrelationships.	Development of physical and interpretative skills in two dance styles: jazz and lyrical dance	Development of physical and interpretative skills for performance work: contemporary dance and musical theatre	Exploration of choreographic devices and relationships from a range of stimuli to develop material	Practical exploration and development of group choreography in response to a brief, recording progress and changes to work through digital logbook
	Key skills	Analysis Choreography Rehearsal	Physical Interpretative Technical Performance	Physical Interpretative Technical Performance	Improvisation Choreography Rehearsal Performance	Improvisation Choreography Rehearsal Analysis Performance
	Key terms/vocab	Artistic intention Stimulus Choreographic process Roles and responsibilities Interrelationships Dance styles	Jazz dance, lyrical dance, spatial awareness, dynamic qualities, musicality, physical skills, interpretative skills, technical skills	Contemporary dance features, musical theatre, stylistic qualities, spatial awareness, musicality, physical skills, interpretative skills, technical skills, rehearsal process, performance	Improvisation, stimuli/stimulus, choreographic devices (retrograde, fragment, highlights, climax), rehearsal process, relationships (action/reaction, lead and follow, counterpoint, compliment/contrast, symmetry), physical skills, interpretative skills, rehearsal process, performance	Improvisation, stimuli/stimulus, brief, digital logbook, choreographic devices (retrograde, fragment, highlights, climax), rehearsal process, relationships (action/reaction, lead and follow, counterpoint, compliment/contrast, symmetry), technical and performance qualities, communication, analyse, artistic intention, target audience
	Independent learning / wider reading	Independent learning project: Research other works and choreographers in same dance style and present your findings.		Independent learning project: Research musical theatre genre and the professional repertoire. Produce a report of your findings		Independent learning project: Research the role of the dancer and the training opportunities in further and higher education
	Assessment	Summative assessment: Extended piece of writing summarising investigation project	Formative assessment: development of physical and interpretative skills in dance styles Summative assessment: application and selection of physical and interpretative skills for performance	Formative assessment: development of physical and interpretative skills in musical theatre Summative assessment: application and selection of physical and interpretative skills for performance	Formative assessment: exploration of choreographic devices and relationships to create material Summative assessment: application of choreographic devices and relationships to develop material	Formative assessment: exploration of choreographic devices and relationships in response to the brief Summative assessment: application of choreographic and performance skills to convey artistic intentions
	Careers links	Choreographic process from planning to presenting; roles in technical theatre	Role and responsibilities of a dancer working in the industry	Role and responsibilities of performer in musical theatre	Choreographic process to develop material for performance in response to a stimuli	Training opportunities through various routes as a dancer/choreographer

Curriculum Overview: Dance

BTEC Tech Award Performing Arts: Dance

	Focus	Autumn		Spring		Summer
	Topic	Component 1: Exploring the Performing Arts Industry	Component 2: Developing Skills and Techniques for Performance	Component 1: Exploring the Performing Arts Industry	Component 2: Developing Skills and Techniques for Performance	Component 3: Improvisation
Year 10	Key concepts/ideas	Investigation and analysis of three different dance styles and professional works	Development of dance technique through the reproduction of repertoire as a performer	Investigation and analysis of three different dance styles and professional works	Development of dance technique through the reproduction of repertoire as a performer	Exploration of choreographic devices and relationships from a range of stimuli to develop material
	Key skills	Research Analysis Evaluation Explanation Presentation	Performance Physical Technical Interpretative Musicality Target setting	Research Analysis Evaluation Explanation Presentation	Performance Physical Technical Interpretative Musicality Target setting Analysis Evaluation	Improvisation Choreography Rehearsal Performance
	Key terms/vocab	Dance styles Creative stylistic qualities Purpose and influence Roles and responsibilities Choreographic process Rehearsal process Production process Interrelationships Design aspects: lighting, set, costume	Physical skills (see specification) Technical skills (see specification) Interpretative skills (see specification) Rehearsal process Stylistic qualities Purpose and intention Dynamics Spacial awareness Performance qualities	Dance styles Creative stylistic qualities Purpose and influence Roles and responsibilities Choreographic process Rehearsal process Production process Interrelationships Design aspects: lighting, set, costume	Physical skills (see specification) Technical skills (see specification) Interpretative skills (see specification) Rehearsal process Stylistic qualities Purpose and intention Dynamics Spacial awareness Performance qualities	Improvisation, stimuli/stimulus, choreographic devices (retrograde, fragment, highlights, climax), rehearsal process, relationships (action/reaction, lead and follow, counterpoint, compliment/contrast, symmetry), physical skills, interpretative skills, rehearsal process, performance
	Independent learning / wider reading	Completion of written work in lesson to be put into portfolio		Completion portfolio towards submission of coursework		
	Assessment	Formative assessment: completion of individual tasks towards final submission Summative assessment: review of tasks and level of written work in line with criteria	Formative assessment: development of technical skills and musicality Summative assessment: application of skills and techniques for performance	Formative assessment: completion of individual tasks towards final submission Summative assessment: review of tasks and level of written work in line with criteria Submission of component 1 assignment	Formative assessment: development of physical and interpretative skills; review of individual tasks for portfolio Summative assessment: application of skills and techniques for performance; submission of coursework Submission of component 2 assignment	Formative assessment: exploration of choreographic devices and relationships to create material Summative assessment: application of choreographic devices and relationships to develop material
	Careers links	Roles and responsibilities in the Performing Arts industry	Responsibilities of the dancer	Roles and responsibilities in the Performing Arts industry	Responsibilities of the dancer	Choreographic process to develop material for performance in response to a stimuli

Curriculum Overview: Dance

BTEC The Award Performing Arts: Dance

	Focus	Autumn 1	Autumn 2	Spring
Year 11	Topic	Component 3: Improvisation	Component 3: Group choreography mock	Component 3: External Examination; Group choreography
	Key concepts/ideas	Exploration of choreographic devices and relationships from a range of stimuli to develop material	Develop workshop performance in response to a brief and explain the creative process to the given stimulus	Develop workshop performance in response to a brief and explain the creative process to the stimulus and evaluate the final performance
	Key skills	Improvisation Choreography Rehearsal Performance	Improvisation Planning Choreography Rehearsal Performance Explain Analyse and evaluate	Improvisation Planning Choreography Rehearsal Performance Explain Analyse and evaluate
	Key terms/vocab	Improvisation, stimuli/stimulus, choreographic devices (retrograde, fragment, highlights, climax), rehearsal process, relationships (action/reaction, lead and follow, counterpoint, compliment/contrast, symmetry), physical skills, interpretative skills, rehearsal process, performance	Exploration of ideas and discussion Selection of skills and techniques to create material Physical and interpretative skills Research and communication Analyse and evaluate processes and performance	Exploration of ideas and discussion Selection of skills and techniques to create material Physical and interpretative skills Research and communication Analyse and evaluate processes and performance
	Independent learning / wider reading	Investigate stimuli for inspiration	Investigate professional repertoire to inspire choreography	Investigate professional repertoire to inspire choreography
	Assessment	Formative assessment: exploration of choreographic devices and relationships to create material Summative assessment: application of choreographic devices and relationships to develop material	Formative assessment: exploration of creative process and ideas in response to a brief; written analysis of process Summative assessment: completion of activities 1-4 from brief	Formative assessment: exploration of creative process and ideas in response to a brief; written analysis of process Summative assessment: completion of activities 1-4 from brief Completion of component 3 external assessment
	Careers links	Choreographic process to develop material for performance in response to a stimuli	Choreographic process and analysis to communicate artistic intention	Choreographic process and analysis to communicate artistic intention

Curriculum Overview: Dance

BTEC National Extended Diploma in Performing Arts: Dance

	Focus	Autumn		Spring		Summer	
Year 12	Topic	Unit 1 Investigating Practitioners Practice	Unit 2 Developing Skills & Technique for Live Performance	Unit 1: Investigating Practitioners Practice	Unit 2 Developing Skills & Technique for Live Performance	Unit 1: External examination Investigating Practitioners Practice	Unit 2 Developing Skills & Technique for Live Performance
	Key concepts/ideas	Investigation of professional practice analysing contextual factors and themes	Understanding the role of the performing and working in the Performing Arts industry	Critical analysis of practitioners work relating to contextual factors and themes	Development and application of physical and interpretative skills working towards a performance (style 1)	Part A of external assessment Part B supervised window	Development and application of physical and interpretative skills working towards a performance (style 2)
	Key skills	Investigation process Research Evaluation Analysis Conclusions Judgements	Analysis Evaluation Explanation Review and reflection	Investigation Research Evaluation Critical analysis Conclusions Judgements	Practical Rehearsal process Performance Personal management	Research Consolidation Critical analysis	Practical Rehearsal process Performance Personal management
	Key terms/vocab	Primary & secondary research Contextual factors Practitioners Relationships Performance styles Creative intentions Themes Bibliography	Performance roles Interrelationships Training and qualifications Employment opportunities Working conditions Lifestyle factors Practical skills Physical skills Interpretative skills Personal management	Contextual factors Constituent features Primary & secondary research Practitioners practice Performance styles Creative intentions Themes Bibliography	Performance roles Interrelationships Training and qualifications Employment opportunities Working conditions Lifestyle factors Practical skills Physical skills Interpretative skills Personal management	Contextual factors Constituent features Primary & secondary research Practitioners practice Performance styles Creative intentions Themes Bibliography	Performance roles Interrelationships Training and qualifications Employment opportunities Working conditions Lifestyle factors Practical skills Physical skills Interpretative skills Personal management
	Independent learning / wider reading	Independent research tasks set to support investigation skills	Prescribed reading list to support coursework	Independent investigation of practitioners work and contextual factors	Prescribed reading list to support coursework	Independent investigation towards externally set task	Prescribed reading list to support coursework
	Assessment	Formative assessment: completion of investigation tasks in preparation for part A Summative assessment: expanded written task in preparation for part B	Learning aim A: submission of presentation for assignment 2.1	Formative assessment: completion of part A (past paper) Summative assessment: completion of part B (past paper)	Learning aim B,C,D: submission of performance for assignment 2.2	Learning aim AO1, AO2, AO3, AO4 submission of external assessment	Learning aim B,C,D: submission of performance for assignment 2.2
	Careers links	Arts research and journalism	Working and surviving in the industry	Arts research and analytical writing	Responsibilities of a dancer	Arts research and analytical writing	Responsibilities of a dancer

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BTEC National Extended Diploma in Performing Arts: Dance

	Focus	Autumn		Spring	
Year 13	Topic	Unit 3 Group Performance Workshop MOCK	Unit 12 Contemporary Dance Technique	Unit 3: External examination Group Performance Workshop	Unit 12 Contemporary Dance Technique
	Key concepts/ideas	Interpret and respond to a stimulus to create a group performance workshop	Understanding of the development of contemporary dance technique through research and practical application	Interpret and respond to a stimulus to create a group performance workshop	Understanding of the development of contemporary dance technique through research and practical application
	Key skills	Research Collaboration & team work Personal management Communication Performance	Research Personal management Technical development Rehearsal process Review and reflection	Research Collaboration & team work Personal management Communication Performance	Research Personal management Technical development Rehearsal process Review and reflection
	Key terms/vocab	Types of stimulus Working process Workshop performance Personal management Primary & secondary research	Contemporary dance: early pioneers, later developments, and current developments Cunningham technique Graham technique Release based technique Bourne technique	types of stimulus Working process Workshop performance Personal management Primary & secondary research	Contemporary dance: early pioneers, later developments, and current developments Cunningham technique Graham technique Release based technique Bourne technique
	Independent learning / wider reading	Research of texts and practitioners to support professional practices to use in composition	Research contemporary dance techniques, practitioners, and repertoire towards presentation	Research of texts and practitioners to support professional practices to use in composition	Research contemporary dance techniques, practitioners, and repertoire towards presentation
	Assessment	Formative assessment: review of improvisation material and notes towards milestones Summative assessment: completion of milestone 1-4 and performance of composition	Formative assessment: review of research project and development of contemporary technique Summative assessment: completion of set tasks in assignment brief and application of contemporary dance features in style 1	Formative assessment: review of improvisation material and notes towards milestones Summative assessment: completion of milestone 1-4 and performance of composition Completion of unit 3 external assessment	Formative assessment: review of research project and development of contemporary technique Summative assessment: submission of presentation, portfolio, and performance Completion of assignment
	Careers links	Composition process in response to a stimulus to develop performance material	Understanding the development of dance and the roles of practitioners	Composition process in response to a stimulus to develop performance material	Understanding the development of dance and the roles of practitioners