

# Dance

# Year 7

| Term | Topic                              | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment                                                                                                                                                                                                                                                                                                                           | Cross-Curricular Links                                                                                                                                                                                                                                                                                | Golden Threads                                                                                                                              | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 1    | Contemporary Jazz<br>Choreography  | <ul style="list-style-type: none"> <li>Understanding of <b>dance technique lesson structures</b> (floor, centre, travelling)</li> <li>Knowledge of <b>stylistic features</b> of Contemporary and Jazz dance</li> <li>Choreographic principles using <b>Action, Space, Dynamics and Relationships</b></li> <li>Application of <b>safe practice</b>, including warm-up and cool-down</li> <li>Development of performance quality and movement interpretation</li> <li>Understanding how choreography is structured and developed professionally</li> </ul> | <b>Technical:</b> pli  , tendu, rise, parallel, first position, second position, release, isolation, extension<br><b>Stylistic:</b> suspension, impulse, weight, relaxation, flow, precision<br><b>Travelling:</b> triplets, jazz square, fan kick, ball change<br><b>Choreography:</b> action, space, dynamics, relationships, choreographic devices.<br><b>Performance:</b> posture, control, coordination, stamina, expression. | <b>Formative assessment</b> throughout lessons<br><b>Summative assessment</b> at the end of each half-term<br>Performance and technique <b>recorded on film</b> to support grading<br><br><u>Assessment criteria:</u><br>Contemporary/Jazz:<br>P1, 2, 3, 5, 8<br>CE 1<br>SMSC 4<br>Choreography:<br>C1, 2, 3, 4, 5<br>CE 2<br>SMSC 6 | <b>PE:</b> Physical fitness.<br><b>Music:</b> Rhythm, timing and musical interpretation<br><b>Drama:</b> Performance skills, confidence and expression.<br><b>PSHE:</b> Resilience, self-management, collaboration and confidence<br><b>Literacy:</b> Use and understanding of specialist terminology | Technique<br>Performance<br>Choreography                                                                                                    | <b>SMSC:</b> <ul style="list-style-type: none"> <li>Respectful collaboration in group and ensemble work</li> <li>Responsibility for self-discipline and safe practice</li> <li>Exploration of expression, interpretation and creativity through movement</li> <li>Development of self-confidence and identity</li> <li>Exposure to multiple dance styles and professional practices</li> </ul> <b>Think Careers:</b> <ul style="list-style-type: none"> <li>Insight into professional dance training and audition processes</li> <li>Preparation for pathways into FE/HE.</li> <li>Use of industry-specific terminology</li> </ul> <b>Big Think:</b> <i>Can talent be learnt?</i> | This curriculum provides students with a broad, balanced and industry-relevant dance education, combining technical training, creative exploration and performance experience. It builds creativity and confidence while embedding professional expectations and transferable life skills.                                                                                                                                               |
| 2    | Performance Preparation and Ballet | <ul style="list-style-type: none"> <li>Application of dance skills in a live performance context</li> <li>Understanding and demonstration of professional <b>performance skills</b></li> <li>Introduction to <b>Ballet technique</b> and classical training structures</li> </ul>                                                                                                                                                                                                                                                                        | <b>Performance:</b><br>Focus, Energy, Projection, Facial expression, Commitment<br><br><b>Ballet Technique:</b><br>Barre, Pli  , Tendu, Rond de jambe, Port de bras, Retir  , Pas de bourr  e.                                                                                                                                                                                                                                     | Performance:<br>E3, 4, 5, 8, 10<br>CE 6<br>SMSC 3<br><br>Ballet:<br>P1, 2, 3, 5, 8<br>CE 1<br>SMSC 4                                                                                                                                                                                                                                 | As above.                                                                                                                                                                                                                                                                                             | Technique<br>Performance                                                                                                                    | <b>SMSC:</b> <ul style="list-style-type: none"> <li>Collaboration, empathy and respect for peers</li> <li>Professional behaviour, commitment and discipline</li> <li>Confidence, self-expression and personal identity through performance</li> <li><b>Cultural:</b> Exposure to classical Ballet as a traditional art form.</li> </ul> <b>Think Careers:</b> <ul style="list-style-type: none"> <li>Experience of performing in front of a live audience</li> <li>Understanding audition-style Ballet technique classes</li> </ul> <b>Big Think:</b> <i>What does respect look like?</i>                                                                                         | This unit develops students' technical, expressive and performance skills through Performing in a show that builds confidence, resilience and ambition.<br><br>Ballet introduces students to the foundations of classical technique and industry practice. Together, these experiences support both personal growth and career aspiration, embedding high expectations while developing transferable skills vital for further education. |
| 3    | Performance (Musical) content.     | Students will be working towards their show which will be decided by the PA team. This will combine all 3 disciplines in the CAPA Junior pathway and utilise a cross-curricular of skills.                                                                                                                                                                                                                                                                                                                                                               | <b>Performance:</b> use of space, stage presence, facial expression, characterisation, musicality, projection, rhythm and timing, consistency, interaction and response to other performers<br><b>Production elements:</b> use of props, set, costume and sound accompaniment<br><b>Professional discipline:</b> focus, energy, commitment and performance etiquette                                                               | <u>Assessment criteria:</u><br>E1, 2, 6, 7, 9<br>CE 4<br>SMSC 1                                                                                                                                                                                                                                                                      | <b>Music:</b> Rhythm, timing and musical interpretation<br><br><b>Drama:</b> Performance skills, confidence and expression.                                                                                                                                                                           | Technique<br>Performance<br>Choreography<br><br>These threads are revisited and strengthened through rehearsal, refinement and performance. | <b>SMSC:</b> <ul style="list-style-type: none"> <li>commitment to rehearsal, responsibility within an ensemble, collaboration with peers, communication and performing as part of a team.</li> </ul> <b>Think Careers:</b> <ul style="list-style-type: none"> <li>Preparing for a performance.</li> <li>Roles and responsibilities - choreographer, dancer.</li> <li>Development of industry-relevant skills.</li> </ul> <b>Big Think:</b> <i>What does imagination look like?</i>                                                                                                                                                                                                | Enables students to apply technical, interpretative and collaborative skills in a meaningful, real-world performance context. It builds confidence, professionalism and ambition, while supporting personal development and potential career aspirations within the performing arts.                                                                                                                                                     |

| Term | Topic                                                                                                    | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                                                                                                                                                        | Assessment                                                                                                       | Cross-Curricular Links                                                                                                                              | Golden Threads                           | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Rationale                                                                                                                                                                                                                                                                                                                                                 |
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| 4    | <b>Choreography:</b><br>Continuing with performance content from T3<br><br><b>Exploring the Musicals</b> | Students develop knowledge and understanding of <b>musical theatre dance</b> , including: <ul style="list-style-type: none"> <li>Stylistic qualities/features.</li> <li>How dance communicates narrative, character and mood.</li> <li>Learning and retaining professional choreography.</li> <li>Applying choreographic features and relationships through creative tasks.</li> <li>Awareness of historical and cultural influences on musical theatre dance.</li> </ul> Dance styles studied reflect the selected musical (e.g. <b>African and Contemporary influences in <i>The Lion King</i></b> ).                                                      | Physical skills such as:<br>Alignment, Balance, Coordination, Extension<br><br>Performance skills such as:<br>Characterisation, Energy, Expression, Musicality, Movement memory                                                                                                                                   | <u>criteria:</u><br>T1, 2, 3, 5, 6<br>CE11<br>SMSC 7                                                             |                                                                                                                                                     | Technique<br>Performance<br>Choreography | <b>SMSC:</b> <ul style="list-style-type: none"> <li>exploring meaning, expression and imagination through movement</li> <li>Exposure to diverse dance styles and global musical theatre traditions.</li> </ul> <b>Think Careers:</b> <ul style="list-style-type: none"> <li>Introduction to current professional musicals and touring productions</li> <li>Opportunities to observe professional practice through live theatre visits</li> </ul> <b>Big Think:</b> <i>Why do we explore dance history?</i>                                                                                                               | Builds a strong foundation in <b>musical theatre dance</b> , enabling students to engage with professional repertoire, develop stylistic accuracy and understand the historical and cultural significance of dance within musicals. It raises career aspirations and strengthens performance confidence through connections to the professional industry. |
| 5    | Jazz<br>Ballet<br>Contemporary (Rambert Grades)                                                          | Students continue to build foundational knowledge of dance technique, including:<br><b>Jazz and Contemporary:</b> <ul style="list-style-type: none"> <li>Progressive technical exercises increasing in length and complexity</li> <li>Development of movement memory, precision.</li> <li>Floor and centre-based technique reflecting industry practice/structure.</li> <li>Development of Contemporary technique aligned to <b>Rambert Grades syllabus</b></li> </ul> <b>Ballet:</b> <ul style="list-style-type: none"> <li>Introduction to the structure and vocabulary used.</li> <li>Understanding of the formal structure of a Ballet class:</li> </ul> | <b>Jazz and Contemporary Rambert syllabus: physical skills:</b><br>alignment, accuracy, balance, coordination, energy, extension, flexibility, focus and control, movement memory<br><br><b>Ballet:</b><br>Plies, Tendus, Ronde de jambe, port de bras, Rise, releve, echappe, retire, Pas de bourre, Pirouettes. | <u>criteria:</u><br>P4, 7, 9, T7, C8<br>CE 8<br>SMSC 5                                                           | French – Balletic terminology.                                                                                                                      | Technique                                | <b>SMSC:</b> <ul style="list-style-type: none"> <li>respect for challenge and professional standards</li> <li>peer performance, collaborative learning and constructive feedback</li> <li>exposure to established dance companies and contemporary practice</li> </ul> <b>Think Careers:</b> <ul style="list-style-type: none"> <li>Lessons structured to mirror professional audition and technique classes, including music – piano for Ballet.</li> <li>Introduction to Rambert - supporting qualification pathways and future careers.</li> </ul> <b>Big Think:</b> <i>Is creativity important in everyday life?</i> | Continues with the technical foundations, discipline and resilience required for progression within dance. By experiencing Jazz, Ballet and Contemporary technique in an industry-authentic format, students strengthen movement memory, refine physical skills and gain insight into professional pathways.                                              |
| 6    | Choreography – Capoeira<br>Ballet<br>Jazz                                                                | <b>Cultural Dance (Capoeira)</b> <ul style="list-style-type: none"> <li>Origins and development of Capoeira within Brazilian culture</li> <li>Exploration of the purposes of dance across different cultures</li> <li>Observation, analysis and evaluation of professional dance performances.</li> </ul> <b>Ballet/Jazz Technique:</b> <ul style="list-style-type: none"> <li>Continued development of a structured technique lessons, with emphasis on centre and travelling work with increasing length and technical demand.</li> </ul> Increased emphasis on travelling steps, movement memory and development of stylistic accuracy.                   | <ul style="list-style-type: none"> <li>Culture, Tradition</li> <li>Musicality</li> <li>Rhythm and timing</li> <li>Alignment</li> <li>Projection</li> <li>Stage presence</li> <li>Evaluation</li> <li>Interpretation</li> <li>Movement memory</li> </ul>                                                           | Capoeira choreography<br>C1, 2, 4, 5, E11<br>CE7<br>SMSC7<br><br>Jazz/Ballet:<br>T1, 5, 6, E1, 2<br>CE9<br>SMSC4 | <b>History</b> – cultural traditions, origins and evolution of dance forms<br><br><b>Geography</b> – global contexts of dance and cultural identity | Technique<br>Choreography                | <b>SMSC:</b> <ul style="list-style-type: none"> <li>respect for cultural differences and traditions</li> <li>exposure to global dance styles and traditions</li> </ul> <b>Think Careers:</b> <ul style="list-style-type: none"> <li>Understanding how global influences shape contemporary performance practice</li> <li>Ballet and Jazz lesson structures mirror those used in dance auditions and professional training environments</li> </ul> <b>Big Think:</b> <i>Capoeira - Are traditions important?</i><br><i>Technique - Are dance technique classes important?</i>                                             | Enhances students' knowledge about cultural differences and how dance is used for celebrations, spiritual and cultural reasons and how the cultures of dance are different in a range of countries.                                                                                                                                                       |

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| 1    | Contemporary Jazz<br>Choreography - Chance | <p>Students consolidate and extend knowledge of the contemporary and jazz dance technique, building safely upon Year 7 foundations. Emphasis on increasing technical complexity, including physical, performance and safe practice skills.</p> <p>Students are also introduced to <b>professional choreographic practice</b>, with a focus on <b>Merce Cunningham's chance methods</b>, developing understanding of choreographic devices, creative processes, and the analytical frameworks required for KS4 Dance components.</p> | <p><u>Technique:</u></p> <ul style="list-style-type: none"> <li>Floor work</li> <li>Parallel, first, second, fourth position</li> <li>Flexibility,</li> <li>Articulation (spine and feet),</li> <li>contraction</li> <li>suspension/resistance</li> <li>alignment</li> <li>flat back</li> </ul> <p><u>Chance:</u></p> <ul style="list-style-type: none"> <li>Choreographic devices</li> <li>Action, space, dynamics,</li> <li>timing</li> <li>Chance methods</li> <li>Analysis,</li> <li>evaluation</li> </ul> | <p><b>Formative assessment</b> throughout lessons</p> <p><b>Summative assessment</b> at the end of each half-term</p> <p>Performance and technique <b>recorded on film</b> to support grading</p> <p><u>Technique:</u><br/>P1, 2, 3, 5, 8<br/>CE 1<br/>SMSC 4</p> <p><u>Chance:</u><br/>C1, 2, 3, 5, 8<br/>CE 5<br/>SMSC 4</p> | <p><b>PE</b> - Understanding of anatomy, injury prevention, physical skills and safe practice</p> <p><b>Music:</b> Rhythm, timing and musical interpretation</p> <p><b>Drama:</b> Performance skills, confidence and expression.</p> <p><b>PSHE:</b> Resilience, self-management, collaboration and confidence</p> <p><b>Literacy:</b> Use and understanding of specialist terminology</p> | <p>Technique<br/>Performance<br/>Choreography</p>                                                                                       | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Engagement with professional dance practitioners and established choreographic styles</li> <li>Students develop <b>resilience</b>, being encouraged to attempt all exercises, reflect on feedback and refine movement through repetition and practice.</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>Technique lessons mirror professional audition classes for FE/HE auditions.</li> <li>Introduction to choreographic practitioners supports pathways into choreography, performance, teaching and creative industries.</li> </ul> <p><b>Big Think:</b><br/>Technique - <i>Are you born with talent or is talent learnt?</i><br/>Discuss.<br/>Choreography - <i>Can you leave everything to chance?</i></p> | <p>This unit develops students' technical proficiency, creative confidence and professional awareness within dance. By re-establishing core techniques, extending movement vocabulary and introducing recognised choreographic methods, students are well prepared for KS4 Dance study and future engagement with the performing arts.</p>                                                                                         |
| 2    | Performance Preparation and Ballet         | <ul style="list-style-type: none"> <li>•Application of dance skills in a live performance context</li> <li>•Understanding and demonstration of professional <b>performance skills</b></li> <li>•Recall and development of <b>Ballet technique</b> and classical training structures.</li> </ul>                                                                                                                                                                                                                                     | <p><b>Performance:</b><br/>Focus, Energy, Projection, Facial expression, Commitment</p> <p><b>Ballet Technique:</b> In addition to year 7 -<br/>Glisse, ronde de jambe, grande battement, sautes, changements, echappe s, pas de chat, temps leve, grande Jete</p>                                                                                                                                                                                                                                             | <p>Performance:<br/>E3, 4, 5, 8, 10<br/>CE 6<br/>SMSC 3</p> <p>Ballet:<br/>P1, 2, 3, 5, 8<br/>CE 1<br/>SMSC 4</p>                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            | <p>Technique<br/>Performance</p>                                                                                                        | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• Collaboration, empathy and respect for peers</li> <li>• Professional behaviour, commitment and discipline</li> <li>• Confidence, self-expression and personal identity through performance</li> <li>• Exposure to classical Ballet as a traditional art form.</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>• Experience of performing in front of a live audience</li> <li>• Understanding audition-style Ballet technique classes</li> </ul> <p><b>Big Think: Performance</b> - <i>How do we get an imagination?</i><br/>Ballet - <i>Does practice make perfect?</i></p>                                                                                                                                  | <p>This unit develops students' technical, expressive and performance skills through Performing in a show that builds confidence, resilience and ambition.</p> <p>Ballet builds on the foundations of classical technique and industry practice. Together, these experiences support both personal growth and career aspiration, embedding high expectations while developing transferable skills vital for further education.</p> |
| 3    | Performance (Musical) content.             | <p>Students will be working towards their show which will be decided by the PA team. This will combine all 3 disciplines in the CAPA Junior pathway and utilise a cross-curricular of skills.</p>                                                                                                                                                                                                                                                                                                                                   | <p><b>Performance:</b> use of space, stage presence, facial expression, characterisation, musicality, projection, rhythm and timing, consistency, interaction and response to other performers</p> <p><b>Production elements:</b> use of props, set, costume and sound accompaniment</p> <p><b>Professional discipline:</b> focus.</p>                                                                                                                                                                         | <p><u>criteria:</u><br/>E1, 2, 6, 7, 9<br/>CE 2<br/>SMSC 8</p>                                                                                                                                                                                                                                                                 | <p><b>Music:</b> Rhythm, timing and musical interpretation</p> <p><b>Drama:</b> Performance skills, confidence and expression.</p>                                                                                                                                                                                                                                                         | <p>Technique<br/>Performance<br/>Choreography</p> <p>These threads are revisited and strengthened through rehearsal, refinement and</p> | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• commitment to rehearsal, responsibility within an ensemble, collaboration with peers, communication and performing as part of a team.</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>• Preparing for a performance.</li> <li>• Roles and responsibilities - choreographer, dancer.</li> <li>• Development of industry-relevant skills.</li> </ul> <p><b>Big Think:</b> <i>What does imagination look like?</i></p>                                                                                                                                                                                                                                                                                           | <p>Enables students to apply technical, interpretative and collaborative skills in a meaningful, real-world performance context. It builds confidence, professionalism and ambition, while supporting personal development and potential career aspirations within the performing arts.</p>                                                                                                                                        |

# Dance

# Year 8

| Term | Topic                                                                                                                  | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Vocabulary                                                                                                                                                                                                                                                                                                                        | Assessment                                                                                                                                                                                                                                                                              | Cross-Curricular Links                                                                                                                                            | Golden Threads                           | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 4    | <p><b>Choreography:</b> Continuing with performance content from T3</p> <p>Choreography: responding to a stimulus.</p> | <p>Students develop choreographic understanding through the creation of dance based on a given stimulus, such as an image, poem, music, object or prop.</p> <p>They explore how meaning can be generated and communicated through movement choices by applying choreographic principles, making deliberate decisions about action, space, dynamics and relationships, and use a range of choreographic devices to structure and refine their work, preparing them for KS4 Dance (Component 3).</p>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Stimulus</li> <li>Choreographic intention</li> <li>Action</li> <li>Space</li> <li>Dynamics</li> <li>Relationships</li> <li>Choreographic devices</li> </ul>                                                                                                                                | <p><u>Criteria:</u><br/>C1, 2, 3, 4, 6<br/>CE4<br/>SMSC6</p> <p>Assessment is through students' ability to create, structure and perform choreography that clearly communicates an idea, demonstrating creativity, interpretative skill and effective use of choreographic devices.</p> | <p>English: Interpreting poems, themes and narrative<br/>PSHE: Confidence, cooperation and self-expression<br/>Art: Use of images, objects and visual stimuli</p> | Choreography                             | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Collaborative working, peer feedback and shared creative responsibility</li> <li>Exploration of identity, meaning and artistic expression</li> </ul> <p><b>Think Careers:</b><br/>Develops foundational skills for pathways in choreography, performance.</p> <p><b>Big Think:</b><br/><i>Is the Arts a human right?</i></p>                                                                                                                                                                                                                                          | <p>This unit strengthens students' creative, interpretative and choreographic skills, enabling them to respond imaginatively and thoughtfully to a stimulus. It supports progression into KS4 Dance, equipping students with the knowledge, vocabulary and confidence required to create meaningful choreography, while fostering independence, collaboration and artistic expression.</p>                                                                                                                                                                                                                      |
| 5    | <p>Jazz<br/>Ballet<br/>Contemporary (Rambert Grades)</p>                                                               | <p>Students continue to build foundational knowledge of dance technique, including:</p> <p><b>Jazz and Contemporary:</b></p> <ul style="list-style-type: none"> <li>Progressive technical exercises increasing in length and complexity</li> <li>Development of movement memory, precision.</li> <li>Floor and centre-based technique reflecting industry practice/structure.</li> <li>Development of Contemporary technique aligned to <b>Rambert Grades syllabus</b></li> </ul> <p><b>Ballet:</b></p> <ul style="list-style-type: none"> <li>Introduction to the structure and vocabulary used.</li> <li>Understanding of the formal structure of a Ballet class:</li> </ul> | <p><b>Jazz and Contemporary Rambert syllabus: physical skills:</b><br/>alignment, accuracy, balance, coordination, energy, extension, flexibility, focus and control, movement memory</p> <p><b>Ballet:</b><br/>Plies, Tendus, Ronde de jambe, port de bras, rise, releve, echappe, retiré, pas de bourre, pirouettes.</p>        | <p><u>Criteria</u><br/>T1, 2, 3, 5, 6<br/>CE 8<br/>SMSC1</p>                                                                                                                                                                                                                            |                                                                                                                                                                   | Technique                                | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>respect for challenge and professional standards</li> <li>peer performance, collaborative learning and constructive feedback</li> <li>exposure to established dance companies and contemporary practice</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>Lessons structured to mirror professional audition and technique classes, including music – piano for Ballet.</li> <li>Introduction to Rambert - supporting qualification pathways and future careers.</li> </ul> <p><b>Big Think:</b> <i>What does respect look like?</i></p> | <p>Continues with the technical foundations, discipline and resilience required for progression within dance. By experiencing Jazz, Ballet and Contemporary technique in an industry-authentic format, students strengthen movement memory, refine physical skills and gain insight into professional pathways.</p>                                                                                                                                                                                                                                                                                             |
| 6    | <p>Choreography - 'Swansong' - Christopher Bruce</p> <p>Jazz<br/>Ballet</p>                                            | <ul style="list-style-type: none"> <li>Understanding <b>choreographic approach, intent and</b> narrative in dance through the study of <b>Christopher Bruce's <i>Swansong</i></b>.</li> <li>Awareness of <b>practitioner influence</b> and choreographic style and approaches in preparation for <b>KS4 (Component 3)</b>.</li> <li>Development of <b>technical proficiency</b> in Ballet and Jazz, including progressive skill-building, movement memory and stylistic accuracy.</li> </ul>                                                                                                                                                                                   | <p><b>Choreography:</b><br/>narrative, intention, interpretation, action, space, dynamics, spatial awareness, motif development.</p> <p><b>Ballet:</b> barre, grande battement, chassé, allegro, petit jeté, sauté, changement, grande jeté, chaines</p> <p><b>Jazz:</b> kick, flick, ball change, fan kick, hitch kick, jazz</p> | <p><u>Choreography criteria:</u><br/>C1, 4, 5, 8, E7<br/>CE11<br/>SMSC7</p> <p><u>Jazz and Ballet criteria:</u><br/>P4, 6, 7, 9, T7<br/>CE9<br/>SMSC11</p>                                                                                                                              | <p>Drama and Music<br/>PSHE – choreography themes relating to bullying interrogation and dominance.</p>                                                           | Choreography<br>Technique<br>Performance | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>exploration of bullying, power and injustice in <i>Swansong</i>; discussion of ethical behaviour and human rights.</li> <li>appreciation of professional dance works and stylistic differences across genres.</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>Lessons mirror professional dance technique classes and audition settings.</li> <li>Incorporation of professional work, companies and choreographers to broaden knowledge and career aspirations.</li> </ul> <p><b>Big Think:</b></p>                                    | <p>This unit develops students' technical skill, expressive capability and critical understanding of dance. Through the study of Christopher Bruce's <i>Swansong</i>, students gain insight into how choreography communicates narrative and meaning while allowing individual interpretation. Ballet and Jazz technique lessons strengthen physical foundations, discipline and resilience, supporting long-term progression into KS4 and beyond. The scheme promotes personal growth, empathy and cultural awareness, while preparing students for both academic assessment and future pathways in dance.</p> |

# Dance

# Year 9

| Term | Topic                                                                                  | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Assessment                                                                                                                                              | Cross-Curricular Links                                                                                 | Golden Threads                           | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1    | Contemporary Jazz Choreography - 'Shadows' - Christopher Bruce (Phoenix Dance Theatre) | <ul style="list-style-type: none"> <li>Re-establishment of Contemporary and Jazz technique, with progression from Year 8 skills.</li> <li>Development of physical skills and technical accuracy across floor, centre and travelling work.</li> <li>Introduction to dance analysis and choreographic understanding through the professional work <i>Shadows</i> by Christopher Bruce.</li> <li>Preparation for Phase 2 / BTEC pathways through analysis of choreography and production elements.</li> </ul>                          | <ul style="list-style-type: none"> <li><b>Physical skills:</b> alignment, control, balance, extension, contraction, release, isolation, stamina, strength.</li> <li><b>Contemporary:</b> spirals, tilts en l'air, développ  , fondu, high release, floorwork.</li> <li><b>Jazz:</b> ball change, kick/flick, fan kick, hitch kick, jazz square, stag leap, chain  s, jump turns.</li> <li><b>Choreography &amp; Analysis:</b> action, space, dynamics, relationships, choreographic intention, choreographic devices, production elements, use of props.</li> </ul> | <p>Technique - <u>criteria:</u><br/>P1, 2, 3, 5, 8<br/>CE 1<br/>SMSC 4</p> <p>Choreography - <u>criteria:</u><br/>C1, 2, 3, 4, 5<br/>CE 5<br/>SMSC5</p> | <b>History:</b><br>Themes in <i>Shadows</i> related to oppression and linked to Auschwitz.             | Technique<br>Choreography<br>Performance | <p><b>SMSC:</b><br/>Exploring themes of war, suffering, the unknown and moral responsibility through <i>Shadows</i>.</p> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>Understanding of professional repertoire and production processes.</li> <li>Lessons structured to mirror industry-standard technique classes.</li> </ul> <p><b>Big Think:</b><br/>Technique - <i>Is the use of teamwork or focusing on yourself more important?</i><br/>Choreography - <i>Is performing good for you?</i></p>                                                                                                                                             | This unit develops students' technical proficiency, and creative understanding across Contemporary, Jazz, and Choreography. Revisiting foundational skills ensures continuity while introducing more challenging content that prepares students for Phase 2/BTEC qualification. Through engagement with a professional work such as <i>Shadows</i> , students deepen their cultural understanding, emotional empathy, and performance skills. The curriculum purposefully builds resilience, encourages personal reflection, and provides insight into real-world performing arts careers, forming a well-rounded, aspirational, and progressive programme. |
| 2    | Performance Preparation and Ballet                                                     | <p>•Application of dance skills in a live performance context</p> <p>•Understanding and demonstration of professional <b>performance skills</b></p> <p>•Recall and development of <b>Ballet technique</b> and classical training structures.</p>                                                                                                                                                                                                                                                                                    | <p><b>Performance:</b><br/>Focus, Energy, Projection, Facial expression, Commitment</p> <p><b>Ballet Technique:</b> In addition to year 8 - Glisse, ronde de jambe en l'aire, grande battement, en clouche. battement ferme, pas de chat, grande Jete, arabesque, attitude, pirouettes.</p>                                                                                                                                                                                                                                                                         | <p>Performance:<br/>E3, 4, 5, 8, 10<br/>CE 6<br/>SMSC 3</p> <p>Ballet:<br/>P4, 6, 7, 9, T7<br/>CE8<br/>SMSC1</p>                                        |                                                                                                        | Technique<br>Performance                 | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Collaboration, empathy and respect for peers</li> <li>Professional behaviour, commitment and discipline</li> <li>Confidence, self-expression and personal identity through performance</li> <li>Exposure to classical Ballet as a traditional art form.</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>Experience of performing in front of a live audience</li> <li>Understanding audition-style Ballet technique classes</li> </ul> <p><b>Big Think:</b> Performance - <i>How do we get an imagination?</i> Ballet - <i>Is creativity important in everyday life?</i></p> | <p>This unit develops students' technical, expressive and performance skills through Performing in a show that builds confidence, resilience and ambition.</p> <p>Ballet builds on the foundations of classical technique and industry practice. Together, these experiences support both personal growth and career aspiration, embedding high expectations while developing transferable skills vital for further education.</p>                                                                                                                                                                                                                          |
| 3    | Ballet Jazz Choreography – A Linha Curva (Rambert)                                     | <p><b>Ballet</b> - Development of classical technique through barre, centre and allegro work.</p> <p><b>Jazz</b> - Safe and stylistically accurate execution of travelling sequences and centre combinations.</p> <p>Consolidation of previous skills to support progression into more complex Jazz and Ballet sequences.</p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>Analysis, evaluation and understanding of professional repertoire.</li> <li>Exploration of styles to celebrate cultures.</li> </ul> | <p><b>Ballet: in addition to year 8:</b> arabesque, attitude, pirouette, pas de chat, glissade, sissonne, assembl  , grand jet  , balances, pos   turns, chain  s.</p> <p><b>Jazz: in addition to year 8:</b> 4th position, contraction, release, fan kick, hitch kick, jazz square, stag leap, chain  s, jump turns.</p> <p><b>Choreography:</b> Choreographic approach, choreographic intention, stimulus, choreographer, audience</p>                                                                                                                            | <p>Technique:<br/>T1, 2, 3, 5, 6<br/>CE2<br/>SMSC11</p> <p>Choreography:<br/>C1, 2, 3, 5, 7<br/>CE7<br/>SMSC7</p>                                       | <b>History/Geography</b> - history of the Brazilian culture and how they celebrate this through dance. | Technique<br>Choreography<br>Performance | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>Collaboration in sequences and ensemble work, peer support and communication.</li> <li>Developing key knowledge in cultural dance and traditions and how this is used as a purpose to celebrate.</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>Exposure to professional dance companies and the roles and responsibilities required to be successful.</li> <li>Link to Rambert Grades.</li> </ul> <p><b>Big Think:</b></p>                                                                                                                                                 | <p>This unit develops students' technical skill, expressive capability and critical understanding of dance. Through the study of Rambert's A Linha Curva, students gain insight into how choreography can be created and communicated while allowing individual interpretation.</p> <p>Ballet and Jazz technique lessons strengthen physical foundations, discipline and resilience, supporting long-term progression into KS4 and beyond. The scheme promotes personal growth, empathy and cultural awareness,</p>                                                                                                                                         |

| Ter<br>m | Topic                                                                                                                          | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment                                                                                                                      | Cross-<br>Curricular<br>Links                                                                                                     | Golden Threads                                                                                                                              | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 4        | Contemporary (Rambert Grades)<br>Ballet<br>Choreography – Matthew Bourne                                                       | <b>Contemporary – Rambert Grades</b> <ul style="list-style-type: none"><li>Progression to Grade 4, requiring increased strength, control, coordination and expressive movement quality.</li></ul> <b>Ballet</b> <ul style="list-style-type: none"><li>Continued refinement of classical technique through barre, centre, allegro and travelling sequences while introducing more complex classical vocabulary.</li></ul> <b>Choreography:</b> <ul style="list-style-type: none"><li>Analysis, evaluation and understanding of professional repertoire including key choreographic approaches, stylistic qualities, styles and intentions of the production to preparation for vocational qualification components.</li></ul> | <b>Choreography:</b> Choreographic approach, choreographic intention, stimulus, choreographer, audience awareness, energy, commitment, timing, motif, repertoire, ensemble.<br><b>Contemporary</b> spirals, tilt en l’air, développé, fondu, high release, kicks en croix, flatback, stag leap, triplets.<br><b>Ballet</b> arabesque, pirouette, petit jeté, pas de chat, glissade, temps levé, sissonne, assemblé, grand jeté, balances, posé turns, chaînés. | Technique:<br>criteria:<br>P1, 4, ,5, 8 T9<br>CE9<br>SMSC10<br><br>Choreography:<br>criteria:<br>T1, 2, 3, 4, 7<br>CE7<br>SMSC7 |                                                                                                                                   | Technique<br>Choreography<br>Performance                                                                                                    | <b>SMSC:</b><br>resilience, perseverance and self-discipline when learning challenging material<br><br><b>Think Careers:</b> <ul style="list-style-type: none"><li>Direct link to Rambert Grades and professional dance industry standards</li><li>Awareness of the range of roles involved in producing a professional performance</li></ul><br><b>Big Think:</b><br>Technique - <i>Is performing good for you?</i><br>Choreography - <i>Do we lose our imagination when we grow up?</i> | This unit provides a balanced and rigorous dance curriculum that develops technical excellence, creative thinking and professional awareness. Through contemporary and classical training alongside professional repertoire analysis, students gain the skills, confidence and cultural understanding required for both further dance study and transferable life skills, preparing them effectively for examinations, future careers and personal growth. |
| 5        | Performance (Musical) content.                                                                                                 | Students will be working towards their show which will be decided by the PA team. This will combine all 3 disciplines in the CAPA Junior pathway and utilise a cross-curricular of skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Performance:</b> use of space, stage presence, facial expression, characterisation, musicality, projection, rhythm and timing, consistency, interaction and response to other performers<br><b>Production elements:</b> use of props, set, costume and sound accompaniment<br><b>Professional discipline:</b> focus, energy, commitment and performance etiquette                                                                                           | criteria:<br>E1, 2, 3, 6, 8<br>CE10<br>SMSC8                                                                                    | <b>Music:</b><br>Rhythm, timing and musical interpretation<br><br><b>Drama:</b><br>Performance skills, confidence and expression. | Technique<br>Performance<br>Choreography<br><br>These threads are revisited and strengthened through rehearsal, refinement and performance. | <b>SMSC:</b> <ul style="list-style-type: none"><li>commitment to rehearsal, responsibility within an ensemble, collaboration with peers, communication and performing as part of a team.</li></ul> <b>Think Careers:</b> <ul style="list-style-type: none"><li>Preparing for a performance.</li><li>Roles and responsibilities - choreographer, dancer.</li><li>Development of industry-relevant skills.</li></ul> <b>Big Think:</b><br><i>What does imagination look like?</i>           | Enables students to apply technical, interpretative and collaborative skills in a meaningful, real-world performance context. It builds confidence, professionalism and ambition, while supporting personal development and potential career aspirations within the performing arts.                                                                                                                                                                       |
| 6        | <b>Choreography:</b><br>Continuing with performance content from T3<br><br><b>Choreography:</b><br>BTEC<br>Component 3<br>mock |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |                                                                                                                                   | Choreography                                                                                                                                | SMSC<br>Think Careers<br>Big Think<br>Earthshot                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| Term    | Topic                                                                                                                                                                                            | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Cross-Curricular Links                                                                                                                                                                                                  | Golden Threads                            | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 1, 2, 3 | <p>BTEC Tech Award in Performing Arts – Dance.</p> <p>Component 1 – Exploring the performing arts.</p> <p>(2024-2026 cohort completed Component 1 in Y10 and Component 2 in T1 and 2 of Y11)</p> | <p>Students develop both theoretical and practical knowledge of professional dance practice through:</p> <ul style="list-style-type: none"> <li>• Exploration of professional performance and production processes</li> <li>• Study of practitioners' roles, responsibilities and skills</li> <li>• Participation in style-specific workshops linked to professional set works</li> <li>• Application of industry-standard rehearsal, development and performance processes</li> <li>• Understanding how purpose, context and stylistic qualities influence creative outcomes</li> </ul> <p>Professional focus includes:</p> <ul style="list-style-type: none"> <li>• <i>Nutcracker</i> – Matthew Boume</li> <li>• Continued development of practitioner knowledge from Year 9</li> </ul> | <ul style="list-style-type: none"> <li>• Physical and Performance skills</li> <li>• Stylistic qualities -stimulus, motif, development, structure, narrative, intention, theme, style, contextual influences.</li> <li>• Purpose</li> <li>• Professional Practice: rehearsal process, technical rehearsal, dress rehearsal, evaluation.</li> <li>• Roles &amp; Responsibilities: dancer, choreographer, performer, practitioner, production roles.</li> <li>• Production Elements: costume, lighting, set, sound.</li> </ul>                                                                                                                 | <p><b>Assessment type:</b> Internal assessment, externally moderated</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Written coursework</li> <li>• Filmed practical workshops and performance material</li> </ul> <p><b>Assessment window:</b> May (Component 1 and Component 2)</p> <p><b>Ongoing formative assessment</b> through workshops and practical tasks</p> <p><b>Evidence supports:</b></p> <ul style="list-style-type: none"> <li>• Investigation of professional work (Learning Aim A)</li> <li>• Demonstration of skills, techniques and processes (Learning Aim B).</li> </ul> | <p><b>Performing Arts:</b> collaboration across dance, drama and production roles</p> <p><b>Art &amp; Design:</b> costume, set and lighting design</p> <p><b>Music:</b> accompaniment, rhythm, timing and structure</p> | <p>Technique Performance Choreography</p> | <p><b>SMSC:</b><br/>Core transferable skills to prepare students for the world of work; presentation, self-confidence, verbal communication, time management, collaboration, creativity, working with others, organisation.</p> <p><b>Think Careers:</b><br/>Students explore a range of professional dance set works with a range of national and international dance companies, choreographers, practitioners and artists. Dancers within these companies have trained in a range of different countries and companies from all over the world. This develops the student's awareness of dance around the world and training opportunities for development at FE and HE level.</p>                                                                                                                                                                | <p>Component 1 provides a strong foundation in professional dance practice, combining practical performance with critical understanding of how work is created in the performing arts industry. By embedding industry processes, collaborative working and reflective practice, students are prepared for BTEC assessment success, future study and a broad range of creative career pathways, while continuing to develop the school's core values of ambition, resilience, empathy, honesty, respect and responsibility.</p> |
| 4, 5, 6 | <p>Component 2 – Developing skills and techniques in the performing arts.</p>                                                                                                                    | <p>Students develop advanced performance, rehearsal and reflective practice through:</p> <ul style="list-style-type: none"> <li>• Reproduction and interpretation of professional dance repertoire</li> <li>• Use of industry-standard rehearsal processes</li> <li>• Application of physical and interpretative performance skills</li> <li>• Understanding professional expectations including health and safety, discipline, collaboration, sustained rehearsal and refinement</li> <li>• Critical reflection on personal development and performance outcomes.</li> </ul>                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Rehearsal process: warm-up, cool-down, repetition, spacing, stage directions, repertoire, feedback, refinement</li> <li>• Performance Skills: alignment, balance, coordination, control, extension, posture, flexibility, stamina.</li> <li>• Interpretative Skills: characterisation, expression, musicality, dynamics, projection, stage presence.</li> <li>• Professional Practice: reliability, commitment, punctuality, consistency, collaboration, reflection</li> <li>• Evaluation: strengths, areas for development, targets, actions, professional dance specific terminology.</li> </ul> | <p><b>Assessment type:</b> Internal assessment, externally moderated.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Practical performance of professional repertoire</li> <li>• Ongoing rehearsal observation</li> <li>• Reflective logs (written, annotated and/or recorded)</li> </ul> <p><b>Assessment aligned to:</b><br/>Learning Aim A: Use of rehearsal processes<br/>Learning Aim B: Application of skills and techniques in performance<br/>Learning Aim C: Review of development and final performance</p>                                                                        | <p><b>Performing Arts:</b> collaboration across dance, drama and production roles</p>                                                                                                                                   | <p>Technique Performance Choreography</p> | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• respectful collaboration, cooperation and communication within rehearsal groups</li> <li>• <b>Moral:</b> responsibility, commitment and resilience in preparation for performance</li> <li>• <b>Spiritual:</b> confidence, self-expression and personal growth through performance</li> <li>• <b>Cultural:</b> engagement with diverse professional repertoire, styles, cultures.</li> </ul> <p><b>Think Careers:</b><br/>Students will be learning direct repertoire from a professional dance piece. They will initially watch the piece and then explore the movement content as well as the choreographic processes, linking to the professional industry. They will also research the dance company which may inspire them for future jobs or places of study at HE/FE level.</p> | <p>Component 2 enables students to apply and refine high-level dance skills through professional repertoire, preparing them for final assessment and future progression. By combining disciplined rehearsal, expressive performance and structured reflection, students develop both artistic excellence and transferable life skills, ensuring readiness for further study, employment and participation in the performing arts industry.</p>                                                                                 |

| Term    | Topic                                                                                                                                                                                                                     | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Cross-Curricular Links                                                                                                                                      | Golden Threads                                    | Personal Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Rationale                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 1 and 2 | <p>Component 2 – Developing skills and techniques in the performing arts.</p> <p>2025 – 2027 cohort will use T1 and 2 to further develop skills in preparation for component 3 due to completing Component 2 in Y10).</p> | <p>Students develop advanced performance, rehearsal and reflective practice through:</p> <ul style="list-style-type: none"> <li>• Reproduction and interpretation of professional dance repertoire</li> <li>• Use of industry-standard rehearsal processes</li> <li>• Application of physical and interpretative performance skills</li> <li>• Understanding professional expectations including health and safety, discipline, collaboration, sustained rehearsal and refinement</li> <li>• Critical reflection on personal development and performance outcomes.</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>• Rehearsal process: warm-up, cool-down, repetition, spacing, stage directions, repertoire, feedback, refinement</li> <li>• Performance Skills: alignment, balance, coordination, control, extension, posture, flexibility, stamina.</li> <li>• Interpretative Skills: characterisation, expression, musicality, dynamics, projection, stage presence.</li> <li>• Professional Practice: reliability, commitment, punctuality, consistency, collaboration, reflection</li> <li>• Evaluation: strengths, areas for development, targets, actions, professional dance specific terminology.</li> </ul> | <p><b>Assessment type:</b> Internal assessment, externally moderated.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Practical performance of professional repertoire</li> <li>• Ongoing rehearsal observation</li> <li>• Reflective logs (written, annotated and/or recorded)</li> </ul> <p><b>Assessment aligned to:</b><br/>           Learning Aim A: Use of rehearsal processes<br/>           Learning Aim B: Application of skills and techniques in performance<br/>           Learning Aim C: Review of development and final performance</p> | <p><b>Performing Arts:</b> collaboration across dance, drama and production roles</p>                                                                       | <p>Technique<br/>Performance<br/>Choreography</p> | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• respectful collaboration, cooperation and communication within rehearsal groups</li> <li>• <b>Moral:</b> responsibility, commitment and resilience in preparation for performance</li> <li>• <b>Spiritual:</b> confidence, self-expression and personal growth through performance</li> <li>• <b>Cultural:</b> engagement with diverse professional repertoire, styles, cultures.</li> </ul> <p><b>Think Careers:</b><br/>           Students will be learning direct repertoire from a professional dance piece. They will initially watch the piece and then explore the movement content as well as the choreographic processes, linking to the professional industry. They will also research the dance company which may inspire them for future jobs or places of study at HE/FE level.</p> | <p>Component 2 enables students to apply and refine high-level dance skills through professional repertoire, preparing them for final assessment and future progression. By combining disciplined rehearsal, expressive performance and structured reflection, students develop both artistic excellence and transferable life skills, ensuring readiness for further study, employment and participation in the performing arts industry.</p>          |
| 3 to 6  | <p>Component 3: Responding to a Brief</p>                                                                                                                                                                                 | <p>Students apply choreographic, performance and evaluative knowledge by:</p> <ul style="list-style-type: none"> <li>• Interpreting and responding creatively to an externally set brief and stimulus</li> <li>• Understanding professional constraints such as audience, space, time and resources</li> <li>• Selecting and developing appropriate skills, techniques and styles</li> <li>• Applying rehearsal and performance processes to realise a workshop performance</li> <li>• Evaluating both the creative process and final outcome using subject-specific terminology</li> <li>• Making explicit links to professional working practices studied in Components 1 and 2</li> </ul> | <ul style="list-style-type: none"> <li>• Choreography: brief, stimulus, theme, intention, structure, motif, style.</li> <li>• Performance Skills: physical skills, interpretative skills, rehearsal skills.</li> <li>• Process &amp; Rehearsal: improvisation, development, adaptation, rehearsal, refinement</li> <li>• Professional Practice: target audience, resources, collaboration, contribution, evaluation</li> <li>• Evaluation: strengths, areas for improvement, impact, effectiveness, reflection</li> </ul>                                                                                                                   | <p>Externally assessed component</p> <p>Assessment objectives:</p> <ul style="list-style-type: none"> <li>• AO1: Understanding how to respond to a brief</li> <li>• AO2: Selecting and developing skills and techniques</li> <li>• AO3: Applying skills and techniques in a workshop performance</li> <li>• AO4: Evaluating the creative process and final outcome</li> </ul> <p>Evidence includes:</p> <ul style="list-style-type: none"> <li>• Group workshop performance</li> <li>• Written examinations.</li> </ul>                                                      | <p><b>English</b> - evaluative writing, justification of creative choices</p> <p><b>PSHE:</b> teamwork, leadership, time management and problem-solving</p> | <p>Technique<br/>Performance<br/>Choreography</p> | <p><b>SMSC:</b></p> <ul style="list-style-type: none"> <li>• awareness of how themes, issues and contexts can be communicated through dance</li> <li>• commitment when working to deadlines</li> <li>• collaboration, communication and respect within group work</li> <li>• building on prior learning from KS3 and Components 1 and 2 to create original choreography</li> </ul> <p><b>Think Careers:</b></p> <ul style="list-style-type: none"> <li>• Direct experience of the role of a choreographer responding to a brief</li> <li>• Continued development of the role of a performer within collaborative work</li> <li>• Understanding how professional choreographers generate work for specific audiences and contexts</li> </ul>                                                                                                                    | <p>Component 3 allows students to synthesise all learning across the qualification, applying performance, choreographic and evaluative skills in response to an externally set brief. Through collaborative creation, disciplined rehearsal and reflective evaluation, students demonstrate independence, creativity and professionalism, preparing them effectively for final assessment, further study and future careers in the performing arts.</p> |