

Dance on a Page 2024 / 2025

Dance Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts (Dance)

Subject Leader: Francesca George

CURRICULUM INTENT:

Our Dance curriculum is sequenced to allow students to develop their creativity, dance technique and knowledge through analysis of dance practitioners, professional repertoire; as well as their own choreographic works. New content is introduced each year at key stage 3 within their core PE dance unit and then built upon within Level 2 and Level 3 courses, developing students understanding by making connections to prior knowledge whilst rapidly building in complexity. We aim to develop thinking dancers through the appreciation of many different dance genres throughout their studies.

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Key Stage 4

Year 10	<p>The year 10 curriculum build on the KS3 dance units taught within core PE. students will learn by replicating professional repertoire, practical technique lessons, independent research, choreographic workshops and dance analysis lessons.</p> <p>Learning professional repertoire in year 10 is important to develop understanding of different practitioners stylistic qualities in preparation for the competition of Component 2 at the start of year 11.</p>												
	Term 1	Technical Skills, choreographic intention/ stimulus, physical skills, Expressive skills	Term 2	Professional repertoire, analysis of professional work, influence on your own choreographic approach (including, choreographic process, choreographic devices and motif development)	Term 3	Introduction of Component 1 - how to respond to an assignment theme.	Term 4	Component 1 window		Term 5	Competition of component 1	Term 6	How Dance analysis and how this can influence your own choreography. The role of a dance/ choreographer. Target Audience.
	<p>The lessons are timetabled to allow students to explore dance holistically and understand how component 1 and 2 develops their skills for their final externally assessed unit - Component 3 'responding to a brief'. Do now tasks are used to check recall understanding of previously taught content that will then be developed within the lesson. Homework is used to consolidate learning and practise skills required e.g. extended writing tasks required within reviewing and analysis coursework criteria.</p>												

Year 11	<p>The year 11 dance curriculum sees the students complete the final two components for their course. Students will complete component 1 in the Autumn term and component 3 between January and April.</p>											
	Term 1	Component 2 release - theme exploration	Term 2	Completion of component 2	Term 3	Preparation for component 3. Component 3 release.	Term 4	Preparation for component 3. Component 3 release.		Term 5	N/A	Term 6

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Key Stage 5

<p>The year 12 curriculum build on the Level 2 dance course. Students will learn by replicating professional repertoire, practical technique lessons, independent research, choreographic workshops and dance analysis lessons with more details focused on developing their own dance practice.</p>												
Year 12	Term 1	<p>Technical Skills, Physical skills, Expressive Skills - with a focus on how these differ within dance genres and choreographers stylistic qualities. The importance of becoming a diverse performer.</p>	Term 2	<p>Unit 2 - The performing Dancer released</p>	Term 3	<p>Completing Unit 2. How to respond to a brief set by the exam board (Unit 3)</p>	Term 4	<p>Unit 3 final performance and assessment</p>	Term 5	<p>Dance analysis. Extended writing in dance. Preparation for unit 1. Study of Practitioner 1 and 3 set works.</p>	Term 6	<p>Study of Practitioner 2 and 3 set works.</p>
	<p>The lessons are timetabled to allow students to explore dance holistically and understand the role of the dancer in more detail than their level 2 studies. Developing their understanding of the the skills needed to develop as a performer after their level 3 studies/ the transferrable skills for other careers. We then build upon this with their external assessment (unit 3) when students work on their own choreography and take on the role of a performer within a dance company setting.</p> <p>Do now tasks are used to check recall understanding of previously taught content that will then be developed within the lesson - this may be practical do now tasks as students perform performance work with a skills focus to allow for feedback.</p> <p>Homework is used to consolidate learning and practise skills required e.g. extended writing tasks required within reviewing and analysis coursework criteria.</p>											