

Curriculum

‘A chance to dance; Dance is for everyone’

Our aim is to enable every young person to have the chance to dance. We create the opportunity and access into dance so that students can: develop their own individual style and dance vocabulary; learn a variety of dance styles and techniques; explore dance and diversity and its cultural impact; have the opportunity to appreciate a range professional dance works, professional companies, dancers, and choreographers. Dance can develop confidence by having fun and the freedom to explore creatively and flourish in a supportive environment with a non-judgemental approach, with particular focus on fitness, mental health, and wellbeing. It occupies a unique position within the curriculum, with its connection to PE and Performing Arts – the physical and the creative.

The purpose of the Dance curriculum is to create the opportunity for students to engage in different dance styles, techniques, choreography, and to provide the essential skills and understanding to be creative to be able to express themselves. We give students the opportunity to perform, choreograph, and critically appreciate and be inspired by the work of professional dance practitioners and companies and their own work. Based on the national curriculum for Dance in PE, our dance curriculum incorporates the delivery of dance in schools with guidance from One Dance UK and Artsmark. This curriculum has been designed to provide students with the best opportunities to explore, learn and understand the key aspects of the art form. The schemes of work and learning outcomes will focus on involving the key aspects of dance choreography, performance, and appreciation.

Throughout the units we hope to build confidence by working together, exploring leadership skills, peer observation and performance skills. Students will be taught technical dance skills, a variety of dance styles with a focus on contemporary dance art forms, creative process and exploration, response to a stimulus, improvisation, and the principles of choreography.

Through their dance education, students will develop many transferable skills: confidence, leadership, and the ability to self-manage and collaborate effectively with their peers. We aim to equip our students with the necessary skills and resilience to succeed in a career within the Performing Arts industry.

	What pupils will learn	How it builds on learning
Years 10 & 11	<p>BTEC Tech Award in PERFORMING ARTS Level 1/Level 2</p> <p>This is a vocational course with practical delivery of performing arts, with a specific focus on dance. This course will be taught through participation in workshops and classes with a focus on dance technique, understanding the role of a dancer, professional dance companies, choreographers, and the performing arts industry. This course will provide students with a real flavour of the professional industry, and they will train in dance preparing them for the next steps ahead.</p>	<p>Through prior learning students will have developed their technical ability, creative and choreography skills, understanding of dance appreciation and will be ready to take their performance skills to an advanced level. For those aspiring to study dance further, dance can offer all types of opportunities that engages with both community, educational and professional dance, working with dance specialists, professional dance companies, theatre and performing arts. We will explore these areas in dance, look and study professional dance repertoire and works through dance appreciation. Students will build on contemporary dance technique and a range of</p>

<p>Within this course, students will study three components:</p> <p>Component 1: Exploring the Performing Arts (internally assessed)</p> <p>This component will teach students the requirements of being a dance performer across a range of dance styles. They will develop their understanding of dance techniques, styles, and key elements by examining practitioners' work and the processes used to create dance performance. Students will be introduced to a range of performance styles and professional practice from established dance practitioners or companies. They will explore the role of a dancer, the creative intention behind the work, how a choreographer works, what happens during the rehearsal process, and the relationship between the performers and the audience. Students will watch and discuss through dance appreciation and keep a log of their work. Pupils will produce a power point or another choice of evidence to demonstrate their understanding of the processes involved in being in a professional company by responding to a theme set by Pearson that links with the professional works.</p> <p>Component 2: Developing Skills and Techniques (internally assessed)</p> <p>In this component, students will develop dance performance skills and techniques from existing repertoire from a professional dance company or choreographer. They will take part in workshops and classes where they will develop technical, interpretative and performance skills through rehearsal and performance processes. They will learn set repertoire from professional dance works and will be able to learn the set dance for performance. Students will develop their own performing arts skills and techniques, by reproducing professional performance. They can work in groups exploring the professional repertoire that will be shown as a performance. Students will review and reflect on their process and performance.</p> <p>Component 3: Performing to a Brief: Externally Assessed</p> <p>In this component, students will have the opportunity to respond to a brief using the</p>	<p>styles. Their choreography and performance skills will be developed to a higher level to prepare them for the next step in dance.</p> <p>Students will have the opportunity to develop sector-specific knowledge and skills in a practical and professional learning environment by taking the Pearson BTEC Tech Award in Performing Arts (Dance Approach).</p>
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	<p>stimulus given whilst working as part of a group. They will develop original ideas for a workshop performance and will apply skills and techniques to communicate their creative intentions to an audience for a final performance. Component 3 is an external assessment and provides the main synoptic assessment for the qualification. This component builds directly on Components 1 and 2 and enables students to build on their prior learning and connect and develop dance skills further to prepare them for the future. It requires students to apply their knowledge of how to respond to a stimulus, creative processes, choreography skills, technical ability and to apply their performance skills and techniques in response to a stimulus. The response to a brief provided by Pearson will have a specific intended audience. This unit prepares students for the roles of dancers and performers when working for a choreographer and company, and for the exciting opportunities of creating and performing to different audiences.</p>	
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Assessment

PSA Pearson set assignment is released with a theme to explore and follow- Completed in Y10/11 (Coursework across the two years)

Year 10: Component 1 – PSA release December - 15th May Deadline

Year 11: Component 2- PSA release September – 15th December Deadline

Year 11: Component 3- PSA release January- 15th May Deadline

Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts

1 - Exploring the Performing Arts: 36 Guided learning hours - Internally assessed and externally moderated

The Pearson Set Assessment for Component 1: Exploring the Performing Arts will be completed in approximately 12 hours of supervised assessment.

How will you be assessed?

Two learning aims (A and B) to be covered in 2 tasks (produce one portfolio for evidence)

30% of overall grade

Out of 60 marks

More theoretical lessons to collect evidence and some practical lessons to explore professional dance work.

- **Evidence required:**

Task 1 & Task 2 evidence can be produced by:

Checklist of evidence required	Portfolio of work that may include: <ul style="list-style-type: none"> • video • written/audio commentary • presentations • scrapbooks (digital or paper based) • research journals (digital or paper based) • blog/vlog.
Approximate length of evidence	8-12 pages of A4 (or equivalent slides for electronic evidence) and/or 4-6 minutes of video/digital footage

2 - Developing Skills and Techniques in the Performing Arts: 36 guided learning hours - Internally assessed and externally moderated. The Pearson Set Assignment will be completed in approximately 15 hours of supervised assessment.

How will you be assessed?

Three learning Aims (A, B and C) to be covered in 3 tasks (Task 1, 2 and 3)

30% of overall grade

Out of 60 marks

Evidence required:

Task 1 (12 marks) – Video footage of your rehearsal for the professional repertoire at a Milestone point with written reviews (10 mins)

Task 2 (24 marks) – Video footage of performance of repertoire in front of audience

Task 3 (24 marks) – Written review (supported by your logbook)

3 - Responding to a Brief: 48 guided learning hours – Externally-assessed synoptic. The three components focus on the assessment of applied knowledge, skills, and practices. These are all essential to development and progression; it is important that students aim to achieve all components to gain the qualification. Component 3 is the external assessment, comprising 40% of the total guided learning hours. This component will be taught and assessed at the end of the course. The brief task is set and marked by Pearson and completed under supervised conditions. Students will be given the set task in January, 12 weeks before the supervised assessment period, to enable the process and development, creative ideas, and rehearsals for the workshop performance. The set task will be completed in 3 hours.

How will you be assessed?

Four learning Aims to be covered in 4 tasks.

40% of overall grade

Out of 60 marks

Evidence required:

Activity 1 – Written ideas log 800 words (15 marks)

Activity 2 – Written skills log 800 words (15 marks)

Activity 3 – Practical choreography 7-15 mins with a group (18 marks)

Activity 4 – Written Evaluation 800 words (12 marks)

Supporting your child

Help discuss and reflect on professional dance works by watching these with them; ask them to share and show their choreography and dance ideas with you. If you can, take them to see theatre and dance live to understand the different roles in the industry and to observe how performers carry these out. Provide opportunities to take part in dance classes and workshops. Encourage your child to get involved with extra-curricular clubs in school, to watch and take part in the school shows and productions, and to help the performing arts team.

Equipment:

Other than standard (Pencil case, HB pencils, pencil sharpener; rubber, coloured pencils, black or blue biros, or ink pen and cartridges, short ruler, reading book – and charged iPad)

Dance clothing:

Dance leggings or trousers, black leotard, t-shirt, jumper, long sleeve top, socks, and indoor trainers, barefoot, dance grips, water bottle

Extended learning

Homework policy:

Homework is not set on a regular basis in Dance due to the practical nature of the subject – although pupils are often asked to: read specific articles or books; watch and analyse professional dance; research choreographers and companies; practise dance repertoire; work on their techniques; rehearse choreography; create dance movement for ideas.

Clubs/ Enrichment opportunities:

Dance club takes place in the Drama studio on Tuesday 3-4pm after school

There is also an opportunity to be involved in the school production, which is open to all pupils, and pupils can work backstage as part of the crew or as part of the cast.

Auditions are held at the start of the year for pupils who wish to be a part of the cast; please do speak to any member of the Drama, Dance or Music department if you have any questions.

Extended study suggestions and reading lists:

We encourage students to read articles, and to watch dance performances and research the choreographer's work, which will widen their understanding of dance across genres.

Books:

Tufnell, Miranda, & Crickmay, Chris (1990). *Body, Space, Image*. London. Dance Books Ltd.

Scheff, Helen, Sprague, Marty, McGreevy-Nichols, Susan (2005). *Experiencing Dance, From Student to Dance Artist*. United States of America: Human Kinetics.

Buckroyd, Julie (2000). *The Student Dancer*. London: Dance Books Ltd.

Adair, Christy (1992). *Women and Dance: Sylphs and sirens*. London: Macmillan

Minton, C. Sandra (1997). *Choreography: A basic approach using improvisation*. 2nd Edition. Leeds: Human Kinetics

Bremser, M. 1999. *Fifty Contemporary Choreographers*. London, RoutledgeAdsheed, J.1994. *Dance History an introduction*. London and New York, Routledge

Jordan, S. 1992. *Striding out: aspects of contemporary and new dance in Britain*. London, dance books.

Mackrell, J. 1997. *Reading Dance*. London, Michael Joseph

Lee, Rosemary (2001). 'Dancing Nation: Four People, Four Stories, Four Communities'. Foundation For Community Dance, BC Publications, United Kingdom

Useful websites:

[ZooNation – The Kate Prince Company](#)

<https://rosiekay.co.uk/>

<https://www.shapercaper.com/>

<https://www.rambert.org.uk/>

<https://theplace.org.uk/>

[Home - Rambert](#)

[Trinity Laban Conservatoire of Music and Dance](#)

[Free Your Mind \(boyblue.co.uk\)](#)

[Home | New Adventures \(new-adventures.net\)](#)

[Home - Company Chameleon](#)

[Home](#) | [Frantic Assembly](#)

Possible trips and visits:

Trips to watch live dance are run when opportunity allows.

There will also be opportunities for pupils to work creatively and collaboratively with cross-Trust groups at Comberton and Melbourn.