

Performing Arts - Dance

KS4 Curriculum

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	Component 1: Exploring the performing Arts					Component 2: Developing skills in the performing arts
10	A1 - Examine professional practitioners' performance work Creative stylistic qualities: Themes/Issues, production elements, stimulus, form structure, narrative, response, style/genre and context Purpose: educate, inform, entertain, provoke, challenge viewpoints, raise awareness and celebrate Tier 3 Vocab: Stylistic, Narrative.	A1 – Practitioners' roles, responsibilities and skills. Performance roles: dancer Non-performance roles: choreographer, director, writer, designer Responsibilities: Rehearsing, performing, contributing, refining, self-management Skills: dance skills, Managing, directing, communication, choreography, designing, practical, organisation, costume and set. Tier 3 Vocab: Choreographer, Responsibility.	B1: Processes used in development, rehearsal and performance. Processes: responding to stimulus, exploring and developing ideas, sharing ideas and intentions, teaching material, organising and running rehearsals, adjusting skills to improve and providing notes and feedback on improvements Tier 3 Vocab: Development, improvements	B2: Techniques and approaches used in performance. Techniques: rehearsal, production, technical rehearsal, dress rehearsal, performance, post-performance and evaluation. Tier 3 Vocab: Production, evaluation.	ADAPTATIONS A1-B2, Will be studied for each practitioner before moving to the next unit. See timeline below. Term 1 Piece 1: Todrick Hall 'Nails, hair, hips, heels' Term 2 Piece 2: Skills explored: Dynamic poise, core strength, gesture and attitude. Term 3 Piece 3: Tier 3 Vocab: Dynamics, Attitude.	Component 2: introduction Reproduction of professional repertoire (Mock unit) Practitioner and work to be decided on after previous assessments to discover strengths and weaknesses of students Tier 3 Vocab: Rehearsal and process
	Component 2 – Developing Skills and Techniques in the Performing Arts.		Component 3: Performing to a brief (Externally set)			
11	Component 2 Learning Aim A: Develop Skills and techniques for performance A1: Development of performance skills Physical skills: alignment, accuracy, balance, coordination, contraction, communication, dynamics range, energy, expression, extension, facial expression, flexibility and A2: Develop skills and techniques during the rehearsal process Performers: repetition and recall, learning dialogue, songs or movement, learning blocking and stage directions, learning choreography. Reproducing repertoire: communicating, communicating themes and ideas, interpreting design. Tier 3 Vocab: Practitioner, Communication.	Component 2 Developing Skills and Techniques in Performing Arts. Learning Aim B: Apply skills and techniques in rehearsal and B1: Skills and techniques Skills and techniques: physical, stylistic, interaction with the group, interaction in performance and refining ideas. B2 – Application of skills and techniques - As above Learning Aim C: Review own development and contribution to the performance. C1 and 2 – Review own development and application of skills and techniques. Review own development, respond to feedback, Identify strengths and areas for development, write actions and targets. Tier 3 Vocab: Physical, Interpretive	A1 – Understand how to respond to a brief through discussions and practical exploration Context: Target audience, performance space, running time, style of work Starting points – theme, issue and prop Development: Structure, style, genre Working with a group. B1 – Selection and develop of skills and techniques Skills: Solo, group, rehearsal process flexibility and strength. Techniques: Solo, group Tier 3 Vocab: Repertoire, communication.	C1 – Skills and techniques Skills: energy, focus, concentration and commitment Techniques: C2 – working effectively with others Communication: Preparation and during Final preparation: setting up/getting in, get out/strike C3 – Communicating ideas through a performance Tier 3 Vocab: Effective, Preparation.	D1 – Reflect on the process The brief, the stimulus, selection, development, application, individual and group contribution of skills. D2 – Reflect on the outcome Effectiveness of the response to the brief, individual strengths and areas for development. Overall impact of the work. Tier 3 Vocab: Reflection, Assessment.	Covid adaptation Component 1: Students have been awarded a centre assessed grade of this component Component 2: Deadline has been extended on the original plan to allow for completion of unit. Component 3: adaptations to follow guidance form BTEC due to be published in October

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