

**Curriculum Intent**

To develop physical and interpretive dance skills in a range of styles as well as choreographic skills and creativity. Students are exposed to a range of Professional Practitioners in which they will explore their professional works, roles & responsibilities, influences, processes, purpose, themes & creative intentions.

Students will take part in practical workshops, rehearsals and live performances and will continuously track and monitor their understanding, identify strengths and areas to develop and review progress.

Students will respond to an externally set brief for the External Exam in which they will use the skills, knowledge and understanding gained and choreograph their own performance for a live audience.

\* Consistency is ensured across key stages by following a methodical process of developing technical skills required for a variety of dance styles. Students begin their course by studying a variety of Professional Practitioners and exploring their styles and techniques in order to develop their knowledge and understanding as well as physical and interpretive skills whilst continuously monitoring individual progress. As the course progresses, students begin their Internal & External BTEC Components in which they apply these skills in workshops, rehearsals, live performances and their personalised coursework.

\* The curriculum caters for disadvantaged, SEND and other minority group students by offering a range of varied activities for both practical and theory tasks, as well as varied and technically different Professional Practitioners and their professional work. Class teachers have the ability to select from a range of Practitioners are suitable for their students. Dance styles can be adapted depending on an individual's technical and physical abilities.

\* The curriculum embeds prior knowledge and aids long-term retention of knowledge by beginning with baseline skills audits and technical exercises in a variety of styles to assess prior knowledge that a student may or may not have. Following this, students will complete a variety of dance assessments and shortened versions of the dance components, addressing the learning aims and grading criteria. As the course progresses, students are asked to continuously develop skills they have learned previously and begin to apply these in performance.

**Subject: Dance**

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>10</b>	<p><u>Content</u>                      → <b>Intro to the course</b>  <b>BTEC TECH PREP</b>                      → <b>Component 1 Delivery</b>                      Exploring the Performing Arts - Dance                      → <b>Component 2 Delivery</b>                      Developing Skills &amp; Techniques in DANCE</p>	<p><u>Content</u>  <b>BTEC TECH PREP</b>                      → <b>Component 1 Delivery</b>                      Exploring the Performing Arts - Dance                      → <b>Component 2 Delivery</b>                      Developing Skills &amp; Techniques in DANCE</p>	<p><u>Content</u>  <b>*PSA (Pearson Set Assignment Brief) Released 1st December 2025*</b>  <b>Component 2: Developing Skills and Techniques in Performing Arts (Dance)</b>  <b>Summative Assessment and Internal Marking</b>  <b>**NOTE: PSA selected will determine on the THEME &amp; best fit with the Professional works studied! **</b></p>	<p><u>Content</u>  <b>BTEC TECH PREP</b>                      → <b>Component 1 Delivery</b>                      Exploring the Performing Arts - Dance                      → <b>Component 3 Delivery</b>                      Responding to a Brief</p>	<p><u>Content</u>  <b>BTEC TECH PREP</b>                      → <b>Component 1 Delivery</b>                      Exploring the Performing Arts - Dance                      → <b>Component 3 Delivery</b>                      Responding to a Brief</p>	
	<p><u>Skill Development</u>                      * Dance Anatomy - linking to warm up, cool-down, stretching, strengthening &amp; technical skills                      * Develop technical &amp; interpretive skills in a variety of dance styles and technique exercises - main focus Jazz, Contemporary &amp; Commercial                      * Jazz Terminology                      * Skills Audit &amp; Progress Review - identifying strengths &amp; areas to develop                      ★★★                      * Exploring Practitioners &amp; Professional works through practical exploration and written analysis</p>	<p><u>Skill Development</u>                      * Continue to develop technical &amp; interpretive skills in a variety of dance styles - main focus Jazz, Contemporary &amp; Commercial                      * Progress Review - rehearsal &amp; Performance                      ★★★                      * Examine live &amp; recorded performances to develop understanding of practitioner's work                      * Gain a practical appreciation of practitioners work &amp; how they may respond to a particular theme or issue -                      * How they use / interpret / modify a pre-existing style                      * How they communicate ideas to the audience                      * Creative intentions - theme, issue, response to stimulus, style, contextual influences, collaboration with other practitioners &amp; influences                      * Purpose - to educate, inform, entertain, provoke, challenge viewpoints, raise awareness, celebrate.</p>	<p><u>Skill Development</u>  <b>(PSA 'theme' will determine the Professional Work selected for Assessment)</b>                      * Develop physical &amp; interpretive dance skills through the reproduction of a piece of professional practitioners existing repertoire.                      * Use recall &amp; repetition to learn, rehearse and perform a piece of existing repertoire - Dance.                      * Set targets for development &amp; create a personal plan.                      * Track, record &amp; review progress through video evidence &amp; personal plan.                      * DEVELOP physical &amp; interpretive skills &amp; techniques during the rehearsal process and APPLY these skills in performance                      (Dynamics, flexibility, extension, posture, balance, coordination, strength, focus, projection, facial expressions, stamina, spatial awareness, quality, stage presence, emphasis, musicality.)                      * Develop &amp; apply stylistic qualities suitable for the style of dance studied                      * Personal Management - responding to direction &amp; feedback, rehearsal discipline, safe practices.                      * Teamwork, energy &amp; commitment within performance.                      * Learners must track their progress during this component, reflecting on their development of skills and working practices in workshops, through rehearsals and performances – complete final written review.</p>	<p><u>Skill Development</u>                      * Examine live &amp; recorded performances to develop understanding of practitioner's work - practical exploration &amp; written analysis                      ★★★                      * Developing choreography and creativity skills                      * Responding to a Stimulus - develop ideas &amp; skills to meet the brief requirements                      * Target Audience                      * Working as a group to choreograph performance material                      * Improvisation skills                      * Choreographic Devices - motifs, canon, unison, mirroring, call &amp; response, formations, repetition, contrast, levels                      * Facial expressions - storytelling - quality - imagination - creativity</p>	<p><u>Skill Development</u>                      * Examine the roles, responsibilities &amp; skills of practitioners                      * Develop knowledge and understanding of how they contribute to performance                      ★★★                      * Developing choreography and creativity skills                      * Using practitioners work as an influence                      * Developing performance skills                      * Evaluate own performance, detailing strengths and areas for development (response to the brief &amp; skills used)</p>	

	<u>Assessment</u> Anatomy Test (theory & practical) Skills audit / Logbook Technique exercises Dance performance - Jazz / commercial	<u>Assessment</u> Practical Workshop - exploration of repertoire Written Review – Rehearsal & Performance Dance performance – contemporary Analysing professional works	<u>Assessment</u> <b>COMPONENT 2: Video Evidence, Personal Plan &amp; Rehearsal &amp; Performance Review</b> <b>LOA:</b> Use rehearsal or production/design processes <b>LOB:</b> Apply skills and techniques in performance or realisation <b>LOC:</b> Review own development and application of performance or design skills <b>1st May 2023 marking &amp; learner work submission deadline</b>	<u>Assessment</u> Analysing professional works Choreograph a routine in groups to a given stimulus Ideas/skills Log	<u>Assessment</u> Roles & Responsibilities Performance skills Evaluation
	<b>Contextual knowledge</b> Anatomy & Physiology (PE/Science) History of Dance - Exploring existing repertoire	<b>Contextual knowledge</b> Supporting charities through the arts History / influences at the time <i>(depending on professional works explored)</i> – E.G. minors strikes, politics, gangs & knife crime in the 1950's Skills & Responsibilities of practitioners (careers)	<b>Contextual knowledge</b> Research into practitioner's history - influences & stylistic qualities Dance Terminology – specific to style Anatomy & Physiology – Target setting <b>(PSA 'theme' will determine the focus)</b>	<b>Contextual knowledge</b> Skills & Responsibilities of practitioners (careers) Target audience Responding to a brief / Stimulus Explore ideas, choreograph and rehearse within a time limit meeting specific deadlines and milestones	
Tier 2 Vocabulary					
Tier 3 Vocabulary					
<b>The BIG QUESTION?</b>	<b>C1 - What is the choreographic process? Do all professional choreographers work through the same choreographic process when creating new dance material?</b> <b>C2 - Is dance a natural talent? Or can anyone develop the skills required to become a professional?</b>		<b>C2 - Is dance a natural talent? Or can anyone develop the skills required to become a professional?</b>	<b>C3 - How can we effectively and accurately convey important messages to a specific target audience through dance?</b> <b>C1 - What is the choreographic process? Do all professional choreographers work through the same choreographic process when creating new dance material?</b>	
<b>11</b>	<u>Content</u> *PSA (Pearson Set Assignment Brief) Released 1st September 2025* <b>Component 1: Exploring the Performing Arts (Dance)</b> <b>Summative Assessment and Internal Marking</b>		<u>Content</u> *External Exam Brief* <b>Pearson Exam Brief Released January 2026</b> <b>Component 3: Responding to a Brief</b>		
	<u>Skill development:</u> <b>(PSA 'theme' will determine the Professional Work selected for Assessment)</b> * Examine the selected Professional Work further for assessment (continuing on from 'delivery') ★★★ * Examine the roles, responsibilities & skills of practitioners * Develop knowledge and understanding of how they contribute to performance * <u>Roles</u> - Actor, director, costume designer, lighting, sound, set design * <u>Responsibilities</u> - Rehearsing, performing, devising, refining material, managing * <u>Skills</u> - physical, interpretive, managing & directing, creative skills, communication, organisational skills ★★★		<u>Skill Development</u> * Discuss key requirements & parameters for the workshop performance - target audience, space, planning/resources, style. * Starting points & explore ideas. * Develop ideas - structure, style & genre, skills required, creative intentions. * Working effectively as a member of a group - individual contribution & responding to contribution of others. ★★★ * Skills & techniques of the individual performer & the group * Style & genre of work created * Influence of selected practitioners * Appropriate skills for the target audience * Skills development during classes & workshops * Rehearsal discipline & personal management skills ★★★ * Demonstrate & sustain effective use of performance, physical & interpretive skills / techniques * Communication & group preparations - before, during & after performance		

	<p>* Develop knowledge &amp; understanding of the interrelationships between processes, techniques &amp; approaches that contribute to the performance repertoire</p> <p>* <u>Processes, techniques and approaches</u> include - Responding to a stimulus, exploring &amp; developing ideas to develop material, discussion with performers, setting tasks, sharing ideas, teaching material, developing performance material, organising &amp; running rehearsals, refining &amp; adjusting to make improvements, providing notes and feedback</p>	<p>* Communicate ideas &amp; intentions to a live audience through performance</p> <p>* Reflection - contribution, ideas, skills &amp; techniques, overall outcome &amp; effectiveness of the response to the brief</p> <p>* Identifying strengths &amp; areas for improvement</p>		
	<p><u>Assessment</u>  <b>COMPONENT 1: Research Journal &amp; Video Evidence</b>  <b>LOA:</b> Investigate how professional performance or production work is created  <b>LOB:</b> Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work  <b>Mid December marking &amp; learner work submission deadline</b></p>	<p><u>Assessment</u>  A01: Understand how to respond to a brief  <b>Activity 1: IDEAS LOG</b>  A02: Select and develop skills and techniques in response to a brief  <b>Activity 2: SKILLS LOG</b>  A03: Apply skills and techniques in a workshop performance in response to a brief  <b>Activity 3: WORKSHOP PERFORMANCE</b>  A04: Evaluate the development process and outcome in response to a brief  <b>Activity 4: EVALUATION</b></p>		
	<p><b>Contextual knowledge</b>  Responsibilities &amp; skills of the following roles:  Dancer &amp; Choreographer  Costume Designer  Lighting Designer  Sound Designer &amp; Composer  (Careers)</p>	<p><b>Contextual knowledge</b>  How different roles work together to create performance material. Using a stimulus and influences at the time to create dance - cancer research, current music, online bullying, Shakespeare's 'Romeo &amp; Juliet', gangs and knife crime, fairy tales – depending on the theme.</p>	<p><b>Contextual knowledge</b>  Target audience  Responding to a stimulus  Responding to a brief  Explore ideas, choreograph and rehearse within a time limit meeting specific deadlines and milestones</p>	
<p><b>The BIG QUESTION?</b></p>	<p><b>C1 - What is the choreographic process? Do all professional choreographers work through the same choreographic process when creating new dance material?</b></p>	<p><b>C3 - How can we effectively and accurately convey important messages to a specific target audience through dance?</b></p>		