

Y10 ROADMAP – BTEC Dance

Subject Aim: You will complete one of the BTEC components: Component 1- Exploring the Performing Arts, and develop practical skills ready for Year 11. **1) How are professional performances influenced and created? 2) What are the skills, techniques and approached used by professionals to create performance work?**

TERM 1	Component 1: Exploring Professional work 1 What is the purpose of Scott Grahams Process?	ASSESSMENT <ul style="list-style-type: none"> • Most lessons will test your knowledge using a variety of activities including Knowledge Tests, dominos and noughts and crosses. • Component 1 examination: Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-Set Assignment will be completed in approximately 12 hours of supervised assessment. • Final assessment of performances of C3 mock exam. • Written assessment of evaluation for C3. 	
	You will be looking at Frantic Assembly. You will learn about the processes Scott Graham used and the skills he needed to create this through practical exploration.		
TERM 2	Component 1: Exploring Professional work 2 How did Kate Prince create The Mad Hatter’s Tea Party		
	You will be looking at ZooNation's Mad Haters Tea Party. You will learn about the processes Kate Prince used and the skills she needed to create this through practical exploration.		
TERM 3	Component 1: Exploring professional work 3 What is a Jukebox musical?		
	You will be looking at Mamma Mia, the West End musical by Judy Craymer and her team. You will learn about the processes and intentions of this piece, in addition to choreography and practical exploration.		
TERM 4	Component 1: The Exam Why and how did Judy Craymer create Mamma Mia?	INDEPENDENT LEARNING <ul style="list-style-type: none"> • Knowledge organisers are to be used to set targets and aid coursework. • Component 1 intervention sessions are available every Wednesday 3.15- 4:30pm • Rehearsals and rehearsal scheduling is important to work in practitioner processes. If you need to book an extra rehearsal afterschool, please contact Miss Markland. • Dance club runs Monday and Tuesday lunchtime- to work and improve on technique and skills. 	
	In a set 12 hours, you will be examining one of the three professional works and the processes used to create the performance, in line with the theme set by the exam board.		
TERM 5	Practical skills for Component 1 Can I perform the chosen style with accuracy?		
	Here you will collate all the work you have been doing practically and in rehearsals, ready for a performance in the style of the chosen work studied.		
TERM 6	Component 3: preparation for a mock examination How to create initial ideas from a stimulus?		ENRICHMENT <ul style="list-style-type: none"> • Dance club runs once a week • Manoeuvre- the all male dance group runs on Wednesday afterschool • School show auditions in September with a show in December • Mamma Mia Trip in January to support Component 1.
	You will be introduced to component 3 by understanding the brief and generating ideas independently. You will then explore these in a small group.		
TERM 5	Component 3: Skill development What skills do I need to use in order to develop my piece?		
	Here you will look at physical, expressive and performance skills to help with choreography and performance .		
TERM 6	Component 3: Skills and rehearsal focus How can I effectively plan my rehearsals?		
	Here you will continue to rehearse and develop your skills, and cleaning your performance piece.		
TERM 6	Component 3: Mock examination- performances What can I do to improve my performance quality?		
	You will perform your final devised piece in response to the brief. You will also evaluate your process and final performance.		

What Next?

Once completed, you will then progress onto Y11 where you will begin Component 2- Performing a set repertoire, and Component 3- Using your skills to respond to a given brief.

Y11 ROADMAP – BTEC Dance

Subject Aim: You will cover two of the BTEC components: Component 2- Developing Skills and Techniques in the Performing Arts, and Component 3: Responding to a Brief. You will be using the skills developed in year 10 and applying them to these components tasks.

TERM 1	Component 2: Professional Practitioners works How can I accurately recreate and perform the chosen repertoire? You will develop your skills and techniques through the reproduction of a dance or musical theatre repertoire, which you will select in line with the given theme. You will have classes and workshops relevant to your repertoire. Throughout the process you will review your progress and consider how to make improvements, and record these in 'Milestone Logs'.
TERM 2	Component 2: Performance Exam and Evaluation Why is it important to maintain professionalism in dance? You will perform your repertoire and complete and evaluation milestone to consolidate the progress you have made.
TERM 3	Component 3: Initial Ideas How to create initial ideas from a stimulus? For your component 3, you will be given a set brief by Pearson and work independently and in a group to explore initial ideas. You will also complete an Ideas Log exam. Component 3: Skill development What skills do I need to use in order to develop my piece? You will then move on to focusing on devising with a focus on skills, and continue to refine and rehearse. You will also complete a Skills Log exam.
TERM 4	Component 3: Performance and Evaluation What makes an effective performance? You will complete a performance of your piece to an audience. Finally, you will evaluate the process and performance in the Evaluation Report exam.
TERM 5	
TERM 6	

ASSESSMENT

- Most lessons will test your knowledge using a variety of activities including Knowledge Tests, dominos and noughts and crosses,
- Component 2 Examination: Non-exam internal assessment set by Pearson, The PSA will be completed in approximately 15 hours of supervised assessment.
- Component 3 Examination: External Synoptic Assessment. Will be completed in a 12 week period, including three written set tasks and a performance exam.

INDEPENDENT LEARNING

- Knowledge organisers are to be used to set targets and aid coursework
- Rehearsal and rehearsal scheduling is important for the performance exam in C3.
- Notes prepared for the log exams
- Milestones Logs and RAG skills audits
- Rehearsals and rehearsal scheduling is important to work in practitioner processes. If you need to book an extra rehearsal afterschool, please contact Miss Markland.
- Dance club runs every Monday and Tuesday lunchtime- to work and improve on technique and skills.

ENRICHMENT

- Dance club runs once a week
- Manoeuvre- the all male dance group
- Wanderlust, all female year 8 and 9 dance group
- School show auditions in September with a show in December

What Next:

Once completed, you will earn the esteemed right to call yourself a qualified dance student and potentially consider one of our Level 3 BTEC courses in either dance or Performing Arts. 😊

Y10 ROADMAP – GCSE DANCE

Subject Aim: In year 10 GCSE dance you will be introduced to the six professional works that you will be studying throughout course. You will be working on developing your physical, mental and technical skills ready for your performances in year 11.

TERM 1	What skills do we need to develop in dance?
	To start the GCSE AQA dance course, you will be looking at the skills needed to ensure you are maintaining high standards across the discipline. Including physical skills, technical skills and mental skills. Along side this we will be looking at what makes an effective rehearsal.
TERM 2	How and why do professional choreographers create their dances? – E of E and Shadows
	In this section we will be looking at two of the set works. Shadows by Christopher Bruce and Emancipation of Expressionism by Kenrick Sandy. You will learn some of the key motifs in a practical environment. Also you will learn the theory behind the choreographic intent, costume, lighting, stimulus and style.
TERM 3	Why are physical, technical and mental skills important?
	Next you will start to learn the importance of physical skills through the development of the set phrases. You will be learning Scoop and Breath. We will then focus on the technical skills needed to perform these. Finally you will learn the importance of mental skills for rehearsal process and also within the performance.
TERM 4	How and why do professional choreographers create their dances? - Infra and Within Her Eyes
	In this section we will be looking at two of the set works. Infra by Wayne McGregor and Within Her eyes by James Cousins . You will learn some of the key motifs in a practical environment. Also you will learn the theory behind the choreographic intent, costume, lighting, stimulus and style.
TERM 5	How and why do professional choreographers create their dances? A Linha Curva and Artificial Things
	In this section we will be looking at two of the set works. A Linha Curva by Itzik Galali and Artificial things by Lucy Bennett. You will learn some of the key motifs in a practical environment. Also you will learn the theory behind the choreographic intent, costume, lighting, stimulus and style.
TERM 6	How can you use skills to create unique choreography based of a given stimulus?
	To end year 10, we look at all the different methods the choreographers studied have used, as well as learning and developing further choreographic skills. Here you will have a mock exam for a choreograph task based off a stimulus, in preparation for the choreography exam in year 11.

ASSESSMENT

- Most lessons will test your knowledge using a variety of activities including Knowledge Tests, practice questions with structures, quizzes, and practical exploration.
- All practical exams will be recorded. We will complete mock exams, with feedback so you can improve based on targets.
- The study of each unit will be punctuated by various exam questions which you will attempt and receive feedback on.
- You will sit a mock exam of the component 2 paper in December.

INDEPENDENT LEARNING

- Knowledge Organisers are expected to be used weekly to support the learning and recap of key vocabulary as the course progresses.
- Monday and Wednesday afterschool-intervention for dance. This can be practical rehearsal time, or revision on subject knowledge for the written exam.
- Use of all the revision resources: setwork booklets and key word flash cards.
- BBC Bitesize provides you with an excellent resource to learn, recap and revise key parts of the course.
- The AQA Website for GCSE Dance has the pages of information for each of the set works with everything to consider for the written exam.

ENRICHMENT

- Dance club is every Tuesday lunchtime
- School show auditions are in September, running until December.
- Manoeuvre for the male dancers: Wednesday after school

What Next?

Once completed, you will move into year 11 where you will use your skills and knowledge to complete your three practical assessments before the final written exam.

Y11 ROADMAP – GCSE DANCE

Subject Aim: You will be completing all the outcomes for component 1 and 2 based on the skills you have developed in year 10 as well as the ongoing learning this year too. You will record the two set phrases, a duet or trio, along with your own personal choreography. You will then focus on the exam paper ready to sit towards the end of year 11.

TERM 1	<p>The Set Phrases: What skills do we need to use to execute the set phrases with accuracy?</p> <p>The first part of component 1 is the set phrases. You will use the skills developed in year 10 to learn ‘scoop’ and ‘breath’. These will be performed as a solo to a camera and your teacher. They need to be performed with technical accuracy and performance skills.</p>
TERM 2	<p>Performance Piece: How can I use my physical and expressive skills to accurately perform the technical duet?</p> <p>In this section of component 1, you are taught a duet or trio by your teacher. This will be based on the two set phrases that you did not complete as your performance solos. Each lesson you will develop your physical, expressive and mental skills to learn this 2.30 minute dance.</p>
TERM 3	<p>Choreography: How can I use a stimulus to create effective choreography?</p> <p>The final part of component 1 is the choreography. AQA give you a list of stimuli to choose from. Here you will work through the choreography process, creating a choreographic intent, motif and motif development before creating the entire routine. This can be a solo or group dance between 2.30-3.30 minutes long. You will also write a programme note to accompany this.</p>
TERM 4	<h2 style="text-align: center; margin: 0;">REVISION</h2> <p>The final time prior to the exam period will be focused on revision through a carefully planned sequence of revision lessons. These lessons will focus on all of the theory behind physical, mental and technical skills, along with specific focus on all 6 of the set works studied through year 10 and 11. The sequences of lessons will focus on both recapping the key knowledge, key ideas and ‘quick think choreography’. This will embed exam practice throughout your revision sessions. The emphasis will be placed on you to use these lessons to support your own detailed revision – by this point in the year, your revision should be at its height but also nearing its end and therefore, these lessons should function to consolidate this as well as prompt further questions revisiting of particular areas of the course.</p>
TERM 5	
TERM 6	

ASSESSMENT

- Most lessons will test your knowledge using a variety of activities including Knowledge Tests, practice questions with structures, quizzes, and practical exploration.
- All practical exams will be recorded. We will complete mock exams, with feedback so you can improve based on targets.
- The study of each unit will be punctuated by various exam questions which you will attempt and receive feedback on.
- You will sit a mock exam of the component 2 paper in December.

INDEPENDENT LEARNING

- Knowledge Organisers are expected to be used weekly to support the learning and recap of key vocabulary as the course progresses.
- Monday and Wednesday afterschool-intervention for dance. This can be practical rehearsal time, or revision on subject knowledge for the written exam.
- Use of all the revision resources: set work booklets and key word flash cards.
- BBC Bitesize provides you with an excellent resource to learn, recap and revise key parts of the course.
- The AQA Website for GCSE Dance has the pages of information for each of the set works with everything to consider for the written exam.

ENRICHMENT

- Dance club is every Tuesday lunchtime
- School show auditions are in September, running until December.
- Manoeuvre for the male dancers: Wednesday after school

What Next?

Once completed, you will earn the esteemed right to call yourself a qualified dance student and potentially consider one of our Level 3 BTEC courses in either dance or Performing Arts. 😊

Y7 ROADMAP – Performing Arts

Subject Aim:

How to develop my physical, technical and expressive skills to perform creative pieces of performing arts inspired by culture, arts and theatre

Autumn Term

What are the basic Performing Arts Skills?

In this unit you will look at the five basic dance actions and physical drama skills start to learn how to build these up into sequences. You will learn about the different transitions and variations of the actions, and use this to start forming you own small group performances.

What is Musical Theatre?

You will be putting your skills into practice through a Musical Theatre project, working as a class to build a scene and dance from a famous musical theatre piece. You will also learn about the professionalism needed as a performer. This will then lead to the year 7 performing arts house competition.

How is culture explored through the Performing Arts ?

First you will be exploring West African culture through dance and drama, looking into Disney's The Lion King, script work and performance skills.

You will then be exploring the thriller genre through both dance repertoire and devising from a stimulus of 'Darkwood Manor' creating your own characters to explore.

Finally you will look at the power of Story Telling, exploring 'The Curious Incident of the Dog in the Nighttime' and the main character Christopher, an individual with Autism and struggles with overstimulation. We look at how dance and drama allow us to learn about the lives of all different people and cultures.

Spring Term

Summer Term

ASSESSMENT

- Every Lesson we will learn a new key word related to the subject. This will be tested throughout the units.
- At the end of each unit you will perform your rehearsed piece and evaluate other groups.
- You will then set yourself targets which will help guide you in your next unit.

INDEPENDENT LEARNING

- Knowledge Organisers are to be used to home characterisation skills and to make targets.
- Learning your choreography is a key part of developing your dance skills.
- Creating Props and Masks for relevant works.

ENRICHMENT

During the Autumn term we will be auditioning, rehearsing and performing our whole school show! Everyone who auditions gets a part! Dance club is every Monday lunchtime and Wednesday afterschool. Manoeuvre- the male street dance group runs Wednesday after school. KS3 Play in the Summer Term.

What Next?

In Y8 we will further develop your skills in both dance and drama as we look at professional works, different styles and methods of choreography.

Y8 ROADMAP – DANCE

Subject Aim:

How to develop my physical, technical and expressive skills to devise choreography with inspiration from professional practitioners

TERM 1	<p>How can we show a theme through choreography?</p> <p>In this unit you will be looking at the professional work 'The Nutcracker' by Matthew Bourne. This is a modern take on the original dance, and has strong themes and characters. You will be building on skills from year 7, alongside learning the techniques Bourne uses to create your own choreography.</p>
TERM 2	<p>What are the difference in the street dance styles?</p> <p>In this unit you will be looking at 4 different styles of street dance: Popping, Locking, Waacking and Krump. You will learn the physical and technical skills needed to dance each style, enabling you to perform with precision and accuracy.</p>
TERM 3	<p>What is Chance Choreography?</p> <p>In this unit you will learn about the method of choreography created by Merce Cunningham. This will give you further knowledge on how to structure and choreograph dance routines, whilst exploring the different actions, dynamics, use of space and relationships- which are all fundamental in dance.</p>
TERM 4	<p>Why did Christopher Bruce create Swansong?</p> <p>In term 4, you are going to learn about the professional work 'Swansong' by Christopher Bruce, and why it is such an important piece. You will be developing your creative skills, with the use of props and characterisation, and incorporate this into your choreography.</p>
TERM 5	<p>How can contact work be used effectively?</p> <p>Here you will learn the safety points needed to be considered when performing contact work. You will be developing skills with certain lifts and tricks that can elevate a performance. This will lead into creating a parkour inspired routine where you can showcase these new skills.</p>
TERM 6	<p>How should dance for Musical Theatre be choreographed and performed?</p> <p>In this unit you will be given the choice of a musical theatre number. From here you will be using your skills to ensure that your choreography can tell the story, as well as showcase musical theatre technique.</p>

ASSESSMENT

- Every Lesson we will learn a new key word related to the subject. This will be tested throughout the units.
- At the end of each unit you will perform your rehearsed piece and evaluate other groups.
- You will then set yourself targets which will help guide you in your next unit.

INDEPENDENT LEARNING

- Knowledge Organisers are to be used to home characterisation skills and to make targets.
- Learning your choreography is a key part of developing your dance skills
- Research of the different styles and practitioners will help your understanding of the performance quality needed.

ENRICHMENT

During the Autumn term we will be auditioning, rehearsing and finally performing our whole school show! Just want a part in the ensemble? Or maybe you want to go for the lead? Everyone who auditions gets a part! Dance club is every Tuesday lunchtime. Manoeuvre- the male street dance group runs Wednesday after school.

What Next?

In Y9 we will expand our knowledge and physical ability through exploring further styles, practitioners works and professionalism in dance.

Y9 ROADMAP – DANCE

Subject Aim:

Why is it important to take creative risks in choreography, and how to develop further technical and expressive skills?

TERM 1	<p>How can we use specific styles to communicate character and mental health?</p> <p>In this unit you will be studying the professional repertoire of ZooNation: The Mad Hatter’s Tea Party. You will explore the different styles that represent the different characters and their mental health.</p>	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Every Lesson we will learn a new key word related to the subject. This will be tested throughout the units. • At the end of each unit you will perform your rehearsed piece and evaluate other groups. • You will then set yourself targets which will help guide you in your next unit.
TERM 2	<p>What are Frantic Assemblies methods of creating choreography?</p> <p>In term 2 you will be developing skills in the style of Frantic Assembly’s take on physical theatre. This includes methods called ‘round-by-through’, ‘Hymn Hands’ and ‘chair duets’.</p>	
TERM 3	<p>What are the features of different styles of dance?</p> <p>Here you will be working through a diverse range of styles. You will be working through the different features and techniques, before choosing your favourite to develop into a piece of stylised choreography.</p>	
TERM 4	<p>What is motif development?</p> <p>Here you will explore motif development, and the importance of this process in creating choreography that encapsulates an idea or theme that develops throughout the dance.</p>	
TERM 5	<p>Why is Bob Fosse important in the dance industry?</p> <p>In this unit you are going to learn about Bob Fosse and his influence on the dance industry. You will be learning an extract of the Chicago repertoire and the skills needed to perform the routine with precision, accuracy and relevant dynamics.</p>	
TERM 6	<p>How can we respond to a set brief to create a performance piece?</p> <p>Here you will be given a set brief and stimulus and work in a group to choreograph a dance based on this. You will be devising with a focus on different skills, and continue to refine and rehearse your piece until the final performance assessment.</p>	
<p>INDEPENDENT LEARNING</p> <ul style="list-style-type: none"> • Knowledge Organisers are to be used to home characterisation skills and to make targets. • Learning your choreography is a key part of developing your dance skills • Research of the different styles and practitioners will help your understanding of the performance quality needed. 		
<p>ENRICHMENT</p> <ul style="list-style-type: none"> • During the Autumn term we will be auditioning, rehearsing and finally performing our whole school show! Just want a part in the ensemble? Or maybe you want to go for the lead? Everyone who auditions gets a part! • Dance club is every Monday and Tuesday lunchtime. • Manoeuvre- the street dance group runs Wednesday after school. 		

What Next?

You can now chose the BTEC level 2 or GCSE dance course for year 10 where you will continue to develop you skills and apply them to practical examinations.