

Year 10	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	Introduction to BTEC course. Contemporary technique class.	Continued development of contemporary technique and beginning to learn professional repertoire.	Development of technical dance skills and placements and formations of professional repertoire.	Development of technical dance skills as well as performance and interpretive skills.	Introduction to component 1. Exploring the performing Arts.	Completion of component 1 exploring the performing arts.
KNOWLEDGE TAUGHT	Teaching of 4 or 5 contemporary exercises to develop dance technique. Introduction to contemporary artist such as Merce Cunningham and Martha Graham	Continued development of practical knowledge. Deeper understanding of key terms including posture, alignment, extension and so on. As well as developing these skills practically.	More of the professional repertoire is taught with more focus on formations, timings and spatial awareness.	Final teaching of professional repertoire. Developing knowledge and applying of performance and interpretive skills.	Introduction to 2 new professional pieces. Understanding of the the roles and responsibilities of people in the performing arts. Develop understanding of the stylistic qualities.	Developing understanding of the stylistic qualities of different work and styles.
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	Contemporary exercises which include tendus, Cunningham swings, jumps, rolls and leads.	Applying keys terms to practical understanding. Begin teaching of professional repertoire.	Developing understanding of stage presence, counting and being aware of accumulation in a professional dance work.	Performance skills including, musicality timing and facial expressions. Interpretive skills, including dynamics, intonation and stage presence.	Research skills developed. Devote to of understanding of the intricate details that make a dance performance.	Research and presentation skills.
ASSESSMENTS <i>(Minimum two per half term, with focussed marking.)</i>	1. Self assessment skills audit 2. Peer assessment skills audit. 3. Teacher assessment of rehearsal process, film for BTEC evidence.	1. assessment of component 2 learning aim A. 2. Journal 1 assessment feedback. 3. Journal 2 assessment.	1. Video of practical assessments to create evidence for learning aim A and B. 2. Journal 3 completed.	1. Final performance and assessment of learning aim B. 2. Final evaluation of performance and completion of component 2.	1. Feedback and unleveling from component 2 if necessary. 2. Students completing ongoing work for component 1	1. Handing in all work for component 1 to be assessed.
HOME LEARNING <i>(To be made available via Century Tech; one per week.)</i>	1. Front cover for dance folder 2. Skills audit self assessment 3. smart Targets	1. Research into the professional choreographer being studied.	1. Journal 3 2. Improving and unleveling of work. 3. Rehearsal of performance work.	1. Personal rehearsal of professional performance.	1. Continuing class work for piece one. 2. Continuation of class work for piece 1	1. Completion of class work with focus on piece 3.

	<p>4. Annotate dance assessment pictures</p> <p>5. Journal 1</p> <p>6. Research into artists</p> <p>7. Rehearsal of dance exercises.</p>	<p>2. Research into professional dance binging studied.</p> <p>3. Journal 2</p> <p>4. Review of Smart Targets.</p> <p>5. Rehearsal of professional dance rep.</p> <p>6. Rehearsal f professional dance rep.</p>	<p>4. Further research into choreographer and the piece of dance.</p> <p>5. Rehearsal of professional dance work.</p> <p>6. Review of smart targets</p>	<p>2. Personal rehearsal of professional performance.</p> <p>3. Personal rehearsal of professional performance.</p> <p>4. Attendance to rehearsal for school performance.</p> <p>5. Attendance to rehearsal for school performance.</p>	<p>3. Begins research into choreographer 2.</p> <p>4. Develop research into piece 2.</p> <p>5. Continue class work for piece 2</p> <p>6. Continue class work for piece 2.</p> <p>7. Research into artist 3.</p>	<p>2. Completion of class work with a focus on piece 3.</p> <p>3. Completion of stylistic qualities tables.</p> <p>4. Completion of roles and table.</p> <p>5. Completion of all work for component 1.</p> <p>6. Completion of component 1 and handing in.</p>
<p>SEQUENCING</p> <p><i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>Introduction to the course and basic dance techniques that need to be taught before learning the professional repertoire.</p>	<p>Teaching of the basic dance motifs from professional rep. This will be developing the techniques of the dances and extended their skills though harder performance style work.</p>	<p>Continuation of and development of contemporary techniques exercises. Learning more of the professional repertoire developing motifs into performance staging.</p>	<p>With completion of component 2 where they have developed their understanding of the performance element and will now begin understanding of the the roles and responsibilities of people who create the dance work.</p>	<p>Continuation of component 1.</p>	<p>Completion of component 1 ready for mock of comp 3.</p>
<p>SCHEMAS</p> <p><i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>Modern History of America and Europe. Understanding of Modern and post modernism.</p>	<p>Depended on the dance piece studied. Current piece is Ghost Dances by Christopher Bruce which covers Communism, dictatorship. Modern history of Chile and the Pinochet regime .</p>	<p>Depended on the dance piece studied. Current piece is Ghost Dances by Christopher Bruce which covers Communism, dictatorship. Modern history of Chile and the Pinochet regime.</p>	<p>Depended on the dance piece studied. Current piece is Ghost Dances by Christopher Bruce which covers Communism, dictatorship. Modern history of Chile and the Pinochet regime.</p>	<p>Lots of work on careers and links with other industries such as marketing, design and management.</p>	<p>Lots of work on careers and links with other industries such as marketing, design and management.</p>
<p>CAREERS LINKS</p> <p><i>(How might this benefit them in the future?)</i></p>	<p>Understanding of vocational courses. Potential careers in Dance performance</p>	<p>Developing an understanding of the wider performing arts</p>	<p>Developing an understanding of the wider performing arts</p>	<p>Developing an understanding of the performing arts industry. Including</p>	<p>Developing an understanding of the performing arts industry. Including</p>	<p>Further development of careers in the arts including artist directors, marketing</p>

	and teaching would need this level of practical understanding.	industry including jobs in choreography .	industry including jobs in choreography .	careers in music, costume design and set design.	careers in music, costume design and set design.	managers, tour managers and rehearsal directors.
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Year 11	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
TOPIC	Launch of component 3 mock.	Continuation of component 3 mock. Completion of another component 3 mock with focus on a areas that are weaker.	Completion of mock for component 3. Begin component 3 after release from exam board. Usually at the end of January.	Continuation of component 3 set by the exam board.	Continuation of component 3 set by the exam board.	
KNOWLEDGE TAUGHT	Developing a dance idea from a stimulus. Group choreography skills and techniques and developing activity rewriting skills.	Developing corona other and evaluation skills.	Developing a dance idea from a stimulus. Group choreography skills and techniques and developing activity rewriting skills.	Developing a dance idea from a stimulus. Group choreography skills and techniques and developing activity rewriting skills.	Developing a dance idea from a stimulus. Group choreography skills and techniques and developing activity rewriting skills.	
SKILLS DEVELOPED <i>(Include any trips and visits.)</i>	Choreographic skills. Descriptive writing skills. Working in teams..	Performance skills and Evaluative skills.	Choreographic skills. Descriptive writing skills. Working in teams.	Choreographic skills. Descriptive writing skills. Working in teams.	Choreographic skills. Descriptive writing skills. Working in teams.	
ASSESSMENTS <i>(Minimum two per half term, with focussed marking.)</i>	1. Completion of activity 1 mock. 2. Completion of activity 2 mock. 3. Completion of activity 3 mock.	1. Feedback from activity 1, 2 and 3. 2. Completion of activity 4.	1. Feedback for component 3 second mock. 2. Release of component 3 paper.	1. Completion of activity 1 2. Completion of activity 2	1. Completion of activity 3 2. Completion of activity 4	1. 2.
HOME LEARNING <i>(To be made available via Century Tech; one per week.)</i>	1. Research stimulus and list initial ideas. 2. Prepare notes for activity 1. 3. Complete mock of activity 1. 4. Prepare notes for activity 2.	1. Complete mock of activity 4. 2. Research into new stimulus and preparation of initial ideas. 3. Prepare activity 1 notes	1. Prepare notes for activity 4 2. Complete mock of activity 4. 3. Research initial ideas. 4. Research and prepare initial ideas.	1. Complete mock of activity 2. 2. Rehearsal for activity 3 3. Rehearsal for activity 3. 4. Rehearsal for activity 3	1. Prepare notes for activity 4 2. Complete mock of activity 4.	1. 2. 3. 4. 5. 6. 7.

	<p>5. Complete mock of activity 2.</p> <p>6. Groups rehearsals ready for performance.</p> <p>7. Prepare notes for activity 4.</p>	<p>4. Complete mock of activity 1</p> <p>5. Prepare notes for activity 2.</p> <p>6. Complete mock of activity 2</p> <p>7. Rehearsal for activity 3.</p>	<p>5. Prepare notes for activity 1.</p> <p>6. Complete mock of activity 1.</p> <p>7. Prepare notes for activity 2</p>	<p>5. Rehearsal for activity 3</p> <p>6. Rehearsal for activity 3</p> <p>7. Rehearsal for activity 3.</p>		
<p>SEQUENCING <i>(What must students already have been taught in order to begin to learn this topic? Identify opportunities to address knowledge gaps)</i></p>	<p>With component 1 and 2 complete learners should use this the knowledge learnt to apply to component 3. Mock completed before the official release of component 3 in January.</p>	<p>Continuation of mock of component 3. After the first mock has been completed we can focus on the areas of weaknesses after QLA has been completed.</p>	<p>Completion of seconded mock. The exam bard release the timed practical at the end of January. This must be completed at the end of the year 11 as they have learnt the skills and knowledge through component 1 and 2.</p>	<p>Completion of component 3 set by the exam board.</p>	<p>Completion of component 3 set by the exam board.</p>	
<p>SCHEMAS <i>(Where might students learn about elements of this topic in other subjects? Which subjects might this topic feed into beyond your own?)</i></p>	<p>Depend on release from the exam board.</p>	<p>Depend on release from the exam board.</p>	<p>Depend on release from the exam board.</p>	<p>Depend on release from the exam board.</p>	<p>Depend on release from the exam board.</p>	
<p>CAREERS LINKS <i>(How might this benefit them in the future?)</i></p>	<p>Depending on the release from the exam board.</p>	<p>Depending on the release from the exam board.</p>	<p>Depending on the release from the exam board.</p>	<p>Depending on the release from the exam board.</p>	<p>Depending on the release from the exam board.</p>	