

Year 11: Curriculum Intent

The Dance department strives to give students a challenging and diverse curriculum that incorporates conceptual level thinking via our theme approach. We are dedicated to encouraging our pupils to use their creativity and individuality to investigate issues using varied styles, language, and creative skills. We aim to create creative, well-rounded individuals who are imaginative, disciplined, inquisitive, collaborative and persistent who think, speak and act like dancers. Pupils study the second and third component of the BTEC tech award in year 11, they focus upon dance choreography; reproducing repertoire from a professional dance piece and creating a piece from a given stimulus and brief from the exam board. Written work is embedded in all 3 components with students doing extended writing tasks to demonstrate knowledge of the 3 dance styles, the professional pieces studied, performance skills and rehearsal knowledge, production roles and evaluation and reflection on skill set, contribution and fully realising a dance idea. Our curriculum is designed to develop learners through their physical and creative skills. We aim to create a resilient learner who has a thirst for dance and choreography. Through both a theoretical and practical led curriculum, Our curriculum has core aims such as Performance, Choreography, Appreciation, repertoire and different styles.

Year 11 Essential Knowledge Summary

Schemata 1: Component 2 Performance	Schemata 2: Component 3 Choreography	
<p>Composite Knowledge: Pupils will gain an understanding of how to perform a professional piece of work linked to a theme.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● The key chorus of a professional repertoire ● How to be 'performance ready' for an audience ● How to work as a professional company ● How to choreograph a dance repertoire <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● Exploring the key chorus to build a motif ● Analysing into context how the dance relates to the linked theme. ● To successfully perform a dance piece to an audience ● Analyse how the dance piece links to a theme and the process they required to make it successful. ● To successfully perform a dance piece to an audience ● Students will review and reflect on their process and performance. <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● To perform accurately with confidence and expression engaging the audience throughout ● To lead and create a company in the choreography and style 	<p>Composite Knowledge: Pupils will gain an understanding of how to create their own choreography through a set brief.</p> <p>Component Knowledge:</p> <p>Foundational Knowledge:</p> <p>Declarative Knowledge:</p> <ul style="list-style-type: none"> ● Explore the works of professional dancers ● To individually create a piece of choreography based on the brief initiated ● To know how to analyse and track their progression through planning and rehearsal ● How to respond to a brief provided by Pearson which will have a specific intended audience. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ● To 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. ● 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. ● To implement specific choreographic devices within their piece ● To reflect on their rehearsal process identifying their strengths and weaknesses ● To understand what the students want to include but prioritise the importance of technique and performance skills <p>Upper Hierarchical Knowledge</p> <ul style="list-style-type: none"> ● To apply autonomously knowledge and skills ● To use higher level language in relevance to dance terminology giving detailed examples ● To criticise and compare the work of theirs and others, providing solutions for success. 	

Year 11 Final Composite Knowledge End Point

- Pupils 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.
- Use of complex tools and choreographic devices
- To demonstrate and have a sound understanding of good use of space in dance, including levels, directions and pathways
- Work effectively individually, in small groups or larger groups to create your own ideas into developed scenes
- Recognise that dance can be in various styles
- Apply correct and safe technique when taking part in narrative and props
- Identify the main aspects of a good performance and what makes it good and explain the reasoning
- Lead appropriate tasks individually or as part of a group
- Identify the main aspects of your own and others' performance that are good and explain the reasoning behind this
- Recognise weaknesses in your own and others performance and suggest how a performance could be improved
- To have a sound understanding of the foundational knowledge needed to perform a piece of dance
- Use characterisation within each unit
- Planning and realisation of idea
- Independent problem solving and learning
- Critical thinking Reflection and evaluation skills.