

## What will my child learn in Dance

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<p><b><u>Basic Skills and Stimuli</u></b></p> <p>In this unit of work your child will explore a variety of different stimuli and use these as inspiration to create choreography. Students will learn the basic skills needed to create dance movement, perform set motifs and understand the principles of choreography. We will explore a variety of skills including safe dance practice, looking at the biology behind the movement and how to effectively warm up and cool down.</p>		<p><b><u>Bollywood</u></b></p> <p>This unit of work aims to develop your child's knowledge of world dance and dance within different cultures. Students will be learning key Bollywood dance gestures and create choreography linking to a specific dance style. Your child will learn key skills including teamwork, creativity, physical skills, safe dance practice, understanding of dance styles and performance skills.</p>		<p><b><u>Nutcracker</u></b></p> <p>This unit of work aims to develop your child's knowledge of professional dance and understand a range of dance styles. They will learn direct repertoire from a professional dance and develop this using the choreographic process. Students will learn key skills including teamwork, creativity, physical skills, safe dance practice, understanding of constituent features and ability to analyse and appreciate professional dance.</p>	
<b>Year 8</b>	<p><b><u>Super Mario Dance Challenge</u></b></p> <p>This unit of work aims to develop your child's creativity using the stimulus of Super Mario to create interesting and imaginative choreography. They will be looking building their choreographic toolkit learning developed choreographic devices. This unit of work is a competition where students must compete to pass each level of the game. Your child will compete in teams to develop skills such as teamwork, organisation, creativity and performance.</p>		<p><b><u>Diversity – Black Lives Matter</u></b></p> <p>This unit of work aims to further develop your child's understanding of professional dance within the UK studying the performance 'Black Lives Matter'. This unit of work aims to link with PSHE developing students understanding of the Black Lives Matter movement.</p>	<p><b><u>Musical Theatre - Grease</u></b></p> <p>This unit explores students understanding of Musical Theatre. They will be learning repertoire and creating choreography in a Musical Theatre style. This unit of work aims to link with Music and Drama focusing on characterisation and musicality.</p>	<p><b><u>Swansong</u></b></p> <p>This unit of work explores the professional choreographer, Christopher Bruce. Students learn different dance styles including contemporary and tap and body percussion. This unit of work aims to link with History and PSHE exploring General Pinochet and the events that took place in Chile.</p>	<p><b><u>Unit 4: Monopoly</u></b></p> <p>This unit of work aims to develop knowledge of 'chance' created by Merce Cunningham. Students will learn how to use probability in dance using mental skills such as creativity and intuition. This unit of work aims to link with Maths as it explores probability, counting and rules.</p>
<b>Year 9</b>	<p><b><u>Visual Stimuli</u></b></p> <p>This unit of work aims to develop students' knowledge of stimuli and recap how a stimulus can be used to create choreography. They will be using a map as an inspiration to create choreography making abstract links.</p>	<p><b><u>A Linha Curva</u></b></p> <p>This unit of work aims to introduce the GCSE professional dance work A Linha Curva. Students will learn repertoire and study the key constituent features to explore dance at a GCSE level.</p>	<p><b><u>Music Videos</u></b></p> <p>This unit of work aims to develop performance skills in preparation for KS4 Dance. Students will learn repertoire from two professional music videos and exploring different dance styles. They will learn key skills including musicality, movement memory, dance for film.</p>	<p><b><u>Written Stimulus</u></b></p> <p>Your child will be using the poem 'In Flanders Fields' as a written stimuli to create choreography. Students will learn key skills including analysis, interpretation, writing structures, choreographic devices and choreographic structure.</p>	<p><b><u>Emancipation of Expressionism</u></b></p> <p>Students will study the professional dance work Emancipation of Expressionism. They will analyse the constituent features and how these contribute to the choreographic intention</p>	<p><b><u>Action and Reaction</u></b></p> <p>This unit of work aims to develop your child's knowledge of how to create a dance duet using a professional dance as a stimuli. They will analyse how action and reaction can be used to create choreography as well as focusing on mental skills within dance.</p>

# Curriculum Overview | BTEC Dance



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<b>Year 10</b>	Students will be learning about a professional dance production and exploring job roles and responsibilities within performing arts. They will receive dance technique lessons to provide them with a strong base knowledge of practical dance.	Students will study two additional professional works in preparation for their component one exam. They will begin looking at their first piece of repertoire in preparation for component 2 in year 11.	The exam brief is released, and students will spend 15 guided learning hours completing their component one exam.  Students will be required to work in exam conditions to complete their coursework and may use their dance text books to assist with their writing.	Component one is submitted and marked internally by teachers and students will be returned their work to resubmit if needed.  Students will continue with their study of component two, learning a second piece of repertoire.	Students will continue with component two rehearsing and refining their repertoire.  Students will begin a component three assessment in practice for their final exam in year 11. Students will be required to choreography is groups using a given stimuli.	Students will continue with component two rehearsing and refining their repertoire. If time permits students may learn a third an final piece of repertoire.  Students will complete a component three assessment and receive teacher feedback.
<b>Year 11</b>	Component two exam brief is released. Students will select one piece of repertoire learnt in year 10 to perform for their final C2 exam.  *Students will be offered a chance to resit Component 1 as an afterschool catch up session.*	Students will complete a written review of their progress and evaluate their performance in the C2 exam. This is submitted and marked by teachers and students will be given a resubmission opportunity.	Component three exam brief is released. Students will work in groups to create a piece of choreography lasting 7-12 minutes based on a given stimuli. Students will work towards completing all 4 tasks.	Students will complete two written exams for their component three (Task 1 and Task 2)  Students will continue to develop their choreography in groups.	Students will perform for their final assessment (Task 3) and complete a written evaluation (Task 4)  Course is completed in mid-May. Students will use lessons to revise for their exams.	N/A course is complete, students will be given time to revise for other lessons.

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<b>Year 10</b>	<p>Students will study the first professional work A Linha Curva choreographed by Itzik Galili. They will explore this practically and theoretically.</p> <p>Students will complete dance technique lessons in preparation for their performance exam.</p>	<p>Students will study the second professional work Emancipation of Expressionism by Boy Blue Entertainment. They will explore this practically and theoretically.</p> <p>Students will learn the first set phrase Breathe in preparation for their performance exam</p>	<p>Students will study the third professional work. Infra choreographed by Wayne McGregor. They will explore this practically and theoretically.</p> <p>Students will continue to work on Breathe while learning the second set motif Flux.</p>	<p>Students will study the fourth professional work. Shadows choreographed by Christopher Bruce. They will explore this practically and theoretically.</p> <p>Students will perform Breathe and Flux for part of their performance exam. (15% of the course is completed)</p>	<p>Students will study the fifth professional work Within Her Eyes choreographed by James Cousins. They will explore this practically and theoretically.</p> <p>Students will begin to work on a duet/trio for the second part of their performance exam.</p>	<p>Students will study the sixth professional work Artificial Things choreographed by Lucy Bennet.</p> <p>Students will continue to work on a duet/trio for the second part of their performance exam.</p>
<b>Year 11</b>	<p>Students will recap A Linha Curva and Emancipation of Expressionism</p> <p>Students will recap and rehearse their duet/trio performance</p>	<p>Students will recap Infra and Shadows.</p> <p>Students will perform for their duet/trio exam. (30% of the course is completed)</p>	<p>Students will recap Within Her Eyes and Artificial Things</p> <p>Choreography Exam Paper released. Students will begin their choreography in preparation for the exam.</p>	<p>Students will focus on Section B of the exam paper analysing their choreography and performance.</p> <p>Choreography Exam (March/April) (60% of the course is completed)</p>	<p>Students will continue to prepare for the GCSE dance written paper creating revision resources, completing practice papers and watching the 6 dance professional works. (final 40%)</p>	<p>GCSE Dance Exam Paper (June)</p>