



Key Stage 3 Curriculum Journey:

The curriculum in Year 7-9 will enable learners to recognise the role of dance through a range of dance styles and fusions and will help them develop their creative, physical, emotional and intellectual capacity through this medium

THE YEAR 7-9 CURRICULUM JOURNEY

4 Year 7 Classes = 16 lessons a year



Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> • Understanding of basic body anatomy and terminology • counting musical beats • understanding a narrative-story telling • understanding safe working practices (warming up, hydration and cooling down) 	Physical skills and attributes: Balance Mobility
Core Knowledge and skills	<ul style="list-style-type: none"> • understanding safe working practices (nutrition, safe execution, appropriate dancewear, hairstyle/jewellery) • understanding the basic 5 body actions • identifying and selecting body actions for motifs and phrases • using expressive skills to help realise the narrative • demonstrating technical competence and knowledge of safety when rehearsing and performing • planning a sequence of movements to communicate meaning(s) 	Physical skills and attributes: Coordination Control Technical skills: Rhythmic content Expressive skills: Facial expression
Developmental Knowledge and Skills	<ul style="list-style-type: none"> • Select and develop more complex phrases to present a narrative • Explore alternative and more advanced techniques to enhance choreography • Structure phrases to enhance and make sense of narrative • Choreographing a sequence of movements to communicate meaning(s) 	Physical skills and attributes: Alignment Strength Technical skills: action content (e.g. travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight) Expressive skills: phrasing



		<p>musicality focus movement in a stylistic way</p>
Complex Knowledge	<ul style="list-style-type: none"> students may have entered Year 7 with some complex prior knowledge of technical terms if they have attended Dance schools offering RAD, LDTA or ISTD examinations 	<p>Physical skills and attributes: flexibility posture musicality extension timing Expressive skills: projection</p>
Links with the National Curriculum	<ul style="list-style-type: none"> PE - develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance] English – visualisation of narratives 	
Literacy (including reading)	<ul style="list-style-type: none"> Reading and understanding short text from Themes such as Bugsy Malone, Matilda and Annie 	
Cultural Capital	<ul style="list-style-type: none"> Pupils empathise with the feelings and experiences of others to help develop their understanding of other people’s attitudes, ideas and behaviour through engaging with professional practitioners such as Christopher Bruce (an advocate of Human Rights). 	
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> Pupils are provided with opportunities to extract meaning beyond the literal, consider hidden meanings whilst engaging with ideas in fiction, non-fiction, poetry and drama 	
Fundamental British Values	<ul style="list-style-type: none"> The rule of law democracy 	









Assessment	Assessment is through the lessons with a final performance in the penultimate lesson. The assessment includes the control of physical skills (8 marks), technical skills (8 marks) and expressive skills (8 marks): A performance of 'Bad Guys' from the film text 'Bugsy Malone' A performance of 'Revolting Children' from the live performance of 'Matilda' A performance of 'Consider Yourself' from the live performance of 'Oliver'	
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Key Stage 4 Curriculum Journey:

The curriculum in Year 10 Dance enables learners to understand how different types and styles of dance have become influential and carry meanings, and to become practiced in these styles and influences through performance.

THE YEAR 10 CURRICULUM JOURNEY

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	<p>Technique</p> 	<p>Choreography</p> 	<p>Rehearsal skills and technique preparation for live show</p> 	<p>Technique</p> 	<p>Choreography</p> 	<p>Exam preparation</p> 
<p>Foundational Knowledge Prior learning needed</p>	<ul style="list-style-type: none"> Health and Safety for dancers Warm-ups Cool-downs Contemporary Technique Musical Theatre style dance Recognise that non-verbal communication through movement and use of space can carry meanings 	<p>Ensemble Group work (leadership and group work)</p> <p>Musical Theatre production dance</p> <ul style="list-style-type: none"> Understanding the intention of the story narrative Recognise that mood can be represented through movement 	<p>Ensemble Dance Unit 229= 50% of final exam</p> <p>Task 1 Large scale ensemble performance in Musical Show</p> <ul style="list-style-type: none"> Understand and practice making a rehearsal plan or schedule Understand and make use of simple costumes Understand how best to manage time Recognise that costumes reveal characterisation Understand that performance relies on practice, critical evaluation and reflection 	<p>Prepare dances based on Shadows by Christopher Bruce</p> <p>Infra by Wayne McGregor <i>or other professional practitioners</i></p> <p>Completion of RSL booklet and log</p> <p>Ensemble Dance Unit 29= 50% of final exam</p> <ul style="list-style-type: none"> Apply a range of warm up and cool down techniques Recognise a range of different dance styles Recognise that dance performance requires a level of physical fitness 	<p>Live performance for unit 229. Task 2</p> <p>Solo/group choreography in preparation for Performing Arts Show in July</p> <ul style="list-style-type: none"> Recognise that dance performance represents a narrative with character, plot and mood Understand that dance movements can be planned and sequenced 	<p>Live performance for unit 229.</p> <p>Task 2</p> <p>Ensemble Dance Unit 229= 50% of final exam</p> <p>Solo/group choreography in preparation for Performing Arts Show in July</p> <ul style="list-style-type: none"> Understand and implement planning techniques Devise and rehearse a structured performance revealing a narrative meaning



Core Knowledge and skills	<ul style="list-style-type: none"> 6 bodily actions; travel, turn, elevation, gesture, stillness and falling use of different body parts floor work transference of weight planning and rehearsal rehearsal discipline 	<ul style="list-style-type: none"> Recognise and understand a range of choreographic devices Understand the principles of musicality 	<ul style="list-style-type: none"> How to prepare and finalise a performance piece ready for an audience. Development of personal technique and basic choreographic skills Evaluate and draw conclusions about costume and production decisions Reflect and evaluate on dance movements 	<ul style="list-style-type: none"> Understand the importance of strength and stamina Understand the dance style and technique of the chosen practitioner Interpretation of character(s) through dance 	<ul style="list-style-type: none"> Understand and implement choreographic devices to enhance dance pieces. Understanding and exploiting the use of space 	<ul style="list-style-type: none"> Understand and implement rehearsal techniques to enhance dance performance Apply techniques and a sequence of movements to reveal a dramatic characterisation Apply a range of choreographical styles and influences in creative performance
Developmental Knowledge and Skills	<p>Choreographic processes:</p> <ul style="list-style-type: none"> researching improvising generation selecting 	<ul style="list-style-type: none"> apply the principles of musicality in own performances refining and syntheses developing structuring 	<ul style="list-style-type: none"> feedback rework spatial context 	<ul style="list-style-type: none"> understand apply the stylist qualities of the chosen practitioner 	<ul style="list-style-type: none"> Develop Time Weight Space and Flow 	<ul style="list-style-type: none"> Perform a character showing interpretation and the intention of the narrative
Complex Knowledge	<ul style="list-style-type: none"> Develop pieces which are highly executed and show the theme and influence of the artists studied 	<ul style="list-style-type: none"> Multi-use of choreographic processes and devices to create original work. Adapt the ideas of musicality for different types of performance 	<ul style="list-style-type: none"> Shows independently ability to run own rehearsal schedule including tech and dress 	<ul style="list-style-type: none"> developed pieces are relevant to the professional practitioner's studied and this is clearly evidenced 	<ul style="list-style-type: none"> Multi-use of choreographic processes and devices to create original work. 	<ul style="list-style-type: none"> Interpret the narrative and adapt a range of different techniques to reveal this during performance
Literacy (including reading)	<ul style="list-style-type: none"> Research contextual factors that influence own and practitioners' work Understanding key vocabulary 	<ul style="list-style-type: none"> Research contextual factors that influence own and practitioners' work Understanding key vocabulary 	<ul style="list-style-type: none"> Research contextual factors that influence own and practitioners' work Understanding key vocabulary 	<ul style="list-style-type: none"> Research contextual factors that influence own and practitioners' work Understanding key vocabulary 	<ul style="list-style-type: none"> Research contextual factors that influence own and practitioners' work Understanding key vocabulary 	<ul style="list-style-type: none"> Research contextual factors that influence own and practitioners' work Understanding key vocabulary
Cultural Capital	<ul style="list-style-type: none"> know about and appreciate the works of great dance performers and how 	<ul style="list-style-type: none"> appreciation of dance and movement from professional works 	<ul style="list-style-type: none"> appreciate and embrace the value of how dance influences from other cultures impacts creatively 	<ul style="list-style-type: none"> recognise how dance contributes to both popular and traditional values in our society and 	<ul style="list-style-type: none"> appreciation of dance and movement from different cultures and styles such as Phoenix 	<ul style="list-style-type: none"> know about and appreciate the works of great dance performers and how



	their work was influential such as Christopher Bruce, Matthew Bourne (LGBTQ questioning with the gay Swan Lake)	such the Royal Ballet and Rambert Dance Company.	on own work and the work of others. For example the production by Rambert Dance 'A Lina Curva' (Brazilian culture, Samba – 'The Curved Line)	globally such Martha Graham technique and classical ballet techniques, Bob Fosse techniques.	Dance ('Windrush' focusing on multi-cultural ballet)	their work was influenced (for example Can Do Co who have opened dance routes up for those with disabilities)
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> How different practitioners present their work. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as in an individual journey. 	<ul style="list-style-type: none"> How different practitioners present their work. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as in an individual journey. 	<ul style="list-style-type: none"> How different practitioners present their work. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as in an individual journey. 	<ul style="list-style-type: none"> How different practitioners present their work. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as in an individual journey. 	<ul style="list-style-type: none"> How different practitioners present their work. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as in an individual journey. 	<ul style="list-style-type: none"> How different practitioners present their work. Students interaction understanding their artistic way and what people might see or believe Tolerance of different art forms, styles and abilities Acceptance of the creative process as in an individual journey.
Fundamental British Values	<ul style="list-style-type: none"> recognise and accept Dance pieces made by all types tolerance of different societies, art and cultures individual artistic choices Respect for work they may not understand or like 	<ul style="list-style-type: none"> recognise and accept Dance pieces made by all types tolerance of different societies, art and cultures individual artistic choices Respect for work they may not understand or like 	<ul style="list-style-type: none"> recognise and accept Dance pieces made by all types tolerance of different societies, art and cultures individual artistic choices Respect for work they may not understand or like 	<ul style="list-style-type: none"> recognise and accept Dance pieces made by all types tolerance of different societies, art and cultures individual artistic choices Respect for work they may not understand or like 	<ul style="list-style-type: none"> recognise and accept Dance pieces made by all types tolerance of different societies, art and cultures individual artistic choices Respect for work they may not understand or like 	<ul style="list-style-type: none"> recognise and accept Dance pieces made by all types tolerance of different societies, art and cultures individual artistic choices
Assessment	PASS, MERIT, DISTINCTION grading: a performative assessment of technique featuring travelling, turning,	A PASS, MERIT, DISTINCTION grading: a 30 second dance choreography, containing some learnt motifs and phrases, and	PASS, MERIT, DISTINCTION grading: assessment of live ensemble performance in front of a live audience focusing on expressive skills and	PASS, MERIT, DISTINCTION grading: create a dance in the style and form of the two studied work (this can be solo, duo or ensemble performance)	PASS, MERIT, DISTINCTION grading: an ensemble performance of 2.5 to 3 minutes in length including technique and expression	Examination performance based on choreography (solo or ensemble) – internally assessed and moderated







ASHLAWN SCHOOL

	elevation, falling, gesture and moments of stillness	basic use of choreographic devices.	communication with the audience. Feedback Sheets and notelets attached to performance. These are used to give students targets and practical advice about how to improve. This is informative and motivational. Test: Practical assessment/performance and Written-log book	Feedback Sheets and notelets attached to work These are used to give students targets and practical advice about how to improve. This is informative and motivational. Test: Practical assessment/performance and Written-log book	Feedback Sheets and notelets attached to work These are used to give students targets and practical advice about how to improve. This is informative and motivational. Test: Practical assessment/performance and Written-log book	
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KS4 DANCE

The curriculum in Year 11 Dance enables learners to deepen their understanding of how different types and styles of dance have become influential and carry meanings, and to become practiced in these styles and influences through performance.

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4 and 5
Topic and learning focus				
	Technique	Choreography	Rehearsal skills	Exam preparation
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> ● understand and apply health and safety for dancers ● know and apply warm-ups ● know and apply cool-downs ● know about contemporary technique (ref. Martha Graham) ● understand the influences of musical theatre style dance 	<ul style="list-style-type: none"> ● explore and explain Graham technique ● use existing knowledge and explore other dance styles to support the creation of a fusion style ● extend knowledge of choreography 	<ul style="list-style-type: none"> ● develop knowledge of how best to generate ideas and plan for a performance ● know about how to structure a personal statement driven by a set of identified aims ● understand how the use of a log book can help make judgements on how to improve 	<p>20 hours of the supervised external exam.</p> <ul style="list-style-type: none"> ● know how to construct a sustained performance ● recognise the influence of other dancers and dance movements, styles and traditions ● recognise the importance of drawing conclusions and making judgements about own performance
Core Knowledge and skills	<ul style="list-style-type: none"> ● secure knowledge of the six bodily actions: travel, turn, elevation, gesture, stillness and falling ● know about the use of different body parts to develop narrative and mood ● develop knowledge and skill of floor work ● transference of weight ● planning and rehearsal ● rehearsal discipline 	<ul style="list-style-type: none"> ● recognise and understand choreography in the context of the chosen performance ● understand the intention of the story narrative ● apply the influences of musical theatre style dance ● understand that mood can be represented through movement 	<ul style="list-style-type: none"> ● understand the planning processes in terms of a production plan ● know about the different elements which make up a successful performance ● understand how to prepare and finalise a performance piece ready for an audience ● understand costume and the importance of production decisions 	<ul style="list-style-type: none"> ● know to evaluate how own production pieces have been affected by the contextual influence of dancers, styles and traditions ● know how to demonstrate the use of different parts of the body to communicate meanings ● demonstrate the planning processes in terms of a production plan



				<ul style="list-style-type: none"> ● demonstrate how to prepare and finalise a performance
Developmental Knowledge and Skills	<p>Extend knowledge of choreographic processes:</p> <ul style="list-style-type: none"> ● researching ● improvising ● generation ● selecting 	<ul style="list-style-type: none"> ● extend knowledge of how to develop and structure performances ● understand how to refine own performance in the light of evaluation feedback 	<ul style="list-style-type: none"> ● apply the planning processes in terms of a production plan ● evaluate how own performance pieces have been affected by the contextual influence of other dancers and styles ● know how to apply and adapt the influence of other dancers or styles ● secure knowledge and skills of re-working and finalising 	<ul style="list-style-type: none"> ● Know how to demonstrate knowledge of choreography ● Know how to apply a range of different dance techniques to create a dynamic composition ● Understand how to make sustained and detailed critical evaluations and how this can ● know how to make a sustained creative performances which synthesises the knowledge learnt from across the course lead to improvements in production pieces
Complex Knowledge	<ul style="list-style-type: none"> ● know how to fully engage with the intention of the piece, which is reflected through practical and theoretical knowledge 	<ul style="list-style-type: none"> ● know how to make an independent review and processing of final performance ● know how to make sustained and detailed critical evaluations and how this can lead to improvements in production pieces 	<ul style="list-style-type: none"> ● know how to fully engage with the intention of the final exam piece, this should be reflected through practical and theoretical knowledge ● know how to make an independent review of intentions, choreographic processes 	<ul style="list-style-type: none"> ● know how to make an independent review of intentions, choreographic processes ● apply knowledge of how to make a sustained creative performances which synthesises the knowledge learnt from across the course
Cultural Capital	<ul style="list-style-type: none"> ● know about and appreciate the works of great dance performers and how their work was influential such as Matthew Bourne and Christopher Bruce. 	<ul style="list-style-type: none"> ● appreciation of dance and movement from different cultures and styles globally. Learners study works from Phoenix Dance Company which specialise in multi-cultural performances. 	<ul style="list-style-type: none"> ● appreciate and embrace the value of how dance influences from other cultures impacts creatively on own work and the work of others. Learners study works by Elmhurst Ballet Company and Rambert Ballet 	<ul style="list-style-type: none"> ● recognise how dance contributes to both popular and traditional values in our society and globally. The study of works and performers from the Royal Ballet is an example.
Literacy (including reading)	<ul style="list-style-type: none"> ● reading for meaning and understanding of instruction ● understand and apply subject specific vocabulary 	<ul style="list-style-type: none"> ● use writing to reflect and make critical evaluations of performance pieces 	<ul style="list-style-type: none"> ● reading for meaning ● use writing and notes to generate and share ideas ● write accurately in evaluating work once completed 	<ul style="list-style-type: none"> ● understand and apply subject specific vocabulary ● make an extended written response, writing fluently ● use writing to make critical evaluative responses









<p>Social, Moral, Spiritual and Cultural Development</p>	<ul style="list-style-type: none"> ● understand how different performers present their work and express opinions. ● communicate feelings, emotions and ideas to others in performance 	<ul style="list-style-type: none"> ● understand that expression of emotion, feeling and sensibility comes through movement and dance ● develop individual confidence and emotional intelligence through dance 	<ul style="list-style-type: none"> ● acceptance of the creative process as an individual journey of discovery and growth 	<ul style="list-style-type: none"> ● understanding of different dance forms, styles and abilities and how to embrace these styles and forms to impact and improve own work and understanding
<p>Fundamental British Values</p>	<ul style="list-style-type: none"> ● recognise and accept art made by all types ● tolerance of different societies, art and cultures 	<ul style="list-style-type: none"> ● tolerance of different dance-art forms, styles and abilities and how to embrace these styles and forms to impact and improve own work and understanding ● appreciation of individual performance choices 	<ul style="list-style-type: none"> ● recognise and accept dance made by all types ● tolerance of different societies, dance-art and cultures ● individual artistic choices ● respect for performance they may not understand or like 	<ul style="list-style-type: none"> ● tolerance of different societies, art and cultures ● individual artistic choices ● Respect for work they may not understand or like
<p>Assessment</p>	<p>Assessment based on a mock brief: solo or ensemble 2.5 to 3 minutes, choreographed to a theme.</p>	<p>Assessment based on a released brief from the examination board: solo or ensemble 2.5 to 3 minutes, choreographed to a theme. This is supported by 10 hours of research</p>	<p>Final External Assessment Unit 201E (50%) of exam mark. Externally assessed 20 hours to complete</p>	<p>Final External Assessment Unit 201E (50%) of exam mark. Externally assessed</p>



Key Stage 5 Curriculum Journey:

The curriculum in Year 12 and 13 Performing Arts enables learners to extend and deepen their understanding of how different types and styles of dance have become influential and carry meanings, and to become practiced in these styles and influences through performance.

THE YEAR 12&13 CURRICULUM JOURNEY FOR PERFORMING ARTS

<p>12/13 Taught together over 2 years</p>	<p>HALF TERM 1-2</p> 	<p>HALF TERM 3-4</p> 	<p>HALF TERM 5-6</p> 	<p>HALF TERM 7-8</p> 	<p>HALF TERM 9-10</p> 	<p>HALF TERM 11-12</p> 
<p>Topic and learning focus</p>	<p>Developing Skills and Techniques, Musical Theatre Techniques</p>	<p>Developing Skills and Techniques, Musical Theatre Techniques</p>	<p>Developing Skills and Techniques, Musical Theatre Techniques, Contemporary Dance Techniques</p>	<p>Group Performance Workshop, Contemporary Dance Techniques, Individual Performance</p>	<p>Developing Skills and Techniques for Live Performance,</p>	<p>Final Live Performance to an Audience</p>
	<ul style="list-style-type: none"> • Units 2 and 27 • Musical Theatre Research and Techniques • Developing Personal Skills and techniques • Unit 4 Performing arts in the Community • Unit 6 Live Performance 	<ul style="list-style-type: none"> • Units 2 and 27 • Musical Theatre Research and Techniques • intro to Unit 1 Practitioners • Unit 4 Performing arts in the Community • Unit 6 Live Performance 	<ul style="list-style-type: none"> • Unit 2 and 27 • Musical Theatre Research and Techniques and Live Performance • Unit 4 Performing arts in the Community • Unit 6 Live Performance • Unit 1 Practitioners • Unit 7 Career Opportunities(for students doing extended diploma) 	<ul style="list-style-type: none"> • Unit 3 External exam Devising and choreographing • Unit 5 Individual Performance 	<ul style="list-style-type: none"> • Unit 3 External exam Devising and choreographing • Unit 5 Individual Performance 	<ul style="list-style-type: none"> • Showcase Performance • developing own skills and any optional units; • focussing on • acting • devising • physical theatre • choreography
<p>Foundational Knowledge Prior learning needed</p>	<ul style="list-style-type: none"> • know about how to undertake straight forward research skills 	<ul style="list-style-type: none"> • extend know about how to undertake more detailed research skills 	<ul style="list-style-type: none"> • understanding discipline and practice of technical rehearsal 	<ul style="list-style-type: none"> • Using and developing existing skills and techniques to create a performance 	<ul style="list-style-type: none"> • Using and developing existing skills and techniques to outline a performance 	<ul style="list-style-type: none"> • know how to developing the skill to make a sustained solo or ensemble performance



	<ul style="list-style-type: none"> know how to make a selection of musical productions for auditions in all 3 areas of MT know how to prepare a working-to script and libretto 	<ul style="list-style-type: none"> understanding of musical productions extend and develop knowledge of how to prepare a working-to script and libretto 	<ul style="list-style-type: none"> know how to plan and prepare for a dress rehearsal understand the components which make a successful live performance 	<ul style="list-style-type: none"> use existing knowledge and explore other dance styles to support the creation of a fusion style 	<ul style="list-style-type: none"> know about the different elements which make up a successful performance understand how to prepare and finalise a performance piece ready for an audience 	<ul style="list-style-type: none"> know how to apply planning and rehearsal skills recognise the importance of drawing conclusions and making judgements about own performance
Core Knowledge and skills	<ul style="list-style-type: none"> know how to demonstrate interpretive skills in a range of dance movements and with reference to a given style know how to make an independent review and processing of final performance 	<ul style="list-style-type: none"> know how to apply physical, vocal and interpretative skills for selected performance material, disciplines and styles understand how to refine own performance in the light of evaluation feedback 	<ul style="list-style-type: none"> know how to demonstrate professional attitude to technical and dress rehearsals leading up to the final live performance know how to use feedback to improve own and performance of others 	<ul style="list-style-type: none"> understand how to work successfully as part of a small performance company of three to seven performers know how to create an original piece of performance work to present to an invited audience 	<ul style="list-style-type: none"> as part of a small performance company of three to seven performers, apply knowledge by creating an original piece of performance work to present to an invited audience. 	<ul style="list-style-type: none"> know how to apply knowledge of choreography and dance techniques understand costume and the importance of production decisions interpret events into a narrative which can be performed know how to demonstrate the use of different parts of the body to communicate meanings
Developmental Knowledge and Skills	<ul style="list-style-type: none"> know how to demonstrate confident, disciplined and effective use of exploration, exercise know how to make a detailed critical evaluations and how this can lead to improvements in production pieces 	<ul style="list-style-type: none"> demonstrate disciplined and highly effective use of exploration, exercise in the development and application of physical, vocal and interpretative skills 	<ul style="list-style-type: none"> Demonstrate confident, disciplined and highly effective use of exploration, exercise and workshops in the development and application of physical, vocal and interpretative skills for selected performance material, disciplines and styles. 	<ul style="list-style-type: none"> Individual performance confidently and fluently communicates creative ideas Know how to make sustained and detailed critical evaluations and how this can lead to improvements in production pieces 	<ul style="list-style-type: none"> Know how to make an individual performance confidently and fluently which communicates creative ideas, meaning and style to an audience know how to make Interactions, responses to other performers Know how to show responsiveness and sensitivity 	<ul style="list-style-type: none"> Know how to select appropriate materiel to challenge and develop own skills and techniques know how to demonstrate knowledge of choreography know how to make an independent review of intentions, choreographic processes
Complex Knowledge	<ul style="list-style-type: none"> know how to apply and adapt the influence of other dancers or styles 	<ul style="list-style-type: none"> extend knowledge of how to develop and structure performances 	<ul style="list-style-type: none"> deepen knowledge and skills of re-working and finalising 	<ul style="list-style-type: none"> know how to make sophisticated and detailed critical evaluations and how 	<ul style="list-style-type: none"> Understand how to make a contribution to an ensemble performance 	<ul style="list-style-type: none"> know how to make a sustained creative performances which synthesises the knowledge



				this can lead to improvements in production pieces	<ul style="list-style-type: none"> Know how to make performance skills and techniques, engaging and appropriate to the creative intention. 	learnt from across the course lead to improvements in production pieces
Literacy (including reading)	<ul style="list-style-type: none"> Read, understand the requirements of all briefs 	<ul style="list-style-type: none"> reading for meaning and understanding of instruction understand and apply subject specific vocabulary 	<ul style="list-style-type: none"> use writing to reflect and make critical evaluations of performance pieces Use writing to evaluate your strengths and areas for improvement providing justification for your decisions 	<ul style="list-style-type: none"> reading for meaning use writing and notes to generate and share ideas write accurately in evaluating work once completed 	<ul style="list-style-type: none"> understand and apply subject specific vocabulary make an extended written response, writing fluently use writing to make critical evaluative response 	<ul style="list-style-type: none"> use writing to review the development of your dance performance skills and interpretative skills during workshops and rehearsal processes, including your response to feedback and direction
Cultural Capital	<ul style="list-style-type: none"> know about and appreciate the works of great dance performers and how their work was influential 	<ul style="list-style-type: none"> appreciation of dance and movement from different cultures and styles globally 	<ul style="list-style-type: none"> appreciate and embrace the value of how dance influences from other cultures impacts creatively on own work and the work of others 	<ul style="list-style-type: none"> recognise how dance contributes to both popular and traditional values in our society and globally 	<ul style="list-style-type: none"> appreciation of dance and movement from different cultures and styles globally 	<ul style="list-style-type: none"> know about, appreciate and apply the works of great dance performers and how their work was influential
Social, Moral, Spiritual and Cultural Development	<ul style="list-style-type: none"> How different artists present their work and express opinions. Students interaction understanding 	<ul style="list-style-type: none"> understand that expression of emotion, feeling and sensibility comes through movement and dance develop individual confidence and emotional intelligence through dance 	<ul style="list-style-type: none"> reading for meaning and understanding of instruction understand and apply subject specific vocabulary 	<ul style="list-style-type: none"> understanding of different dance forms, styles and abilities and how to embrace these styles and forms to impact and improve own work and understanding 	<ul style="list-style-type: none"> acceptance of the creative process as an individual journey of discovery and growth 	<ul style="list-style-type: none"> understand and apply subject specific vocabulary make an extended written response, writing fluently use writing to make critical evaluative responses
Fundamental British Values	<ul style="list-style-type: none"> recognise and accept art made by all types tolerance of different societies, art and cultures individual artistic choices respect for work they may not understand or like 	<ul style="list-style-type: none"> appreciation of individual performance choices 	<ul style="list-style-type: none"> tolerance of different dance-art forms, styles and abilities and how to embrace these styles and forms to impact and improve own work and understanding 	<ul style="list-style-type: none"> recognise and accept dance made by all types tolerance of different societies, dance-art and cultures 	<ul style="list-style-type: none"> tolerance of different societies, art and cultures individual artistic choices Respect for work they may not understand or like 	<ul style="list-style-type: none"> Respect for individual artistic choices when working with others



Assessment	<p>Task 1: research-based on the set brief: to undertake a detailed investigation into the key features of musical theatre performance (including primary and secondary research)</p> <p>Task 2: a) development of ideas for the final performance through the context of a rehearsal schedule to develop choreographic, acting and singing performance styles; b) the final live performance; and c) evaluation of performance (through the log book) by undertaking an evaluation of performance focusing on the development and improvement areas.</p>	<p>Unit 1 External paper: investigating two professional practitioners' work in performing arts focusing particularly on the contextual factors that have influenced their work.</p> <p>Unit 3 External Paper: devise a group performance workshop and final performance for 3 – 5 people.</p> <p>(Unit 7 External Paper for the extended qualification only: evaluate a range of employment opportunities for the performing arts)</p> <p>(Unit 5 External Paper for the extended qualification only) undertake an individual performance commission following the brief set by the examination board.</p>	<p>Developing own personal strengths in skills and techniques (will be assessed depending on which choice of unit)</p> <p>Formative performative-related feedback</p>	<p>Informal variety show performance drawing on the synoptic techniques and skills from across the course.</p>
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NB: Opportunities to complete optional units will be provided depending on student workload