

Year 10 Curriculum Overview Plan: Performing Arts – Dance

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: An introduction to the Performing Arts. Performance Skill and techniques. Key Styles Key Practitioners</p> <p>Prior Learning:</p> <p>Students will recap and recall their Dance exploration skills learned during KS3.</p> <p>Students have prior learning of basic skills and techniques. They should have secured knowledge in some variety of styles.</p>	<p>Key Theme: Component 1 Exploring the Performing Arts. Learning outcome A: Investigate how professional performance or production work is created A1 Professional performance material, influences, creative outcomes and purpose A2 Roles, responsibilities and skills</p> <p>Prior Learning:</p> <p>Students will recap and recall the processes of the practitioners studied in HT1.</p>	<p>Key Theme: Component 1 Exploring the Performing Arts. Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work B1 Processes used in development, rehearsal and performance B2 Production process</p> <p>Prior Learning:</p> <p>Students will recap and recall knowledge gained in Learning Outcome A to</p>	<p>Key Theme: Component 1 Exploring the Performing Arts. Final Assessment</p> <p>Prior Learning:</p> <p>Students will use the knowledge and skills gained in the previous two half terms to create, rehearse and refine their final performance</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will create performance</p>	<p>Key Theme: Component 2: Developing Skills and Techniques in the Performing Arts</p> <p>Prior Learning:</p> <p>Students will draw on their performance skills from their entire learning journey within Performing Arts.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Workshop based lessons to develop key performance skills and techniques in the students</p>	<p>Key Theme: Component 2: Developing Skills and Techniques in the Performing Arts Learning outcome A: Use rehearsal or production/design processes A1 Rehearsal/design process</p> <p>Prior Learning:</p> <p>Students will draw on their performance skills and techniques developed during the workshops.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p>

<p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Students will explore a range of practitioners suitable to their chosen discipline dance and will gain an understanding of the specific skills and techniques required for a variety of performance styles.</p> <p>Future Learning:</p> <p>This preparation will assist students in all three components of the course. C1 - Exploring the Performing Arts C2 - Developing skills and techniques in the Performing Arts</p>	<p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Learners will study three contrasting performances in their chosen discipline. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities</p> <p>Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance.</p>	<p>demonstrate approached to the creative process.</p> <p>Current Learning:</p> <p>Key Concepts, Knowledge & Skills to be Embedded:</p> <p>Learners may participate as a performer and/or designer in at least three styles in one or more of the following performance disciplines: acting, dance and musical theatre. Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to</p>	<p>material in specific styles. They will create, rehearse, refine and perform.</p> <p>Future Learning:</p> <p>This Component will allow students to understand the process of creating performance in preparation for Component 2 and 3, where students will recreate existing repertoire and devise new material from a given brief.</p> <p>Assessment Methods:</p> <p>Coursework Workshops Rehearsals Performance</p>	<p>chosen discipline, acting, dance or musical theatre.</p> <p>Future Learning:</p> <p>The skills and techniques gained will ensure that learners can successfully recreate existing professional repertoire.</p> <p>Assessment Methods:</p> <p>Mini practical performance assessments running throughout.</p> <p>Tier 3 Vocabulary Vault:</p> <p>Skill and technique-based vocabulary is specific to chosen discipline acting, dance or musical</p>	<p>Learners will participate in rehearsal or production/design practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire. They will complete all the content appropriate for their chosen role.</p> <p>Future Learning:</p> <p>The rehearsal period will ensure their final performances are fined and polished ready for realization. This rehearsal process also prepares them for Component 3 where they create new performance material from a given brief.</p>
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<p>C3 – Responding to a brief</p> <p>Assessment Methods:</p> <p>Knowledge and understanding - Quizzes on specific Practitioners and styles.</p> <p>Demonstrate – Short performances using skills and techniques specific to the practitioner and style</p> <p>Tier 3 Vocabulary Vault:</p> <p>Practitioner Style Creative Intention Atmosphere</p> <p>Tier 3 Vocabulary is specific to the students chosen discipline.</p>	<p>Future Learning:</p> <p>The knowledge gained will underpin and guide the practical work required in all three components.</p> <p>Assessment Methods:</p> <p>Coursework Practical workshops</p> <p>Tier 3 Vocabulary Vault:</p> <p>Style Genre Practitioner Creative Stylistic Qualities Theme Form Structure Narrative Contextual Influences Collaboration</p>	<p>performance repertoire.</p> <p>Future Learning:</p> <p>The knowledge and skills gained will underpin and guide the practical work required in all three components.</p> <p>Assessment Methods:</p> <p>Coursework Practical workshops</p> <p>Tier 3 Vocabulary Vault:</p> <p>Style Genre Practitioner Creative Stylistic Qualities Theme Form Structure Narrative</p>	<p>Tier 3 Vocabulary Vault:</p> <p>Style Genre Practitioner Creative Stylistic Qualities Theme Form Structure Narrative Contextual Influences Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Vocabulary Vault</p>	<p>theatre. See knowledge organisers.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, reviews, and articles. Skill audits Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper</p>	<p>Assessment Methods:</p> <p>Practical Mid-point checks on development of performance and response to feedback.</p> <p>Coursework that outlines the development process.</p> <p>Tier 3 Vocabulary Vault:</p> <p>Skill and technique-based vocabulary is specific to chosen discipline acting, dance or musical theatre. See knowledge organisers.</p>
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<p>Reading Exposure:</p> <p>A range of stimuli such as, extracts of text, poems, and articles. Vocabulary Vault.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.</p>	<p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now'</p>	<p>Contextual Influences Collaboration</p> <p>Tier 3 Vocabulary (skills and techniques) is specific to the students chosen discipline.</p> <p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, poems, reviews, and articles. Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work</p>	<p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>	<p>understanding through 'Think Ahead' questioning.</p>	<p>Reading Exposure:</p> <p>A range of reading materials such as, extracts of text, reviews, and articles. Skill audits Vocabulary Vault</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p> <p>Repeated skills practice in practical performance through activities, group work and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning</p>
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