

<u>Year 10 Curriculum Overview Plan: Performing Arts – Dance</u>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:
An introduction to	Component 1	Component 1	Component 1	Component 2:	Component 2:
the Performing Arts.	Exploring the	Exploring the	Exploring the	Developing Skills and	Developing Skills and
Performance Skill	Performing Arts.	Performing Arts.	Performing Arts.	Techniques in the	Techniques in the
and techniques.	Learning outcome A:	Learning outcome B:	Final Assessment	Performing Arts	Performing Arts
Key Styles	Investigate how	Demonstrate			Learning outcome A:
Key Practitioners	professional	understanding of the	Prior Learning:	Prior Learning:	Use rehearsal or
	performance or	skills, techniques and			production/design
Prior Learning:	production work is	approaches used by	Students will use the	Students will draw on	processes
	created	professionals to	knowledge and skills	their performance	A1 Rehearsal/design
Students will recap	A1 Professional	create	gained in the	skills from their	process
and recall their	performance	performance/produc	previous two half	entire learning	
Dance exploration	material, influences,	tion work	terms to create,	journey within	Prior Learning:
skills learned during	creative outcomes	B1 Processes used in	rehearse and refine	Performing Arts.	
KS3.	and purpose	development,	their final		Students will draw on
	A2 Roles,	rehearsal and	performance	Current Learning:	their performance
Students have prior	responsibilities and	performance			skills and techniques
learning of basic skills	skills	B2 Production	Current Learning:	Key Concepts,	developed during the
and techniques. They		process		Knowledge & Skills	workshops.
should have secured	Prior Learning:		Key Concepts,	to be Embedded:	
knowledge in some		Prior Learning:	Knowledge & Skills		Current Learning:
variety of styles.	Students will recap		to be Embedded:	Workshop based	carrent Learning.
	and recall the	Students will recap		lessons to develop	Key Concepts,
	processes of the	and recall knowledge	Students will create	key performance	Knowledge & Skills
	practitioners studied	gained in Learning	performance	skills and techniques	to be Embedded:
	in HT1.	Outcome A to		in the students	to no Ellineadeal



Current Learning:
Key Concepts,
Knowledge & Skills
to be Embedded:
Ctudents will evalore
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

Future Learning:

This preparation will

assist students in all

performance styles.

three components of the course. C1 - Exploring the Performing Arts C2 - Developing skills and techniques in the Performing Arts

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

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 Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance.

demonstrate approached to the creative process.

Current Learning:

Key Concepts, Knowledge & Skills to be Embedded:

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

material in specific styles. They will create, rehearse, refine and perform.

Future Learning:

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.

Assessment Methods:

Coursework Workshops Rehearsals Performance chosen discipline, acting, dance or musical theatre.

Future Learning:

The skills and techniques gained will ensure that learners can successfully recreate existing professional repertoire.

Assessment Methods:

Mini practical performance assessments running throughout.

Tier 3 Vocabulary Vault:

Skill and techniquebased vocabulary is specific to chosen discipline acting, dance or musical 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.

Future Learning:

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.



C3 – Responding to a	Future Learning:	performance	Tier 3 Vocabulary	theatre. See	Assessment
brief		repertoire.	Vault:	knowledge	Methods:
Assessment	The knowledge			organisers.	
Methods:	gained will underpin	Future Learning:	Style		Practical Mid-point
	and guide the	_	Genre	Reading Exposure:	checks on
Knowledge and	practical work	The knowledge and	Practitioner		development of
understanding -	required in all three	skills gained will	Creative	A range of reading	performance and
Quizzes on specific	components.	underpin and guide	Stylistic Qualities	materials such as,	response to
Practitioners and	·	the practical work	Theme	extracts of text,	feedback.
styles.	Assessment	required in all three	Form	reviews, and articles.	
	Methods:	components.	Structure	Skill audits	Coursework that
Demonstrate – Short	Wicthous.		Narrative	Vocabulary Vault	outlines the
performances using	Coursework	Assessment	Contextual Influences		development
skills and techniques	Practical workshops	Methods:	Collaboration		process.
specific to the	Tractical Workshops			Strategies to	
practitioner and style	Tier 3 Vocabulary	Coursework	Tier 3 Vocabulary	enable new	Tier 3 Vocabulary
	Vault:	Practical workshops	(skills and	concepts,	Vault:
Tier 3 Vocabulary	vauit.		techniques) is	knowledge & skills	
Vault:	Style	Tier 3 Vocabulary	specific to the	to embed in long-	Skill and technique-
	Genre	Vault:	students chosen	term memory:	based vocabulary is
Practitioner	Practitioner		discipline.	term memory.	specific to chosen
Style	Creative	Style		Repeated skills	discipline acting,
Creative Intention	Stylistic Qualities	Genre	Reading Exposure:	practice in practical	dance or musical
Atmosphere	Theme	Practitioner		performance through	theatre. See
	Form	Creative	A range of reading	activities, group work	knowledge
Tier 3 Vocabulary is	Structure	Stylistic Qualities	materials such as,	and exploration	organisers.
specific to the	Narrative	Theme	extracts of text,	tasks. All 'Do It Now'	
students chosen	Contextual Influences	Form	poems, reviews, and	tasks allow for recap	
discipline.	Collaboration	Structure	articles.	and retrieval and	
		Narrative	Vocabulary Vault	promote deeper	



Reading Exposure:	Tier 3 Vocabulary	Contextual Influences		understanding	Reading Exposure:
	(skills and	Collaboration	Strategies to	through 'Think	
A range of stimuli	techniques) is		enable new	Ahead' questioning.	A range of reading
such as, extracts of	specific to the	Tier 3 Vocabulary	concepts,		materials such as,
text, poems, and	students chosen	(skills and	knowledge & skills		extracts of text,
articles.	discipline.	techniques) is	to embed in long-		reviews, and articles
Vocabulary Vault.		specific to the	term memory:		Skill audits
	Reading Exposure:	students chosen	de ini ini dini di yi		Vocabulary Vault
		discipline.	Repeated skills		
Strategies to	A range of reading		practice in practical		Strategies to
enable new	materials such as,	Reading Exposure:	performance through		enable new
concepts,	extracts of text,		activities, group work		concepts,
knowledge & skills	poems, reviews, and	A range of reading	and exploration		knowledge & skills
to embed in long-	articles.	materials such as,	tasks. All 'Do It Now'		to embed in long-
term memory:	Vocabulary Vault	extracts of text,	tasks allow for recap		term memory:
		poems, reviews, and	and retrieval and		
Repeated skills	Charlesias to	articles.	promote deeper		Repeated skills
practice in practical	Strategies to	Vocabulary Vault	understanding		practice in practical
performance through	enable new	Stratagias to	through 'Think		performance through
activities, group work	concepts,	Strategies to	Ahead' questioning		activities, group wor
and exploration	knowledge & skills	enable new			and exploration
tasks.	to embed in long-	concepts,			tasks. All 'Do It Now'
All 'Do It Now' tasks	term memory:	knowledge & skills			tasks allow for recap
allow for recap and		to embed in long-			and retrieval and
retrieval and	Repeated skills	term memory:			promote deeper
promote deeper	practice in practical				understanding
understanding	performance through	Repeated skills			through 'Think
through 'Think	activities, group work	practice in practical			Ahead' questioning
Ahead' questioning.	and exploration	performance through			
	tasks. All 'Do It Now'	activities, group work			



tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning.	and exploration tasks. All 'Do It Now' tasks allow for recap and retrieval and promote deeper understanding through 'Think Ahead' questioning		