



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

### DANCE

## INTENT

*"We dance for laughter, We dance for tears, We dance for madness, We dance for fears, We dance for hope, We dance for screams, We are the dancers, We create the dreams."* - **Albert Einstein**

We study dance to inspire creativity, develop curiosity and explore the limitless capabilities of our bodies. We challenge our students to respond to the world around them and to find ways to communicate their ideas, motivate others and present themselves with confidence and flair. We work in an environment that is built on mutual respect for the subject and those studying it. We promote fun. We reap the benefits of studying a subject that provokes debate, opportunities to problem solve and advocates physical and mental wellbeing. Studying dance allows us to engage with different cultures, and historical events. We are researchers, performers, creators, leaders and independent learners. Studying Dance at CHS South is an investment in the future; the versatility it offers means that our students become highly skilled in a number of areas. As well as evoking a passion and appreciation for dance and theatre with a good grounding for further vocational study in performance, this subject will also provide a broad range of transferable skills which sets our students apart from others. Our learners are confident presenters of ideas, articulate, empathetic and curious; they know how to work with others to bring an idea to life. They can plan effectively, work under strict time pressures and can unpick theatrical design (whether that's set, costume, lighting or sound) and find meaning. Dance challenges our learners to be driven, independent individuals.



## YEAR GROUP

### YEAR 10

## RATIONAL / NARRATIVE

Study of the BTEC Performing Arts (Dance Approach) means our dancers will become holistic learners that can perform, create, and appreciate work made by professionals in the industry, either inspired by them or learning their repertoire. Dancers will study two components in Year 10. Component 1 studies the processes of creating a professional dance work (a mixture of theory and practical), whereas Component 2 is the practical exploration of a professional work, with a written rehearsal log and tracker that accompanies the learning.

## TERM KNOWLEDGE

### AUTUMN 1

### AUTUMN 2

### SPRING 1

### SPRING 2

### SUMMER 1

### SUMMER 2

#### Component 2

In this component, dancers will develop performing or design skills and techniques. Dancers will take part in workshops where they will develop technical, practical, and interpretative skills through the rehearsal and performance process. Dancers will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

#### Learning Aims

A Develop skills and techniques for performance.

A1 Development of performance/design and interpretative skills.

A2 Develop skills and techniques during the rehearsal process.

B Apply skills and techniques in rehearsal and performance.

B1 Application of skills and techniques during rehearsal.

B2 Application of skills and techniques in/for performance.

C Review own development and contribution to the performance.

C1 Review own development of skills and techniques in/for performance.

C2 Review own application of skills and techniques in/for performance.

#### Component 1

Introduction to BTEC Tech Award in Performing Arts course with a focus on improving and building on previous knowledge.

This component will give dancers an understanding of practitioners' work and the processes and practices that contribute to a range of performance styles. Dancers will develop transferable skills, such as research and communication.

#### Learning Aims

A - Examine professional practitioners' performance work. A1 Professional practitioners' performance material, influences, creative outcomes, and purpose. A2 Practitioners' roles, responsibilities, and skills.

B - Explore the interrelationships between constituent features of existing performance material.

B1 - Processes used in development, rehearsal, and performance.

B2 - Techniques and approaches used in performance.

#### Component 3 Mock

In this component, students will respond to a past paper brief. Students will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

The group performance may involve some solo or small-group work, or it may be an ensemble piece. You will have the opportunity to inform the performance using existing or newly developed skills, in performing or designing and adapting them to suit



<p><b>SKILLS</b></p> <p><b>ASSESSMENT</b></p> <p><b>HOME LEARNING</b></p> <p><b>READING, WRITING, TALK, NUMERACY</b></p>					the performance. This component will also enable you to develop transferable skills, such as communication and teamwork, which will help you to progress onto further study.	
	<ul style="list-style-type: none"> <li>Improving technique</li> <li>Enhancing confidence</li> <li>Performance skills</li> <li>Problem solving - Learning new vocabulary - Building literacy -</li> <li>Organizational skills - Independent learning/ responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Improving technique</li> <li>Enhancing confidence</li> <li>Performance skills</li> <li>Problem solving - Learning new vocabulary Building literacy -</li> <li>Organizational skills - Independent learning/ responsibility</li> <li>Analytical skills</li> </ul>	<ul style="list-style-type: none"> <li>Improving technique</li> <li>Enhancing confidence</li> <li>Performance skills</li> <li>Improving movement memory ability</li> <li>Learning new vocabulary</li> <li>Enhancing analytical skills</li> <li>Building literacy</li> <li>Organisational skills</li> <li>Teamwork - Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Improving technique</li> <li>Enhancing confidence</li> <li>Performance skills</li> <li>Improving movement memory ability</li> <li>Learning new vocabulary</li> <li>Enhancing analytical skills</li> <li>Building literacy</li> <li>Organisational skills</li> <li>Teamwork - Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Improving technique</li> <li>Enhancing confidence</li> <li>Performance skills</li> <li>Improving movement memory ability</li> <li>Learning new vocabulary</li> <li>Enhancing analytical skills</li> <li>Building literacy</li> <li>Organisational skills</li> <li>Teamwork - Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Improving technique</li> <li>Enhancing confidence</li> <li>Performance skills</li> <li>Improving movement memory ability</li> <li>Learning new vocabulary</li> <li>Enhancing analytical skills</li> <li>Building literacy</li> <li>Organisational skills</li> <li>Teamwork - Communication skills</li> </ul>
	MP1: Progress Check Component One Part A MP2: Role and Responsibilities	MP3: Progress Check Component One Part B MP4: Rehearsal Log	MP5: Final Component One Grade MP6: Component Two Workshop	MP7: Component Two Performance MP8: Component Two Evaluation	MP9: Component Three Mock Rehearsal MP10: : Component Three Mock Log 1	MP11: Component Three Mock Log 2 MP12: Component Three Mock Log 2
	Completion of research for Component One Practitioners and Roles and Responsibilities	Completion of rehearsal log	Completion of teams' assignments set.	Rehearsal of Component Two performance	Completion of Log 1 Mock	Completion of Log 2-3 Mock
	<p><b>Writing – Punctuation</b></p> <ul style="list-style-type: none"> <li>Understanding of the BTEC Specification</li> <li>Understanding of Key Terminology</li> <li>Understanding of Analysis</li> <li>Note taking in Theory lessons.</li> <li>Completing Key Set Works worksheets.</li> <li>Communicating ideas effectively</li> </ul> <p><b>Reading:</b> Relate to own experiences</p>	<p><b>Writing – Sentence structures</b></p> <ul style="list-style-type: none"> <li>Understanding of the BTEC Specification</li> <li>Understanding of Key Terminology</li> <li>Understanding of Analysis</li> <li>Understanding of the GCSE theory Exam Questions</li> <li>Completing Reflection/Feedback Loops.</li> </ul>	<p><b>Writing – Clarity &amp; organization</b></p> <ul style="list-style-type: none"> <li>Note taking in Theory lessons.</li> <li>Completing Key Set Works worksheets.</li> </ul> <p><b>Reading:</b> Break down info/ Infer <b>Talk:</b> Oracy</p>	<p><b>Writing – Use of language</b></p> <ul style="list-style-type: none"> <li>Completing Reflection/Feedback Loops.</li> <li>Note taking in Theory lessons.</li> <li>Completing Key Set Works worksheets.</li> <li>Completing Theory Exam Questions.</li> <li>Completing Analysis/Review tasks of each Set Work.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understanding of the BTEC Specification</li> <li>Understanding of Key Terminology</li> <li>Understanding of Analysis</li> </ul> <p><b>Reading:</b> Form opinions/ break down info <b>Talk:</b> Oracy</p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Pupils will need to communicate effectively to complete the Choreography tasks set, clearly articulate their dance idea but also will need to communicate their choreographic intention through movement.</li> </ul> <p><b>Reading:</b> Infer/Form opinions/ break down info</p>



<p style="text-align: center;"><b>TIER 2 VOCABULARY</b></p> <p style="text-align: center;"><b>TIER 3 VOCABULARY</b></p> <p style="text-align: center;"><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>	<p><b>Talk:</b> Oracy</p> <ul style="list-style-type: none"> <li>Note taking in Theory lessons.</li> <li>Completing Key Set Works worksheets.</li> <li>Completing Written Exam Questions.</li> <li>Completing - Analysis/Review tasks of each Set Work.</li> </ul> <p><b>Reading:</b> Relate to own experiences <b>Talk:</b> Oracy</p>			<p><b>Reading:</b> New Vocab/ Form opinions/ break down info <b>Talk:</b> Oracy</p>		<p><b>Talk:</b> Oracy</p>
	<p>Analyse Assess Compare Contrast Evaluate Interpret Process Relate Research Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>	<p>Approach Apply Context Develop Interpret Justify Respond Review Structure Theory</p>
	<p>Stimulus Choreographic devices Choreographic intention Action content Dynamic content Spatial content Relationship content</p>	<p>Motif and development Choreographic devices Aural setting Climax Highlights</p>	<p>Performance environment(s) Stimulus Choreographic intent Style</p>	<p>Costume Aural Setting Lighting Staging/set Props Use of camera Performance environment Stimulus Choreographic intent Style</p>	<p>Costume Aural Setting Lighting Staging/set Props Use of camera Performance environment Stimulus Choreographic intent Style</p>	<p>Costume Aural Setting Lighting Staging/set Props Use of camera Performance environment Stimulus Choreographic intent Style</p>
	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines - Decision making</li> <li>Leading tasks</li> <li>Educating independently for a better life for lifelong learning.</li> <li>Diversity is celebrated in the professional dance works chosen</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Decision making</li> <li>Leading tasks</li> <li>Resiliency</li> <li>Diversity is celebrated in the professional dance works chosen to explore. Students must explore a range of styles, therefore</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Decision making</li> <li>Leading tasks</li> <li>Resiliency</li> <li>Diversity is celebrated in the professional dance works chosen to explore. Students must explore a range of styles, therefore</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Decision making</li> <li>Leading tasks</li> <li>Resiliency</li> <li>Diversity is celebrated in the professional dance works chosen to explore. Students must explore a range of styles, therefore</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Decision making</li> <li>Leading tasks</li> <li>Resiliency</li> <li>Understanding different physical barriers</li> <li>Diversity is celebrated in the professional dance works chosen</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines</li> <li>Decision making</li> <li>Leading tasks</li> <li>Resiliency</li> <li>Diversity is celebrated in the professional dance works chosen to explore. Students must explore a range of styles, therefore</li> </ul>



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