



# 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 11**

## RATIONAL / NARRATIVE

Year 11 Dance provides an opportunity for all prior learning to be consolidated. Students will choreograph and perform practical work in response to a brief for final submission based on a brief from the exam board. Dancers will prepare for a live performance.

## TERM KNOWLEDGE

### AUTUMN 1

### AUTUMN 2

### SPRING 1

### SPRING 2

### SUMMER 1

#### Mock Component 3

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 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.

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## SKILLS

- Independent learning
- Improving technique
- Enhancing confidence
- Performance skills
- Choreography skills
- Problem solving
- Improving organisational skills

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- Enhancing confidence - Learning new vocabulary
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- Building literacy
- Organisational skills
- Teamwork - Communication skills.

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- Transferring practical knowledge to theory paper

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- Building literacy
- Organisational skills
- Teamwork - Communication skills.
- Consolidating knowledge
- Transferring practical knowledge to theory paper



<p><b>ASSESSMENT</b></p> <p><b>HOME LEARNING</b></p> <p><b>READING, WRITING, TALK, NUMERACY</b></p> <p><b>TIER 2 VOCABULARY</b></p> <p><b>TIER 3 VOCABULARY</b></p> <p><b>PSPSMC, BRITISH VALUES AND DIVERSITY</b></p>	<p>MP1: Response to a stimulus research task MP2: Written reflection of rehearsal strategies C3</p>	<p>MP3: Logbook mock completion – log-1-3 MP4: Performance mock completion</p>	<p>MP5: Component Three Response to stimulus MP6: Log 1 exam completion</p>	<p>MP7: Log 2 exam completion MP8: Performance for C3 exam</p>	<p>MP9: Log 3 completion</p>
	<p>Completion of teams' assignments set.</p>	<p>Completion of teams' assignments set.</p>	<p>Completion of teams' assignments set.</p>	<p>Completion of teams' assignments set.</p>	<p>Completion of teams' assignments set.</p>
	<p><b>Writing – Punctuation</b></p> <ul style="list-style-type: none"> <li>Understanding the BTEC Specification</li> <li>Understanding of Key Terminology</li> <li>Understanding of Analysis</li> <li>Note taking in Theory lessons.</li> <li>Communicating practical ideas effectively</li> <li>Communicating ideas effectively</li> </ul> <p><b>Reading:</b> Relate to own experiences <b>Talk:</b> Oracy</p>	<p><b>Writing – Punctuation</b></p> <ul style="list-style-type: none"> <li>Understanding the BTEC Specification</li> <li>Understanding of Key Terminology</li> <li>Understanding of Analysis</li> <li>Note taking in Theory lessons.</li> <li>Communicating practical ideas effectively</li> <li>Communicating ideas effectively</li> </ul> <p><b>Reading:</b> Relate to own experiences <b>Talk:</b> Oracy</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understanding the BTEC Specification</li> <li>Understanding of Key Terminology</li> <li>Understanding of Analysis</li> <li>Understanding of the BTEC Specification and the brief.</li> </ul> <p><b>Reading:</b> Form opinions/ break down info <b>Talk:</b> Oracy</p>	<p><b>Reading:</b> Infer/Form opinions/ break down info <b>Talk:</b> Oracy</p>	<p><b>Reading:</b> Infer/Form opinions/ break down info <b>Talk:</b> Oracy</p>
	<p>Evaluate Examine Interpret Process Relate Research</p>	<p>Evaluate Examine Interpret Process Relate Research</p>	<p>Evaluate Examine Interpret Process Relate Research</p>	<p>Evaluate Examine Interpret Process Relate Research</p>	<p>Evaluate Examine Interpret Process Relate Research</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 Stimulus Choreographic intent Style</p>	<p>Costume Aural Setting Lighting Staging/set Props Use of camera Perf environment Stimulus Choreographic intent Style</p>	<p>Costume Aural Setting Lighting Staging/set Props Use of camera Perf 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> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Sticking to deadlines - Decision making</li> <li>Leading tasks</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> <li>Leading tasks</li> <li>Resiliency</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> </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> </ul>



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