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| **Year 9- Subject BTEC Dance** | | | | | | | |
| **Curriculum intent** | The BTEC Tech Award in Dance gives students the opportunity to develop sector-specific knowledge and skills in a  practical learning environment. The main focus is on four areas of equal importance,  which cover the development of key skills that prove your aptitude in Dance such as reproducing  repertoire or responding to stimuli. The process that underpins effective ways of working in the Dance, such as  development of ideas, rehearsal and performance. The attitudes that are considered most important in the Dance, including personal management and communication. The knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, performance disciplines and styles.  Year 9 dance is a transition year to establish the basic skills of action, dynamics, space and relationships in dance in preparation for practical and theory coursework in year 10/11. | | | | | | |
| **Term** | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Knowledge** | Students will develop skills and techniques for performance from an existing dance work.  Styles  Contemporary  Contact work  Set Study  develop your own skills and techniques.  Theory  Learners will learn about safe practice in the dance studio and nutrition and healthy eating. | Students will develop skills and techniques for performance from an existing dance work.  Styles  Urban  Into you  Students will actively engage with all rehearsals and workshops, making effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.  Theory- Swansong  Learner will examine professional practitioners’ performance work and learn about dance safe practice. | | Learners will Apply skills and techniques in rehearsal and performance  Styles  Contemporary-  Swansong Christopher Bruce  They are to actively engage with all rehearsals and workshops, making effort to improve your own performance  Theory  Swansong- Christopher Bruce  Examine professional practitioners’ performance work | Dance Production preparation and performance skills  Styles  Jazz/ Musical Theatre  Little shop of Horrors  Dance production preparation. Learners will actively engage with all rehearsals and workshops, making effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.  Log Book development to effectively develop your own strengths and weaknesses.  Use their skills and techniques to successfully communicate then dance intentions.  Theory  Swansong- Christopher Bruce  Examine professional practitioners’ performance work | Students will apply skills and techniques in rehearsal and performance and develop their choreography  Jazz- Fever  Styles  Contemporary.  Actively engage with all rehearsals and workshops, making effort to improve your own performance  Apply feedback and respond to direction in a consistently positive manner.  Theory  Learners will learn about safe practice in the dance studio and Muscles and the skeletal system | Students will apply skills and techniques in rehearsal and performance and develop their choreography  Styles  Jazz.  Actively engage with all rehearsals and workshops, making effort to improve your own performance by using skills appropriate to the style and discipline you are exploring.  Theory  Learners will complete an idea log, skills log and evaluation log of their ongoing component 2 work. |
| **Skills** | Students will review their own development and performance.  Use your dance skills and techniques to successfully communicate their intentions  develop your own skills and techniques. Apply feedback and respond to direction in a consistently positive manner.  Nutrition | Demonstrate an organised and highly self-disciplined approach to all sessions.  Analyse professional dance works | | Using skills appropriate to the style and discipline you are exploring.  Dance production preparation  mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve | Dance production preparation  mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve.  Projection, musicality, facial expressions. | skills appropriate to the style and discipline you are exploring  Apply feedback and respond to direction in a consistently positive manner. | skills appropriate to the style and discipline you are exploring  Apply feedback and respond to direction in a consistently positive manner.  Evaluating performance and participation |
| **Assessments** | Practical Coursework Assessment 1- end of term 1 | Practical Coursework Assessment 2- end of term 2 | | Component 2 Practical Coursework Assessment | Dance production live performance assessment. | Component 2 Practical Coursework Assessment | Component 1 Theory Coursework Assessment |
| **Curiosity** | <https://marthagraham.org/>  <https://www.rambertschool.org.uk/>  <http://centrestage-dance.com/>  <http://kirstensdanceacademy.co.uk/>  Wednesday KS3 Dance Club= Dance leadership opportunity | <https://thelowryblog.com/2017/04/15/a-beginners-guide-to-urban-dance-breakin-convention/>  Wednesday KS3 Dance Club= Dance leadership opportunity | | <https://www.rambert.org.uk/performance-database/people/christopher-bruce/>  <https://www.youtube.com/watch?v=038BdfaaVVs>  Wednesday KS3 Dance Club= Dance leadership opportunity | <https://dance.lovetoknow.com/History_of_Jazz_Dance>  Wednesday KS3 Dance Club= Dance leadership opportunity  Dance Production | <https://marthagraham.org/>  <https://www.rambertschool.org.uk/>  Wednesday KS3 Dance Club= Dance leadership opportunity | <http://www.dancefacts.net/dance-list/jazz-dance/>  Wednesday KS3 Dance Club= Dance leadership opportunity  Whole School Production |