

Year 10 BTEC Dance

**Subject Intent:** Our PE curriculum, through a stimulating and enjoyable programme of study and enrichment opportunities, enables all students to build a love and appreciation for physical activity, so they confidently participate in exercise beyond school and lead and maintain a healthy active lifestyle in adulthood. Leadership development is threaded through all aspects of our curriculum to create articulate and confident young people who make a positive contribution to their community.

	Autumn Term 1 Autumn Term 2	Spring Term 1 Spring Term 2	Summer Term 1 Summer Term 2
<b>Big idea/Theme</b>	<b>Component 1:</b> Exploring the Performing Arts Teaching & Learning content	<b>Component 1:</b> Exploring the Performing Art <i>Internal Assessment</i>	<b>Component 2:</b> Developing skills and techniques in the performing arts. <i>Teaching &amp; Learning Content</i>
Knowledge that needs to stick	Creative Processes Constituent features (costume, lighting, aural setting, action) Choreographic devices (repetition, retrograde, unison, canon, accumulations, fragmentation) Types of stimuli (visual, kinaesthetic, auditory, tactile, ideational) Characteristics of various dance styles		
Demonstration of Knowledge (Assessment)	<b>Component 1:</b> Set assignment released by Pearson on 1 <sup>st</sup> December 2022, students to complete brief within a guidance of 12 hours. Final submission is from 3 <sup>rd</sup> April 2023- pupils to be given the opportunity to improve their work through the use of resubmissions.		
Links to key stage 2/ prior knowledge needed	How to develop choreography using different choreographic devices and Labans Analysis. Knowledge of different dance styles. Some understanding of the creative process for dance. The roles and responsibilities of additional people involved with the production of the piece.		
Skill set development	Staying positive Aiming High Teamwork Speaking & Listening		Creativity Leadership Speaking & listening Staying Positive Leadership Teamwork

Key Vocabulary (Tier 2/ Tier 3)	<p style="text-align: center;"> Choreography  Motif  Choreographer  Process  Choreographic devices  Stimuli  Improvisation  Creativity  Performance  Audience  Contextual influences  Constituent features  Techniques  Genre  Style  State  Describe  Explain  Analyse  Justify </p>	
Reading and Oracy	The creative process of repertoires. Specification and assignment briefs. Documentation sharing the stimuli and process.	Group discussions to share ideas Examples of higher-level answers. Specification and assignment briefs.
Numeracy	Counting beats Shapes for formations	

Opportunities			
Careers	Dancer, Choreographer, Costume designer, Light designer, Stage manager, Front of house, Make-up artist Producer, Musician Singer, Actor/actress		
SMSC including British Values, Culture and Diversity	Exploring different cultures in dance Respecting self and others Effective communication		
Relationship and Sex Education and Health Education	Working with others to develop relationships Maintaining a healthy active lifestyle.	Working with others to develop relationships Maintaining a healthy active lifestyle.	Working with others to develop relationships Maintaining a healthy active lifestyle.