

Year 11 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
Big idea/Theme	Component 1: Exploring the Performing Arts A Investigate how professional performance or production work is created B Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.	Component 3: Responding to a brief	Component 3: Responding to a brief
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)	Completion of internal assessment for component 1: Exploring 3 professional repertoires and participating in technique workshops. Component 3: Release date = 23 rd Jan 2023. 3 x 1 hour invigilated sessions (Ideas log, Skills log, Analysis) Hand in = May 2023.		
Links to key stage 2/ prior knowledge needed	How to develop choreography using different devices and Labans Analysis. Knowledge of different dance styles.		
Skill set development	Staying positive Aiming High	Creativity Leadership Teamwork Speaking & Listening	Creativity Leadership Speaking & listening Staying Positive

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

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	Working with others to develop relationships	Working with others to develop relationships Maintaining a healthy active lifestyle.

Key Documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.the CDI.net/write/CDI-Framework-Jan2020-web.pdf>