

**KEY STAGE 3****Year 7****“The Greatest Showman”**

This scheme of work covers our dance style of the year – Musical Theatre. Students will learn a motif to one of the songs from the feature film while focussing on recognising the 5 basic body actions and their use of dynamics. Students will consider their use of space by applying formations and transitions in small groups, as well as their relationships with other dancers by applying canon. Tasks will be given to help students create their own movement based on circus characters. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

**“Banksy”**

This scheme of work covers our cross-curricular link with Art, and looks at the graffiti artist Banksy and adopting a character. Students learn the 5 basic body actions in creative tasks while learning a short motif. Students are required to consider their dynamics and facial expressions to communicate their Banksy character. Students then begin to learn more about developing movement through use of space including formations, levels, directions and pathways. Creative opportunities include creating their own movement in an urban style while creating a dance battle by using the choreographic device Question and Answer. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

**“A Linha Curva”**

This scheme of work covers our professional repertoire – A Linha Curva, choreographed by Itzik Galili and performed by Rambert Dance Company which celebrates Brazilian culture. Students will learn a motif comprised of movements taken from the production’s repertoire focussing on their clarity of movement. Tasks will help students to develop their work by applying linear formations and pathways. Creative opportunities include students creating their own short motif they will then teach to other members of their group to build into a longer motif, using linear and curved actions in the style of A Linha Curva. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

## Year 8

### **“I Have a Dream”**

This scheme of work covers our cross-curricular link with History and is based from the Civil Rights Movement in the 1960s. Students will learn a motif telling a narrative while focussing on their clarity of movement and movement memory. Tasks will be given to help students develop the motif with use of mirroring, accumulative canon and repetition to help reinforce the motif’s story and message.

Creative opportunities include using images and text from the Civil Rights Movement and the “I Have a Dream” speech to initiate movement ideas in small groups. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

### **“Bollywood”**

This scheme of work covers our dance style of the year. Students will observe dance sequences from popular and traditional Bollywood movies and compare their similarities and/or differences. They will learn a motif taking inspiration from Bollywood movies, using key stylistic movements while focussing on their coordination. Students will continue their knowledge of developing movement through the use of space by applying formations, directions and levels to the motif. They will also recap the use of Question and Answer. Tasks will be given to help students create their own movement in the Bollywood style and incorporate stylistic hand gestures to their work. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

### **“Young Men”**

This scheme of work covers our professional repertoire – Young Men choreographed by Ivan Perez and performed by The Ballet Boyz. Students will observe a section of the production, which looks at the men who gave up their lives to fight for their country. While the production is set during a war, it is not definitive which war is represented as the main focus of the production is the men themselves and what they went through. Topics highlighted include training, leaving loved ones, PTSD and teamwork. Students will learn a motif inspired by the training section which they will then develop with use of space and relationships. Students will then have the opportunity to create their own movement based on the theme of surrender and will be introduced to some basic contact work in pairs and groups. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

## Year 9

### **“Parkour”**

This scheme of work covers our dance style of the year – Urban styles. Students will observe videos of Parkour and the actions and skills needed to perform Parkour safely. They will learn a motif inspired by some of these actions focussing on precision and control. Students will be given tasks to develop this motif with the use of space (formations, levels, directions and pathways) and relationships (canon, mirroring, question & answer, lead & follow, meet & part). Students will then be given the opportunity to create their own movement inspired by Parkour actions and consider how this is presented through their use of space and relationships. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

### **“Swansong”**

This scheme of work covers our professional repertoire – Swansong, choreographed by Christopher Bruce and performed by The English National Ballet. Students will observe sections of the production to understand the movement style and themes. Students will then learn a motif based which they will develop into trios while focussing on portraying the characters of guards and a prisoner. Students will then create contact work to further communicate the idea of a prisoner and guards and their narrative, using actions that initiate movement, balances and lifts. Question and Answer is revisited as a way to develop movement phrases. Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

### **“Social Media”**

This scheme of work covers our cross-curricular link with Personal Development. Students will learn a motif based on the idea of mobile phone use and develop the motif by adding their location (formations and directions) and joining and leaving group chats (accumulative canon). They will then develop the size of the movement by ‘pinching’ and ‘expanding’. Creative opportunities will allow students to continue using words connected to social media such as swipe, tap and scroll to create their own movements to add to the motif. Students will then create their own ‘story’ based from an activity they have done and create movement to show that activity. Stories will be pieced together in small groups and developed with use of choreographic devices such as repetition (watching the story) canon (sending the story to another person), mirroring (liking the story) and question & answer (responding to the story). Students are assessed practically and theoretically with a short knowledge test at the end of the topic.

| <b>KEY STAGE 4</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Year 10<br/>Autumn 1</b> | <p style="text-align: center;"><b>Component 1</b><br/><b>“Exploring the Performing Arts”</b></p> <p>This component requires students to learn about three professional works, each of a different style of Dance. Two are preparatory and one is formally assessed. In the first half term students will begin investigating their first professional work, including: purpose, style used, contextual features, influences and use of production elements. Students create presentations of their findings to demonstrate their knowledge and understanding. Practical lessons are delivered to support their written work, experimenting in the style of dance studied and the choreographic techniques of the selected practitioner. This also helps provide a performance piece for our annual production of “Ivolution”.</p> |
| <b>Year 10<br/>Autumn 2</b> | <p style="text-align: center;"><b>Component 1</b><br/><b>“Exploring the Performing Arts”</b></p> <p>In the second half term students will continue to learn about the second selected professional work. They will look at structure, creative techniques and approaches, processes, roles, responsibilities and skills. Students will continue to participate in theory and practical lessons and produce presentations of their findings. In December, the exam board will provide us with a theme. Students will be presented by a third professional work to base their final presentation upon which will be formally assessed, in relation to the theme given by the exam board.</p>                                                                                                                                        |
| <b>Year 10<br/>Spring 1</b> | <p style="text-align: center;"><b>Component 1</b><br/><b>“Exploring the Performing Arts”</b></p> <p>In the third half term, students will study all of the previous elements of the Component in relation to the third and final professional production. They will undertake their own research and produce their presentation on how their selected professional work relates to the theme provided by the exam board. A specific window of assessment will be given with a clear deadline. Work is marked and feedback given to the students. A resubmission is available if appropriate.</p>                                                                                                                                                                                                                                  |
| <b>Year 10<br/>Spring 2</b> | <p style="text-align: center;"><b>Component 2</b><br/><b>“Developing Skills and Techniques in the Performing Arts”</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                     | <p>Students will begin work on the second Component of study. This looks at students' practical performance and their evaluative skills. A range of styles will be covered in technique lessons, and students will continually set targets and review their progress. The exam board will provide a set assignment with a new theme in which students will respond to in a specific assessment window. Before the theme is given, we explore a range of styles including Contemporary, Jazz, Urban styles to broaden their knowledge and experience in performance. Students will also practice writing diary entries documenting their progress, strengths, areas for improvement and target setting.</p>                                                                                                                                                                                                                                                          |
| Year 10<br>Summer 1 | <p style="text-align: center;"><b>Component 2</b><br/><b>"Developing Skills and Techniques in the Performing Arts"</b></p> <p>Students will begin work on the second Component of study. This looks at students' practical performance and their evaluative skills. A range of styles will be covered in technique lessons, and students will continually set targets and review their progress. The exam board will provide a set assignment with a new theme in which students will respond to in a specific assessment window. Before the theme is given, we explore a range of styles including Contemporary, Jazz, Urban styles to broaden their knowledge and experience in performance. Students will also practice writing diary entries documenting their progress, strengths, areas for improvement and target setting.</p>                                                                                                                               |
| Year 10<br>Summer 2 | <p style="text-align: center;"><b>Component 2</b><br/><b>"Developing Skills and Techniques in the Performing Arts"</b></p> <p>Students will begin work on the second Component of study. This looks at students' practical performance and their evaluative skills. A range of styles will be covered in technique lessons, and students will continually set targets and review their progress. The exam board will provide a set assignment with a new theme in which students will respond to in a specific assessment window. Before the theme is given, we explore a range of styles including Contemporary, Jazz, Urban styles to broaden their knowledge and experience in performance. Students will also practice writing diary entries documenting their progress, strengths, areas for improvement and target setting. Choreographic techniques and motif development skills are also introduced as a preparation to choreography needed in Year 11.</p> |
| Year 11<br>Autumn 1 | <p style="text-align: center;"><b>Component 2</b><br/><b>"Developing Skills and Techniques in the Performing Arts"</b></p> <p>The theme will be released by the exam board and students will begin working on their assessment work, comprising of a final performance of a piece of set repertoire which responds to the given theme in our annual production of Ivolution, as well as written work in the form of a series of diary entries, detailing their progress, strengths, areas for improvement and target setting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p><b>Year 11</b><br/><b>Autumn 2</b></p> | <p style="text-align: center;"><b>Component 2</b><br/><b>“Developing Skills and Techniques in the Performing Arts”</b></p> <p>Students will continue to rehearse their assessment performance and continue writing their diary entries. Students focus heavily on their technical and interpretative skills, communicating the given theme through their performance. They will regularly watch video footage of their rehearsals to evaluate their progress which will inform their diary entries. Their final assessment will be their performance in Ivolution and the submission of their written work.</p>                                                     |
| <p><b>Year 11</b><br/><b>Spring 1</b></p> | <p style="text-align: center;"><b>Component 3:</b><br/><b>Responding to a Brief</b></p> <p>In the sixth half term, students will begin base work for their final Component of study. This is a choreographic task, with assessment in choreographic ability in response to a given theme, performance and evaluative skills. Choreographic tasks and workshops will build on students existing knowledge and give them extra tools for their choreographic toolkit. Outside providers such as professional practitioners and dance companies are welcomed to the Department where possible, allowing our dancer the chance to work with visiting professionals.</p> |
| <p><b>Year 11</b><br/><b>Spring 2</b></p> | <p style="text-align: center;"><b>Component 3:</b><br/><b>Responding to a Brief</b></p> <p>The exam board will release the brief on which students must respond to. In groups, students must choreograph a performance piece that responds to the brief. They can select their own dance style(s), choreographic techniques, and accompaniment. Students will use lesson time and extra rehearsal time to work with their groups to produce their dance, using all of the knowledge gained throughout the course to inform them.</p>                                                                                                                                |
| <p><b>Year 11</b><br/><b>Summer 1</b></p> | <p style="text-align: center;"><b>Component 3:</b><br/><b>Responding to a Brief</b></p> <p>Students will continue to work on their group choreographies. They will also practice writing their milestone evaluations of their progress. Lessons will be used to prepare for this and write their milestones in controlled assessment conditions. Students will perform their final dances to an invited audience of Year 9 students (prospective dancers) and Year 13 Dance students. They will submit their work to external examiners before 15<sup>th</sup> May.</p>                                                                                             |

**Year 11**  
**Summer 2**

Students will have completed their BTEC Level 2 course. Lessons are dedicated to their revision in other exam subjects.

## KEY STAGE 5

**Year 12**  
**Autumn 1**

### **Unit 2**

#### **"Developing Skills and Techniques for Live Performance"**

In this unit students are required to learn set repertoire of already existing works of two different styles of Dance. The unit builds upon Component 2 of the Level 2 course. Students are taught technical exercises in either Contemporary/Jazz/Urban styles to help prepare them specifically for their final performance in our annual show "Ivolution". Students regularly film their practical work of both the technical exercises and set repertoire, reviewing their progress through self and peer assessment, weekly diary entries and setting themselves targets. Alongside this, students will begin working on their "Life of a Dancer" report. They are required to write a formal report documenting their research into what it is like to train and become a professional dancer. This includes training routes, providers and courses available, a typical day as a dancers, working conditions, positives/negatives of the career path, as well as viewing live dance and questioning a current professional dancer, gaining first hand insight into their career.

### **Unit 1**

#### **"Investigating Practitioners' Work"**

This is an externally set written task which requires students to research two professional choreographers and the social, cultural, historical and political influences on their work. Students are given a list of practitioners they can research into (approved by the exam board) and research tasks are set. One lesson a week is spent viewing, analysing and researching these works in preparation for the exam later in the year.

**Year 12**  
**Autumn 2**

#### **"Developing Skills and Techniques for Live Performance"**

Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout the duration of the unit. They will perform their set repertoire in our annual show of "Ivolution". Students continue researching for their "Life of a Dancer" report.

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|                     | <p><b>Unit 1</b><br/><b>“Investigating Practitioners’ Work”</b></p> <p>Students continue viewing, analysing and researching their chosen professional works.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Year 12<br>Spring 1 | <p><b>Unit 2</b><br/><b>“Developing Skills and Techniques for Live Performance”</b></p> <p>In the third half term students will begin learning their second style of dance. As before, students will learn the set repertoire alongside learning set sequences to help prepare them for this style of dance as well as completing written work to review and evaluate their progress and set themselves targets.</p> <p><b>Unit 1</b><br/><b>“Investigating Practitioners’ Work”</b></p> <p>Students continue viewing, analysing and researching their chosen professional works.</p>               |
| Year 12<br>Spring 2 | <p><b>“Developing Skills and Techniques for Live Performance”</b></p> <p>Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout the duration of the unit. They will perform their set repertoire to an invited audience. Students will complete and submit their “Life of a Dancer” report as well as all of their self/peer assessments and target setting/evaluations.</p> <p><b>Unit 1</b><br/><b>“Investigating Practitioners’ Work”</b></p> <p>Students continue viewing, analysing and researching their chosen professional works.</p> |

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| <p><b>Year 12</b><br/><b>Summer 1</b></p> | <p style="text-align: center;"><b>Unit 1</b><br/><b>“Investigating Practitioners’ Work”</b></p> <p>Students continue to research their practitioners based on their given theme. They are given previous papers to help them prepare for the real task, they are given multiple opportunities to attempt questions from previous papers, as well as exemplar answers from previous high achieving students. Students are then required to sit a written exam in controlled assessment conditions, provided with unseen questions. This completes their BTEC Level 3 Certificate in Performing Arts: Dance.</p>                                                                                   |
| <p><b>Year 12</b><br/><b>Summer 2</b></p> | <p>During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empt the task they will be given when they begin Year 13. As well as working with different types of stimuli, students will also revisit choreographic techniques and motif development from the BTEC Level 2 course.</p>                                                                                                                                                                                                                                                                                                                      |
| <p><b>Year 13</b><br/><b>Autumn 1</b></p> | <p style="text-align: center;"><b>Unit 22</b><br/><b>“Movement in Performance”</b></p> <p>Students are required to choreograph their own dance based on a stimulus of their choice. Students will have experimented with a variety of different stimuli in the summer of Year 12, and will continue to do so during this first half term. There is a large focus on the student’s knowledge and understanding of relationships, actions, dynamics and space (RADS). They observe three professional performances and analyse the choreographers’ use of RADS to communicate their themes and ideas to an audience. Students build on this in order to present in the form of a formal report</p> |
| <p><b>Year 13</b><br/><b>Autumn 2</b></p> | <p style="text-align: center;"><b>Unit 22</b><br/><b>“Movement in Performance”</b></p> <p>Students will have selected their own stimulus based on the experiences they had with a variety of stimuli. They are responsible for choreographing and teaching other dancers the movement in preparation for their final performance at our annual show “Ivolution”. Students will then evaluate their own use of RADS and how this communicates their themes and ideas to an audience, and compare this to the way the three professional practitioners did.</p>                                                                                                                                    |

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| <b>Year 13<br/>Spring 1</b> | <p style="text-align: center;"><b>Unit 3</b><br/><b>“Group Performance”</b></p> <p>This is the student’s final unit, and is an externally set task (building upon their experience of Component 3 in the Level 2 course). They are required to choreograph a group piece lasting a minimum of 10 minutes, based on a given stimulus from the exam board. By this point, students have had extensive experience of both using a variety of stimuli to create work upon. This is a collaborative task where students can work together in small groups. Alongside their practical work, students are required to complete three milestone assessments, completed in controlled assessment conditions. These are based on their initial responses to the stimuli, the skills they need to create the piece, and an evaluation of the overall process. Students are also allowed to view exemplar work completed by previous students to help their understanding for what is expected for such a large task.</p> |
| <b>Year 13<br/>Spring 2</b> | <p style="text-align: center;"><b>Unit 3</b><br/><b>“Group Performance”</b></p> <p>Students continue to work on their choreography and their milestone assessments. For their final performance they must perform in front of a live audience; in the past we have worked closely with Hinchingsbrooke School in Huntingdon, and both ours and their students perform for each other in a large professional space. This then completes their BTEC Level 3 Extended Certificate in Performing Arts: Dance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Year 13<br/>Summer 1</b> | <p style="text-align: center;"><b>N/A</b><br/><b>Students on Study Leave</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Year 13<br/>Summer 2</b> | <p style="text-align: center;"><b>N/A</b><br/><b>Students on Study Leave</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |