

Curriculum Map - Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year	"The Greatest	"The Greatest	"Banksy"	"Banksy"	"Bollywood"	"Bollywood"
7	Showman"	Showman"	•	•	,	,
			This scheme of	As mentioned,	Students finish	As mentioned,
	Students begin	As mentioned,	work looks at	but delivered	Year 7 by	but delivered
	by learning a	but delivered	the graffiti artist	to the other	studying a	to the other
	fun and	to the other	Banksy and	half of the	different style of	half of the Year
	engaging	half of the	adopting a	Year group.	dance and by	group.
	movement	Year group.	character.		learning about a	
	phrase inspired		Students revisit		different culture.	
	by the movie		the 5 basic body		Students watch	
	"The Greatest		actions in		video clips of	
	Showman".		creative tasks		traditional and	
	They learn of		while learning a		modern	
	the 5 basic body		short sequence.		Bollywood dance,	
	actions and		Students are		accompanied	
	dynamics,		required to		with facts about	
	understanding		consider their		the Bollywood	
	"what" the		dynamics and		industry and	
	dancer does and		facial		stylistic features.	
	"how" the		expressions to		Students learn a	
	dancer moves.		communicate		short movement	
	Students work		their Banksy		phrase which is	
	in groups to		character.		then developed	
	develop this		Students then		with Question	
	movement with		begin to learn		and Answer as	
	basic use of		more about		well as by	
	formation		developing		revisiting uses of	
	changes and use		movement		space and canon.	
	of canon.		through use of		Through further	
	Students are		space including		structured tasks,	
	then given the		formations,		students are able	
	opportunity to		levels,		to create their	
	create their own		directions and		own Bollywood	
	movement		pathways.		movements.	
	portraying a		Creative		Students are	
	character from		opportunities		assessed	
	the circus		include creating		practically and	
	through		their own		theoretically with	
	structured		movement in an		a short	
	tasks. Finally,		urban style		knowledge test at	
	students are		while creating a		the end of the	
	assessed		dance battle by		topic.	
	practically and		using the		Dovious This	
	theoretically with a short		choreographic		Review: This scheme of work	
			device Question		has been	
	knowledge test at the end of		and Answer.		delivered over a	
			Students are			
L	the topic.		assessed		couple of years	

				T		
			practically and		and is regularly	
	Review: this		theoretically		reviewed for its	
	scheme of work		with a short		effectiveness	
	is now in its		knowledge test		including quality	
	second year and		at the end of		of movement in	
	worked well in		the topic.		the taught	
	2021. Students				movement	
	enjoyed the		Review: this		phrase, and	
	theme of the		scheme of work		structured tasks	
	topic and		is now in its		to help students	
	produced good		second year and		create their own	
	performances		worked well in		movement.	
	for their first		2021. Students		Review will	
	ever unit of		enjoyed the		continue to take	
	Dance. Review		difference in		place each year.	
	will continue to		theme and		place each year.	
	take place each		dance style and			
	year.		produced good			
			performances.			
			Review will			
			continue to take			
			place each year.			
Year	"A Linha Curva"	"Young Men"		"A Linha	"A Linha Curva"	"A Linha
8				Curva"	Or	Curva"
	Based on a	This scheme of	In Year 8, Dance	Or	"Young Men"	Or
	professional	work is also	is delivered	"Young Men"		"Young Men"
	performance	based on a	within the PE			
	piece by	professional	Department's			
	Rambert Dance	work	rotations.			
	Company (a	choreographe	Schemes of			
	British Dance	d by Ivan	work are			
	Company),	Perez and	delivered to			
	students will	performed by	each group that			
	observe	the Ballet Boyz	rotates round to			
	sections of the	(a British	Dance			
	work, learning	Dance	throughout the			
	sections of	Company).	year. Through			
	dance and	Students	regular review			
	creating their	watch clips of	and evaluation,			
	_	the	either "A Linha			
	own movement		Curva" or			
	based on the	performance				
	themes of	to understand	"Young Men" is			
	curves and lines	the style of	selected for			
	used within the	dance and	each cohort.			
	professional	witness and				
	work. Students	understand				
	will also	themes				
	experience	covered in the				
	teaching their	piece.				
	peers what they	Students learn				
	have created.	a short phrase				
	Furthermore,	of movement				
	students revisit	inspired by the				
	choreographic	work which is				
	devices such as	then				
	uses of space	developed				
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	(covered in year	with				
	7) and	fragmentation.				
	accumulative	Through				
	canon. Students	structured				
	are assessed	tasks students				
	practically and	create their				
	theoretically	own				
	with a short	movement in				
	knowledge test	keeping with				
	at the end of	the themes of				
	the topic.	the piece;				
		students then				
	Review: having	revisit ways of				
	delivered this	developing				
	scheme of work	movement				
	last year, I have	through uses				
	come to realise	of space, as				
	this unit is	well as the 5				
	better suited to	basic body				
	female PE	actions and				
	groups, thus	dynamics.				
	allowing	Students are				
	flexibility to	assessed				
	select which	practically and				
	sow can be	theoretically				
	delivered to	with a short				
	which cohort I	knowledge				
	receive in the PE	test at the end				
	class rotation.	of the topic.				
		Review: this				
		scheme of				
		work is now its				
		second year				
		and worked				
		well in 2021.				
		Students				
		enjoyed the				
		theme of the				
		topic,				
		recapping				
		knowledge				
		and skills from				
		Year 7 and				
		produced				
		good				
		performances.				
		Review will				
		continue to				
		take place				
		each year.				
Year	"Swan Song"	"Which		"Swan Song"	"Swan Song"	"Swan Song"
9	J	Witch"		Or "Which	Or "Which	Or "Which
	Students study		In Year 9, Dance	Witch"	Witch"	Witch"
	a professional	Last summer	is delivered	- Ficcii	- VICCII	1010011
	dance work	(2022) a new	within the PE			
	choreographed	scheme of	Department's			
	chorcographicu	JULIUE OI	Department 3			

I. L. D.	1			
by leading	work was	rotations.		
British	introduced to	Schemes of		
choreographer	trail with	work are		
Christopher	female PE	delivered to		
Bruce,	groups, based	each group that		
performed by	on Macbeth's	rotates round to		
the English	witches.	Dance		
National Ballet.	Students	throughout the		
Students	learned about	year.		
observe a	the characters			
section of the	from the			
work to	Shakespearian			
understand the	play and the			
movement style	characters			
and themes.	they would be			
Through	portraying.			
structured tasks	They learned a			
students create freeze frames	contemporary			
	sequence with			
connected by the 5 basic body	new a challenging			
actions to				
communicate	movements and were			
the main	introduced to			
characters	choreographic			
through	tasks			
movement.	including: use			
Question and	of formations,			
Answer is	proximity and			
revisited as a	canon to tell a			
way to develop	story and			
movement	communicate			
phrases. For the	characters to			
first time,	an audience,			
students are	use of levels			
required to use	and pathways,			
contact work	dynamic range			
i.e. balances,	and contact			
initiating	work including			
movement and	giving and			
lifting. Students	taking weight			
are assessed	and working			
practically and	closely with			
theoretically	other dancers.			
with a short				
knowledge test	Review: This			
at the end of	was only			
the topic.	delivered for a			
	very short			
Review: this is	period of time			
the first time	and will be			
this scheme of	improved for			
work has been	future classes.			
taught and will	A knowledge			
be reviewed by	and theory			
myself after its	test will be			
first delivery.	produced to			

		accompany				
		the scheme of				
		work.				
Year	Component 1	Component 1	Component 1	Component 2	Component 2	Component 3:
10	"Exploring the	"Exploring the	"Exploring the	"Developing	"Developing	Responding to
10	Performing	Performing	Performing	Skills and	Skills and	a Brief
	Arts"	Arts"	Arts"	Techniques in	Techniques in the	u bilei
	7 33	- II 65	7 ti 33	the	Performing Arts"	
	This component	In the second	In the third half	Performing	J	In the sixth half
	requires	half term	term, students	Arts"	Students will	term, students
	students to	students will	will undertake		continue working	will begin base
	learn about	continue to	their own	Students will	on their	work for their
	three	learn about	research and	begin work on	assignment set by	final
	professional	the first two	produce their	the second	the exam board	Component of
	works, each of a	selected	presentation on	Component of	in their specific	study. This is a
	different style	professional	how their	study. This	assessment	choreographic
	of Dance. In the	works and	selected	looks at	window. Students	task, with
	first half term	begin looking	professional	students'	will perform their	assessment in
	students will	at the third	work relates to	practical	final piece and	choreographic
	begin	selected	the theme	performance	submit their	ability in
	investigating their first two	professional dance work of	provided by the exam board. A	and their evaluative	accompanying written work for	response to a
	professional	a different	specific window	skills. A range	marking and	given theme, performance
	works,	style from the	of assessment	of styles will	feedback. A	and evaluative
	including: the	first two works	will be given	be covered in	resubmission is	skills.
	creative stylistic	studied.	with a clear	technique	available if	Choreographic
	qualities such as	Students will	deadline. Work	lessons, and	appropriate.	tasks and
	style, treatment	continue to	is marked and	students will		workshops will
	of themes,	participate in	feedback given	continually set		build on
	response to	theory and	to the students.	targets and		students
	stimulus, use of	practical	A resubmission	review their		existing
	production	lessons and	is available if	progress. The		knowledge and
	elements and	produce	appropriate.	exam board		give them
	influences on	presentations		will provide a		extra tools for
	their work, the	of their		set assignment		their
	roles,	findings. In		in which		choreographic
	responsibilities	December, the		students will		toolkit.
	and skills of the	exam board		respond to in		
	practitioners involved in	will provide us with a theme.		a specific assessment		
	producing the	Students must		window.		
	work, and the	now select		willdow.		
	techniques,	one of the				
	approaches and	professional				
	processes used	works studied				
	from rehearsal –	and produce a				
	performance.	presentation				
	Students create	that				
	presentations of	demonstrates				
	their findings to	their				
	demonstrate	knowledge				
	their knowledge	and				
	and	understanding				
	understanding.	of how their				
	Practical lessons	chosen				
	are delivered to	professional				

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	support their	work relates				
	written work,	to the given				
	experimenting	theme.				
	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".					
Year	Component 3	Component 3	Component 3	Component 3	N/A	N/A
11	"Responding to	"Responding	"Responding to	"Responding	Students on	Students on
	a Brief"	to a Brief"	a Brief"	to a Brief"	Study Leave	Study Leave
	In the first half	In the second	In the third half	In the fourth	Review: Each	
	term of Year 11,	half term,	term, students	half term,	year I review the	
	students will	students will	will be	students will	workshop and	
	continue to	continue to	presented with	continue	preparation	
	complete base	work on their	the real	working on	phase of this	
	work in	mock group	question	their dances as	component, and	
	preparation for	dances. As	paper/brief	mentioned.	the use of	
	their final	well as	from the exam	Students will	different stimuli	
	Component of	practical	board. Students	perform their	to help prepare	
	study. Students	experience,	will have a	final	students for the	
	will participate	students will	certain number	performance	real task. I have	
	in	also practice	of hours to	pieces to a	attended CPD	
	choreographic	completing	complete the	camera in	training for the	
	workshops,	the timed	practical task in	order to be	recent changes to	
	practicing how	written part of	groups as well	sent to the	this course as a	
	to develop	the	as prepare and	external	whole and will	
	existing	Component,	complete their	examiner, as	endeavour to	
	movement, as	explaining,	three written	well as in front	adapt to the	
	well as	reasoning and	milestones.	of a live	changes and	
	generating their	evaluating	These are	audience,	connect with	
	own movement.	their creative	written tasks	including	Dance specialists	
	A past exam	choices. Once	completed in	prospective	to give and	
	paper/brief will	both practical	controlled	BTEC Dance	receive support.	
	be given	and written	assessment	students from		
	whereby they	elements are	conditions	Year 9. They		
	must respond	completed,	whereby they	will also		
	and work	marks and	explain their	complete their		
	collaboratively	feedback will	initial response	final milestone		
	to create their	be provided to	to the stimulus,	assessment –		
	own group	students in	the skills they	the		
	dance.	line with the	have used to	evaluation.		
		grading	create their	Edexcel		
		criteria from	work, influences	deadlines for		

		the	from	sending their		
		specification.	professional	work to the		
			dance artists,	examiners		
			and an	usually lies		
			evaluation of	mid-May. We		
			the overall	aim to have		
			process.	everything		
			·	completed		
				before the		
				Easter break		
				to allow time		
				for		
				administration		
				purposes and		
				timely sending		
				of the work.		
				After this,		
				students are		
				on official		
				Study Leave.		
				This completes		
				their BTEC		
				Level 2 TECH		
				Award in		
				Performing		
				Arts: Dance		
				Aits. Dalice		
Year	Unit 2	Unit 2	Unit 2	Unit 2	Unit 1	Beginning of
		02	02	O 2	0	
1 12	"Develoning	"Develoning	"Develoning	"Develoning	"Investigating	Vear 13
12	"Developing Skills and	"Developing Skills and	"Developing Skills and	"Developing Skills and	"Investigating Practitioners'	Year 13
12	Skills and	Skills and	Skills and	Skills and	Practitioners'	
12	Skills and Techniques for	Skills and Techniques	Skills and Techniques for	Skills and Techniques		During this
12	Skills and Techniques for Live	Skills and Techniques for Live	Skills and Techniques for Live	Skills and Techniques for Live	Practitioners' Work"	During this final half term,
12	Skills and Techniques for	Skills and Techniques	Skills and Techniques for	Skills and Techniques	Practitioners' Work" Students	During this final half term, students will
12	Skills and Techniques for Live Performance"	Skills and Techniques for Live Performance"	Skills and Techniques for Live Performance"	Skills and Techniques for Live Performance"	Practitioners' Work" Students continue to	During this final half term, students will be given a
12	Skills and Techniques for Live Performance"	Skills and Techniques for Live Performance"	Skills and Techniques for Live Performance"	Skills and Techniques for Live Performance" Students	Practitioners' Work" Students continue to research their	During this final half term, students will be given a variety of
12	Skills and Techniques for Live Performance" In this unit students are	Skills and Techniques for Live Performance" Students continue to	Skills and Techniques for Live Performance" In the third half term students	Skills and Techniques for Live Performance" Students continue to	Practitioners' Work" Students continue to research their practitioners	During this final half term, students will be given a variety of stimuli to
12	Skills and Techniques for Live Performance" In this unit students are required to	Skills and Techniques for Live Performance" Students continue to learn their	Skills and Techniques for Live Performance" In the third half term students will begin	Skills and Techniques for Live Performance" Students continue to learn their	Practitioners' Work" Students continue to research their practitioners based on their	During this final half term, students will be given a variety of stimuli to experiment
12	Skills and Techniques for Live Performance" In this unit students are required to learn set	Skills and Techniques for Live Performance" Students continue to learn their technical	Skills and Techniques for Live Performance" In the third half term students will begin learning their	Skills and Techniques for Live Performance" Students continue to learn their technical	Practitioners' Work" Students continue to research their practitioners based on their given theme.	During this final half term, students will be given a variety of stimuli to experiment with to
12	Skills and Techniques for Live Performance" In this unit students are required to learn set repertoire of	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and	Practitioners' Work" Students continue to research their practitioners based on their given theme. They are given	During this final half term, students will be given a variety of stimuli to experiment with to broaden their
12	Skills and Techniques for Live Performance" In this unit students are required to learn set repertoire of already existing	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire,	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire,	Practitioners' Work" Students continue to research their practitioners based on their given theme. They are given previous papers	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic
12	Skills and Techniques for Live Performance" In this unit students are required to learn set repertoire of already existing works of two	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing	Practitioners' Work" Students continue to research their practitioners based on their given theme. They are given previous papers to help them	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This
12	Skills and Techniques for Live Performance" In this unit students are required to learn set repertoire of already existing works of two different styles	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing their progress	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing their progress	Practitioners' Work" Students continue to research their practitioners based on their given theme. They are given previous papers to help them prepare for the	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the
12	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	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout	Practitioners' Work" 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	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will
12	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	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout the duration	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and they will learn	Skills and Techniques for Live Performance" Students continue to learn their technical exercises and set repertoire, reviewing their progress throughout the duration	Practitioners' Work" 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	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will be given when
12	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	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.	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and they will learn "Some Like it	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.	Practitioners' Work" 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	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will be given when they begin Year
12	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	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	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and they will learn "Some Like it Hip Hop"	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	Practitioners' Work" 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	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will be given when
12	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. During	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	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and they will learn "Some Like it Hip Hop" choreographed	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	Practitioners' Work" 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	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will be given when they begin Year
12	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. During this first half	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	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and they will learn "Some Like it Hip Hop" choreographed by Kate Prince	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	Practitioners' Work" 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,	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will be given when they begin Year
12	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. During this first half term students	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	Skills and Techniques for Live Performance" In the third half term students will begin learning their second style of dance; this will be Street/Commer cial Dance, and they will learn "Some Like it Hip Hop" choreographed by Kate Prince and performed	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	Practitioners' Work" 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	During this final half term, students will be given a variety of stimuli to experiment with to broaden their choreographic abilities. This pre-empts the task they will be given when they begin Year
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School.		sequences to	as all of their	assessment	
Students are	Unit 1	help prepare	self/peer	conditions,	
taught technical	"Investigating	them for this	assessments	provided with	
exercises in the	Practitioners'	style of dance as	and target	unseen questions.	
Contemporary	Work"	well as	setting/evalua	This completes	
style to help		completing	tions.	their BTEC Level 3	
prepare them	Students	written work to		Certificate in	
specifically for	continue	review and	Review: Each	Performing Arts:	
their final	viewing,	evaluate their	year the set	Dance.	
performance in	analysing and	progress and set	works are		
our annual	researching	themselves	reviewed		
show	their chosen	targets.	based on		
"Ivolution".	professional		student's		
Students	works.	Unit 1	engagement		
regularly film		"Investigating	and		
their practical		Practitioners'	enjoyment,		
work of both		Work"	and what I		
the technical			believe will		
exercises and		Students	suit and		
set repertoire,		continue	challenge each		
reviewing their		viewing,	cohort. This		
progress		analysing and	also pushes		
through self and		researching	me		
peer		their chosen	professionally		
assessment,		professional	to gain		
weekly diary		works.	knowledge		
entries and			and		
setting			understanding		
themselves			of different		
targets.			existing		
Alongside this,			professional		
students will			works.		
begin working					
on their "Life of			Unit 1		
a Dancer"			"Investigating		
report. They are			Practitioners'		
required to			Work"		
write a formal					
report			Students		
documenting			continue		
their research			viewing,		
into what it is			analysing and		
like to train and			researching		
become a			their chosen		
professional			professional		
dancer. This			works.		
includes training					
routes,					
providers and					
courses					
available, a					
typical day as a					
dancers, working					
conditions,					
positives/negati					
ves of the					
ves or tile					

	T			T	T	T
	career path, as					
	well as viewing					
	live dance and					
	questioning a					
	current					
	professional					
	dancer, gaining					
	first hand					
	insight into their					
	career.					
	carcer.					
	Unit 1					
	"Investigating					
	Practitioners'					
	Work"					
	WORK					
	This is an					
	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	Unit 22	Unit 22	Unit 3	Unit 3	N/A	N/A
13	"Movement in	"Movement in	"Group	"Group	Students on	Students on
	Performance"	Performance"	Performance"	Performance"	Study Leave	Students on Study Leave
	i criorinance	. crioimance	i criorinalice	7 CHOIMAINCE	Study Leave	Judy Leave
	Students are	Students will	This is the	Students		
	required to	have selected	student's final	continue to		
	choreograph	their own	unit, and is an	work on their		
	their own dance	stimulus based	externally set	choreography		
	their own dance	Stilliulus baseu	externally set	choreography		

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.

on the experiences they had with a variety of stimuli. They are responsible for choreographin g 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.

Review: Each year the set works are reviewed based on student engagement, enjoyment and understanding , and are often selected on what I think each cohort will engage with. This also pushes me professionally to broaden my understanding of different professional works. I also review the

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 milestone assessments, completed in controlled assessment conditions. on their initial

complete three These are based 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

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 Hinchingbrook e 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.

Review: Each year I review the works studied in Unit 22 which acts as a preparation unit for such a large task as this one.

stimuli students experiment with in the preparation stage and whether these are suitable and	understanding for what is expected for such a large task.		
and challenging.			