



Performance



Curriculum Mapping

Component 1: Exploring the Performing Arts.

Component 2: Developing skills and techniques in the Performing Arts.

Component 3: Responding to a brief.

Final Exam



Final performance and evaluation

Responding to a brief: Students will respond to a brief set by the exam board. This will look at a local or national issue for students to create a 10 minute performance in a group. Students will have controlled coursework to explain their ideas and processes.



Process of choreography: Students will learn how to choreograph using a stimulus. Taking inspiration from the professional works they have studied. How can I communicate my ideas with the audience?



Performing a piece of repertoire and evaluating:

Students must perform a two minute piece of professional repertoire using physical and interpretive skills. This can be done as a group or solo piece and performed to a live audience. Feedback that has been given throughout the process must be applied to show progress.

Exploring the Performing Arts: Explore all aspects of three professional dance pieces. Students will create a piece of coursework that shows understanding of the industry and the process taken to create a performance. Specifically looking at roles and responsibilities.



Learning repertoire: Students will learn Jazz and Contemporary repertoire to develop their dance technique and prepare for their Component 2 assessment.

Document the development of skills and techniques: Students must record their progress when learning the repertoire and evaluate the process and final performance.



BTEC

Dance skills: Improving dance skills using specific techniques and exercises in Jazz and Contemporary



Jazz - West Side Story: How do we show a character in a musical? Explore a wide range of dance skills and choreographic devices through musical theatre.

Street Dance Repertoire - E of E: Use of signature actions from the piece to create motifs. Students will gain knowledge of the choreographic process taken by a professional as both a dancer and choreographer.



Contemporary Repertoire - Shadows: An exploration of emotions such as fear and anger. Creating choreography to show emotion through use of props. What are choreographic devices? How can a prop convey meaning?



Jazz Repertoire - Hairspray: What is the social and political context of the musical? How can different types of stage space engage an audience? Students will explore the themes of the musical and how staging can be used to change the intention of a piece.

KS4 Year 10

Performance as an ensemble: Students apply their skills and knowledge to create an ensemble performance

Contemporary - Rosas danst Rosas: Explore using a prop to create choreography for both solos and group pieces.

Street Dance Repertoire - Rhythm Nation: What is Street Dance? Students will explore the style of Street Dance by learning repertoire from Rhythm Nation. Focusing on improving performance skills



KS3 Year 9

KS3 Year 8

Street Dance: Where does Street Dance come from? How do we perform in unison and canon?



Contemporary: What does this style look like? How can we use actions to create a storyline?



Warm-up game: What is a warm-up game in Dance? Can we perform our warm-up with good technique?

Baseline test: What do we know about Dance? What are our previous experiences?



KS3 Year 7

Jazz: What is Jazz? Where was Disco seen? What style of music does it use? Students will explore how to apply a range of choreographic devices using the style of Disco.



Analyse: What do you notice when watching a dance? How can we create one? How can we use feedback to help others improve?

Dance skills and choreography: How do we effectively make a dance? How can we work together in dance to improve our skills?

Ambition - Courage - Honesty - Inspiration - Respect