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Principal: Mrs C Stanyer

Subject: DANCE Year 10 Curriculum Map 2025 - 26

Week Commencing	Topic (including links to additional resources)	Assessment Window
Staff INSET 01/09 Students Return 02/09	<u>Dance Skills – Preparing for Component 2</u> Task: Introduction to the course. Learning the set warm up focusing on posture and extension. Learning foot and core exercises. Watch and learn: Limon Technique: https://www.youtube.com/watch?v=we2HCkriOsg HAIL: Organise kit and practice warm up	
08/09/2025	<u>Dance Skills – Preparing for Component 2</u> Task: Students will learn traveling steps from the corner of the room. Activities include jumps, jazz runs, drag runs, step kick, step kick turning and leaps. Watch and learn: Martha Graham Technique: https://www.youtube.com/watch?v=cZ2tG5TPANA HAIL: Practice the travelling technique exercises.	
15/09/2025	<u>Dance Skills</u> Task: Students will learn turning steps from the corner of the room and in the centre. Activities include pose turns and pirouettes. Watch and learn: Doris Humphrey Technique: https://www.youtube.com/watch?v=1-yn_Kw2O40 HAIL: Practice the turning technique exercises.	
22/09/2025	<u>Dance Skills</u> Task: Students will learn falling and rolling action steps from the corner of the room and in the centre. Activities include side rolls from kneeling, side rolls from standing and backwards shoulder rolls. Falls include side falls from kneeling, forwards fall from kneeling, side fall from standing, forwards fall from standing and backwards fall into shoulder stand. Watch and learn: Charge: https://vimeo.com/295523659?fbclid=IwAR0PapmBmux11Veeq34J8IH20AxPHpboOWi456JyROTO-DeYkvYjosuMPC HAIL: Practice the falling and rolling technique exercises.	
29/09/2025	<u>Dance Skills</u> Task: Students will learn the next sections of the practical assessment routine including technical skills from previous lessons. Watch and learn: Warm up: https://www.youtube.com/watch?v=0L-Tp59i9dl Contemporary routine: https://www.youtube.com/watch?v=LPj-Rd0c6Uo HAIL: Practice the assessment routine and complete Mad Hatters Tasks.	
06/10/2025	<u>Dance Skills</u> Task: Students will be placed in groups based on ability. They will need to create a section of dance using the skills they have learnt and choreography skill from KS3. Watch and learn: Warm up: https://www.youtube.com/watch?v=Sk_7qYthu1U Jazz centre combination: https://www.youtube.com/watch?v=KRTrWc1MsXg HAIL: Complete character profile on Mad Hatter.	
13/10/2025	<u>Dance Skills</u> Task: Groups will have to analyse their performance and create a plan to improve their performance. They will have two lessons to implement this before assessment. Watch and learn: Elements of Hip Hop and Street Dance Boy Blue Entertainment – 6 Technique videos: http://boyblueent.com/?page_id=200 HAIL: Rehearse assessment routine.	
20/10/2025	<u>Dance Skills</u> Task: Each group perform their piece to the class. This will be videoed and assessed against the jazz criteria. Watch and learn: Lulu Lemon yoga for beginners: https://www.youtube.com/watch?v=u50ihxXWjP0	AR1

Ormiston Meridian Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



	HAIL: Write an evaluation of your performance focusing on physical skills.	
October Half Term		
03/11/2025	<p><u>Component 1 – Teaching and Learning</u> Learning outcome A: Investigate how professional performance or production work is created A1 Professional performance material, influences, creative outcomes and purpose Learners will examine live and/or recorded performances in at least three different styles in order to develop their understanding of professional performing arts work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose. Creative stylistic qualities, to include:</p> <ul style="list-style-type: none"> • treatment of theme/issue • production elements • Form/structure/narrative • response to stimulus • Style/genre • contextual influences • collaboration with other professionals <p>influences by other creatives, e.g. theatre makers.</p>	AR1
10/11/2025	<p><u>Component 1 – Teaching and Learning</u> Learning outcome A: Investigate how professional performance or production work is created A1 Professional performance material, influences, creative outcomes and purpose Learners will gain a practical appreciation of professional work by exploring existing performance material in dance. They will learn how professionals may respond to or treat a particular theme or issue, how they use/interpret/modify a pre-existing style, and how they communicate ideas to their audience through stylistic qualities. Purpose and its influence on stylistic qualities, to include:</p> <ul style="list-style-type: none"> • to educate • to inform • to entertain • to provoke • to challenge viewpoints • to raise awareness <p>to celebrate.</p>	
17/11/2025	<p><u>Component 1 – Teaching and Learning</u> Learning outcome A: Investigate how professional performance or production work is created. A2 Roles, responsibilities and skills Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance. Performance roles such as:</p> <ul style="list-style-type: none"> • actor • dancer • singer <p>Non-performance roles such as:</p> <ul style="list-style-type: none"> • choreographer • director • writer <p>designer.</p>	
24/11/2025	<p><u>Component 1 – Teaching and Learning</u> Learning outcome A: Investigate how professional performance or production work is created. A2 Roles, responsibilities and skills Learners will examine the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance. Responsibilities:</p> <ul style="list-style-type: none"> • Rehearsing • performing • contributing to the creation and development of performance material, e.g. devising, designing, choreographing, directing, writing • refining performance material 	

	<ul style="list-style-type: none"> managing self and others. <p>Relevant skills such as:</p> <ul style="list-style-type: none"> physical, vocal and music skills used by performers managing and directing skills used by a choreographer, artistic director, casting director or musical director communication skills used to liaise, direct and perform by a choreographer, director, actor, designer, dancer or musical theatre performer creative skills, such as designing set, costume, props, makeup, lighting or sound, writing scripts and composing songs by a playwright or songwriter <p>organisational skills used to put on a performance by a director or choreographer.</p>	
01/12/2025	<p><u>Component 1 – Teaching and Learning</u></p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>Learners may participate as a performer and/or designer in at least three styles in dance.</p> <p>B1 Processes used in development, rehearsal and performance</p> <p>Processes, techniques and approaches used to create work, to include:</p> <ul style="list-style-type: none"> responding to stimulus to generate ideas for performance/design material exploring and developing ideas to develop material discussion with performers/designers setting tasks for performers/designers sharing ideas and intentions teaching material to performers (if applicable) developing performance material/designs and outcomes organising and running rehearsals/production process refining and adjusting material to make improvements <p>providing notes and/or feedback on improvements.</p>	
08/12/2025	<p><u>Component 1 – Teaching and Learning</u></p> <p>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work.</p> <p>Learners will explore and participate in workshops and classes to develop their knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.</p> <p>B2 Production process</p> <p>Processes such as:</p> <ul style="list-style-type: none"> rehearsal production technical rehearsal dress rehearsal performance <p>post-performance evaluation/review.</p>	
15/12/2025	<p>Component 1 – Exploring the Performing Arts</p> <p>PSA 1</p> <p>Controlled assessment</p>	
Christmas Break		
05/01/2026	<p>Component 1 – Exploring the Performing Arts</p> <p>PSA 1</p> <p>Controlled assessment</p>	
12/01/2026		
19/01/2026		
26/01/2026		
02/02/2026		

09/02/2026		AR2
February Half Term		
23/02/2026	<p>Component 1 – Exploring the Performing Arts PSA 1 Controlled assessment</p>	AR2
02/03/2026		
09/03/2026		
16/03/2026		
23/03/2026		
Easter Break		
13/04/2026	<p>Component 1 – Exploring the Performing Arts PSA 1 Controlled assessment</p>	
20/04/2026		
27/04/2026		
04/05/2026		
11/05/2026	<p><u>Component 3 – Mock Assessment</u> A Understand how to respond to a brief A1 Understand how to respond to a brief through discussion and practical exploration activities. Discussion of key requirements and parameters for the workshop performance:</p> <ul style="list-style-type: none"> • target audience • performance space • planning and managing resources • running time • style of work. <p>Starting points that can be investigated and explored practically to generate ideas to inform the response to the brief and the given stimulus:</p> <ul style="list-style-type: none"> • a theme: concept such as distance or key word such as discovery • an issue: social, health or safety issues • a prop: an umbrella, an apple, a dustbin • time and place: e.g. a beach in winter, night-time in a hospital, early morning in the park <p>existing repertoire: a play, a composition, choreography, that can be investigated and explored to inform the response.</p>	
18/05/2026	<p><u>Component 3 – Mock Assessment</u> A Understand how to respond to a brief. A1 Understand how to respond to a brief through discussion and practical exploration activities. The development of ideas for the work will be informed by:</p> <ul style="list-style-type: none"> • structure of the work • style and genre of the work • skills required • creative intentions. 	

	<p>Working effectively as a member of the group:</p> <ul style="list-style-type: none"> • making an individual contribution • responding to the contributions of others. 	
May Half Term		
01/06/2026	<p><u>Component 3 – Mock Assessment</u> B Select and develop skills and techniques in response to a brief. Learners will need to understand the impact of the following when selecting and developing skills and techniques in response to a brief. B1 Demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief.</p> <ul style="list-style-type: none"> • Skills and techniques of the individual performer, e.g. vocal, physical. • Skills and techniques of the performers as a group, e.g. comedy, improvisation. • Skills and techniques of the designer, e.g. understanding implications of selected performance skills and techniques in relation to design, research, shaping and refining ideas. • The style and/or genre of the work being created, e.g. street dance, physical theatre. • The influence of selected practitioners, e.g. Brecht, Fosse, Julie Taymor. • Appropriate skills for the target audience, e.g. young children, the elderly. • Taking part in skills development classes or workshops. <p>Taking part in the rehearsal process, including individual preparation and group rehearsals.</p>	
08/06/2026	<p><u>Component 3 – Mock Assessment</u> Apply skills and techniques in a workshop performance in response to a brief. C1 Skills and techniques Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience. Skills may include:</p> <ul style="list-style-type: none"> • vocal skills • physical skills • design skills • interpretative skills: showing time and place, presenting a character, creating humour or emotion. <p>If performing, demonstrating and sustaining in performance, the following skills:</p> <ul style="list-style-type: none"> • energy • focus • concentration <p>commitment.</p>	Y10 MOCK
15/06/2026	<p><u>Component 3 – Mock Assessment</u> Apply skills and techniques in a workshop performance in response to a brief. C2 Working effectively with others. Communicating effectively with other performers:</p> <ul style="list-style-type: none"> • in preparation for performance • (if performing) during performance • (if performing) applying stage etiquette • following industry standards. <p>Taking part in final group preparations, which may include:</p> <ul style="list-style-type: none"> • setting up/get in • get out/strike • taking part in/contributing to a workshop performance. <p>If designing, ensuring that the realised designs are appropriate for the workshop performance and performers.</p>	Y10 MOCK
22/06/2026	<p><u>Component 3 – Mock Assessment</u> Apply skills and techniques in a workshop performance in response to a brief. C3 Communicating ideas through performance.</p>	Y10 MOCK

	<p>Taking part in/contributing towards a performance for an audience. Communicating ideas and intentions effectively to an audience. If designing: present ideas to an audience, which will include:</p> <ul style="list-style-type: none"> • an explanation of creative intentions and processes • a demonstration of the final design for the workshop performance, e.g. model box, lighting grid plans and a lantern schedule. <p>Designs are realised in workshop performance.</p>	
29/06/2026	<p><u>Component 3 – Mock Assessment</u> D Evaluate the development process and outcome in response to a brief. D1 Reflect on the process. Contributing to initial ideas and exploring activities in response to:</p> <ul style="list-style-type: none"> • the brief • the stimulus • contributions from other members of the group. <p>Contributing to the development process. Skills and techniques:</p> <ul style="list-style-type: none"> • selection o development and/or adaptation • application • individual strengths and areas for improvement <p>overall individual contribution to the group.</p>	
06/07/2026	<p><u>Component 3 – Mock Assessment</u> D Evaluate the development process and outcome in response to a brief. D2 Reflect on the outcome Contributing to the workshop performance outcome:</p> <ul style="list-style-type: none"> • effectiveness of the response to the brief • individual strengths and areas for improvement • overall impact of the work of the group. 	
13/07/2026	<p><u>Component 3 – Mock Assessment</u> D Evaluate the development process and outcome in response to a brief. D2 Reflect on the outcome Contributing to the workshop performance outcome:</p> <ul style="list-style-type: none"> • effectiveness of the response to the brief • individual strengths and areas for improvement <p>overall impact of the work of the group.</p>	
20/07/2026	<p><u>Component 3 – Mock Assessment</u> D Evaluate the development process and outcome in response to a brief. D2 Reflect on the outcome Contributing to the workshop performance outcome:</p> <ul style="list-style-type: none"> • effectiveness of the response to the brief • individual strengths and areas for improvement <p>overall impact of the work of the group.</p>	