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Principal: Mrs C Stanyer

Subject: DANCE Year 11 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	Component 2 – Developing skills and techniques PSA 2 Controlled assessment	
22/09/2025		
29/09/2025		
06/10/2025		
13/10/2025		
20/10/2025		
October Half Term		
03/11/2025	Component 2 – Developing skills and techniques PSA 2 Controlled assessment	
10/11/2025		AR1
17/11/2025		AR1
24/11/2025		

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.



01/12/2025		
08/12/2025		
15/12/2025	<p>Component 3 – Exam Prep 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>	
Christmas Break		
05/01/2026	<p>Component 3 – Exam Prep 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>	
12/01/2026	<p>Component 3 – Mock Assessment 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 	AR2

	<ul style="list-style-type: none"> commitment. 	
19/01/2026	Component 3 – Responding to a brief Exam Paper Controlled assessment	AR2
26/01/2026		AR2
02/02/2026		
09/02/2026		
February Half Term		
23/02/2026	Component 3 – Responding to a brief Exam Paper Controlled assessment	
02/03/2026		
09/03/2026		
16/03/2026		
23/03/2026		
Easter Break		
13/04/2026	Component 3 – Responding to a brief Exam Paper Controlled assessment	
20/04/2026		
27/04/2026		
04/05/2026	Exam Week - Performance	GCSE
11/05/2026	Exam Week - Evaluation	GCSE
18/05/2026	<u>Dance Research Project</u> Task: To critically analyse professional repertoire, stylistic and constituent features. Watch and learn: Swansong by Christopher Bruce https://www.youtube.com/watch?v=038BdfaaVV/s HAIL: Decided by the group to support their project.	GCSE
May Half Term		
01/06/2026	<u>Dance Research Project</u> Task: To understand and critically analyse stylistic features used in performance to convey mood and meaning Watch and learn: Christopher Bruce on the creation of Swansong https://www.youtube.com/watch?v=sfYnHV0SFHQ HAIL: Decided by the group to support their project.	GCSE

08/06/2026	<u>Dance Research Project</u> Task: To understand and identify influences used across a range of performance work/professional techniques. Watch and learn: Why Swansong is the most haunting dance ever https://www.youtube.com/watch?v=C55ijb2H6Zk HAIL: Decided by the group to support their project.	GCSE
15/06/2026	<u>Dance Research Project</u> Task: To apply a range of choreographic approaches in order to generate performance work. Watch and learn: Scottish Ballet talks Christopher Bruce. https://www.youtube.com/watch?v=Jp8ql07dhQI HAIL: Decided by the group to support their project.	GCSE
22/06/2026	Students finished year 11.	
29/06/2026		
06/07/2026		
13/07/2026		
20/07/2026		