

Year 10 Curriculum Overview Plan: Dance

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: A1: Professional practitioners' performance material, influences, creative outcomes and purpose A2: Practitioners', roles, responsibilities and skills B1: Processes used in performance</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Roles, skills and Responsibilities of Practitioners including performer, choreographer, costume designer.</p> <p>Page to stage Components of a performance</p>	<p>Key Theme: 1: Development of physical, vocal and interpretative skills</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners will explore the expectations and personal skills required to succeed in the industry. Learners will participate in warmup, workshops and sessions to identify and develop practical skills in dance (technical, expressive, rehearsal and performance)</p> <p>Audit personal development, SMART target setting</p>	<p>Key Theme: Component 1: A1: Professional practitioners' performance material, influences, creative outcomes and purpose A2: Practitioners', roles, responsibilities and skills B1: Processes used in performance</p> <p>Component 2 A2: Develop skills and techniques during the rehearsal process B1: Application of skills and techniques during rehearsal</p>	<p>Key Theme: A1: Professional practitioners' performance material, influences, creative outcomes and purpose A2: Practitioners', roles, responsibilities and skills B1: Processes used in performance B2: Application of skills and techniques in performance</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Describe/Explain/ Analyse the key features of the choreography and dance styles in 'The Lion King'.</p>	<p>Key Theme: A1: Understand how to respond to a brief through discussion and practical exploration activities B1: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Discuss the key requirements of the brief in small groups. Developing ideas in response to a brief. Select and develop skills and techniques for performance.</p>	<p>Key Theme: Component 1: A1: Professional practitioners' performance material, influences, creative outcomes and purpose A2: Practitioners', roles, responsibilities and skills B1: Processes used in performance B2: Application of skills and techniques in performance</p> <p>Component 2 A2: Develop skills and techniques during the rehearsal process B1: Application of skills and techniques during rehearsal</p>

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<p>Links to Prior Learning: All topics link to schemes taught in year 9 but are covered in greater depth and include practical exploration.</p> <p>Key Assessment Pieces: Practitioners coursework.</p> <p>Tier 3 Vocabulary Vault: Job roles and skills, components of a performance - Dance specific terminology. Please see the knowledge organiser.</p> <p>Reading Exposure: Independent research. PowerPoint information. Contexts. Historical /Social research.</p>	<p>Links to Prior Learning: Subject specific vocabulary used in KS3.</p> <p>Key Assessment Pieces: Individual audit, SMART target evidence. Videoed classwork.</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline - technical, expressive and performance terms. Please see the knowledge organiser.</p> <p>Reading Exposure: PowerPoint information.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory:</p>	<p>Key Concepts, Knowledge & Skills to be Embedded: Describe/Explain/ Analyse the key features of the choreography and dance styles in 'The Lion King'. Learn and rehearse 'The Lioness Hunt'.</p> <p>Links to Prior Learning: Knowledge of Roles, Skills, the processes and components of a performance are embedded in Autumn 1. Practical skills and self-management are embedded in Spring 2.</p> <p>Key Assessment Pieces: Coursework - Component 1& 2 (The Lion King - The Lioness Hunt)</p>	<p>Rehearse and Perform 'The Lioness Hunt'.</p> <p>Links to Prior Learning: Knowledge of Roles, Skills, the processes and components of a performance are embedded in Autumn 1 &2. Practical skills and self-management are embedded in Spring 1 & 2.</p> <p>Key Assessment Pieces: Hand in Component 1& 2 (The Lion King - Choreography)</p> <p>Tier 3 Vocabulary Vault: PowerPoint information. Specific to the discipline. Please see the knowledge organiser.</p>	<p>Evaluate the development process and outcome.</p> <p>Links to Prior Learning: Subject specific vocabulary used in KS3.</p> <p>Key Assessment Pieces: Group workshop performance. Three written submissions: ideas, development of skills and evaluation.</p> <p>Tier 3 Vocabulary Vault: Specific to the discipline - Professional skills, techniques. Please see the knowledge organiser.</p> <p>Reading Exposure: Independent research.</p>	<p>B2: Application of skills and techniques in performance</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Describe/Explain/ Analyse the key features of the choreography within 'Chicago the musical'. Learn, rehearse & perform "All That Jazz".</p> <p>Links to Prior Learning: Knowledge of Roles, Skills, the processes and components of a performance are embedded in Autumn 1 &2. Practical skills and self-management are embedded in Spring 1 & 2.</p>

<p>Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW build on KS3 understanding. Theory DINS.</p>	<p>SOW build on KS3 understanding. Theory DINS.</p>	<p>Tier 3 Vocabulary Vault: PowerPoint information. Specific to the discipline. Please see the knowledge organiser.</p> <p>Reading Exposure: Independent research. PowerPoint information. Contexts. Historical /Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW built on from the previous two terms. Theory DINS.</p>	<p>Reading Exposure: Independent research. PowerPoint information. Contexts. Historical /Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW built on from the previous two terms. Theory DINS.</p>	<p>The assignment brief. Contexts. Historical / Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW build on KS3 understanding. Theory DINS.</p>	<p>Key Assessment Pieces: Hand in Component 1& 2 (Chicago - All That Jazz)</p> <p>Tier 3 Vocabulary Vault: PowerPoint information. Specific to the discipline. Please see the knowledge organiser.</p> <p>Reading Exposure: Independent research. PowerPoint information. Contexts. Historical /Social research. Reading findings in class.</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: SOW built on from the previous two</p>

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