

## KS4 Dance Curriculum Overview - Holly Lodge Girls' College

		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10	Title	<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>	<b>Component 2: Developing Skills and Techniques in the Performing Arts</b>	<b>Component 1: Exploring the Performing Arts</b>	<b>Component 1: Exploring the Performing Arts</b>	<b>Component 1: Exploring the Performing Arts</b>	<b>Component 3: Responding to a Brief</b>
	Curriculum Content	<p><b>C2 PSA Release</b>  <b>C2 - A1 Rehearsal process</b>  Posture  warm-up and cool down  Stage Directions  Health &amp; Safety of dancer and dance space  Technique class  Performance of Warm-ups (Assessment / feedback)  Behaviours and Attitudes when working with others  Responding to direction  Reviewing and recording development of skills  Responding to feedback and applying feedback and corrections</p>	<p><b>C2 – B1 Apply Skills and techniques in a performance</b>  Performance Skills  Physical Skills  Interpretive Skills  Strengths Weaknesses  Target Setting</p> <p><b>C2 – C1 Review rehearsal process</b>  Skills development  Responding to feedback  Identifying Strengths and weaknesses</p> <p><b>C2 – C2 Review final performance</b>  Application of dance skills in final performance  Responding to audience feedback  Actions and targets for future performances</p> <p><b>Final Submission of C2 PSA</b></p>	<p><b>C1 PSA Release</b>  <b>C1 – Exploring the Performing Arts</b>  Watch professional dance work to be studied in depth  Basic research on Professional work  Practical exploration of dance styles used in the work</p> <p><b>C1 - A1 Professional performance material, influences, creative outcomes and purpose</b>  Stylistic qualities  Themes, constituent features and examples  Creative Intentions and purposes  Influences for ALC from other creatives  Practical exploration of ALC</p>	<p><b>C1-A2 Roles, responsibilities and skills</b>  Dancer  Choreographer  Costume designer  Lighting / set designer  Practical exploration of ALC  Creative process of ALC</p>	<p><b>C1 – B1 Processes used in development, rehearsal and performance</b>  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</p> <p>Sharing ideas and intentions, teaching material to performers (if applicable), developing performance material/designs and outcomes</p>	<p><b>C3 – Responding to a Brief</b>  Introduction to C3 mock, hand out mock Set Task, highlight key information / key words</p> <p>Brainstorm and research Set Task information</p> <p>Research: stimulus</p> <p>Research: concept / themes from brief</p> <p>Research Target Audience /</p> <p>Practitioners that can influence ideas / creativity</p> <p>Start to plan structure of workshop piece, sections and themes to be covered</p> <p>Explore movement ideas /</p>

		<p>Exploring themes, ideas, styles and genres</p> <p>Interpreting existing performance material and repertoire</p> <p>Reproducing existing professional performance material</p>	<b>(15<sup>th</sup> December)</b>			<p>Organising and running rehearsals/Productio n process, Refining and adjusting material to make improvements, Providing notes and /or feedback on improvements</p> <p><b><i>C1 – B2 Production process</i></b></p> <p>Rehearsal / Production / Technical rehearsal Dress Rehearsal, Performance, Post-performance evaluation / review</p> <p><b><i>C1 PSA Submitted (15<sup>th</sup> May)</i></b></p>	<p>music for each section</p> <p>Watch professional dance works to influence ideas for choreography, identify sections that can be adapted for the piece</p> <p>Choreograph sections of piece, video record, evaluate</p> <p><b><i>Year 10 Mock Exam - C3</i></b></p> <p><b><i>Final performance of Mock Activity 3 - Workshop</i></b></p> <p><b><i>Performance 5-7 mins</i></b></p> <p><b><i>Introduction to Activity 1 – Ideas Log</i></b></p> <p>Preparation of notes</p> <p><b><i>Deadline for Mock Activity 1 – Ideas Log (800 words)</i></b></p>
Assessment	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment internally</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p>

		internally marked and moderated by Pearson	marked and moderated by Pearson	internally marked and moderated by Pearson	internally marked and moderated by Pearson		Summative Assessment: Mock examination marked internally and moderated internally
		Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11	Title	<b>Component 3: Responding to a Brief</b>	<b>Component 3: Responding to a Brief</b>	<b>Component 3: Responding to a Brief</b>	<b>Component 3: Responding to a Brief</b>	<b>Component 3: Responding to a Brief</b>	
	Curriculum Content	<p><b>C3 – Responding to a Brief</b> Preparation for Mock C3 Variety of different professional dance works Choreographic process; Stimulus, research, improvisation, motif, motif development and variation, climax, structure, critical friend, evaluation/review. Exploration of responding to different stimuli Rehearsal and performance of creative tasks for each dance work</p>	<p><b>C3 – Responding to a Brief (cont.)</b> Mock C3 – Hand out Past Paper Choreographic process; Stimulus, research, improvisation, motif, motif development and variation, climax, structure, critical friend, evaluation/review. Exploration of responding to different stimuli</p> <p><b>Activity 3 – Workshop performance</b> <b>Choreography Deadline</b> (30<sup>th</sup> November) Complete workshop performance</p>	<p><b>C3 External Synoptic released</b> <b>C3 – A1, B1, C1, C2, C3 Responding to a Brief</b> Introduction to C3, hand out Set Task, highlight key information / key words Brainstorm and research Set Task information Complete dancers' logbooks every lesson Research: stimulus Research: concept / themes from brief Research Target Audience / Practitioners that can influence ideas / creativity</p>	<p>Activity 1 Ideas Log – preparation <b>C3 Activity 1 Ideas Log Deadline</b> <b>(Ideas Log – 800 words)</b> Continue to choreograph sections of piece, video record, evaluate and completion of dancers' log books. C3 -Activity 2 Skills Log – preparation <b>C3 Activity 2 Skills Log Deadline</b> <b>(Skills Log - 800 words)</b> Finalise piece, video record, evaluate and complete log books. <b>Choreography Deadline</b> Complete workshop performance</p>	<p>C3 -D1, D2 -Activity 4 Evaluation Log – preparation <b>C3 Activity 4 Evaluation Report Deadline</b> <b>(Evaluation report - 800 words)</b> <b>All work sent to External Examiners for May Deadline</b></p>	

				<p>Start to plan structure of workshop piece, sections and themes to be covered</p> <p>Explore movement ideas / music for each section</p> <p>Watch professional dance works to influence ideas for choreography, identify sections that can be adapted for the piece</p> <p>Choreograph sections of piece, video record, evaluate</p> <p><i>Introduction to Activity 1 – Ideas Log</i></p> <p>Preparation of notes</p>	<p>Prepare Evaluation sheets for audience</p> <p>Dress Rehearsal - In Drama studio with lighting / costume</p> <p>Evaluate dress rehearsal – act on feedback make final refinements</p> <p><b><i>C3 Activity 3 Workshop Performance Deadline (Workshop Performance – 7-15mins)</i></b></p>		
Assessment	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p> <p>internally marked and moderated by Pearson</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p> <p>Internally marked and moderated by Pearson</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p> <p>externally marked by Pearson</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p> <p>externally marked by Pearson</p>	<p>Teacher observation</p> <p>Peer evaluation</p> <p>Peer feedback</p> <p>Teacher feedback</p> <p>DIRT</p> <p>Summative Assessment</p> <p>externally marked by Pearson</p>		