

Year	Autumn	Spring	Summer
7	Developing style and rhythm It is important that students get to understand the building bricks of dance. Students will explore these through theory and practical tasks to show creativity and confidence through different dance styles.	Introduction to partner work & choreography This unit encourages students to develop their own choreography skills. They will work with a partner to develop relationships in dance. This unit is taught through practical tasks and evaluation of performances.	Cotrol and co-ordination This unit encourages students to develop control and coordination. This unit is taught through practical tasks and evaluation of performances.
8	Cultural Dance This unit opens students up to world dance and focuses on cultural capital. Students are encouraged to develop stylistic features in their dance.	Fit to Dance It is important that students understand the physical requirements for a dancer. This unit focuses on developing knowledge about the different physical attributes required for different dance styles. Students test their own fitness using a variety of different exercises and complete activities to improve targeted areas.	ASDR An introduction This unit introduces students to Action, Space, Dynamics and Relationships and builds on their choreography skills. Students increase their knowledge about ASDR through practical tasks and apply this to creating dances.
9	Dancing through the Decades This unit looks at how dance styles have changed throughout the decades and the cultural influences. Students study each decade looking specifically at the main	ASDR Advanced This unit builds on the skills developed in Year 8. Students look at how different choreographers use ASDR in their work	Dance in Music Videos During this unit, students will learn about dance within music videos. It allows students to witness performances they may not get the

	style of dance within that decade e.g. 1950s – Rock ‘n’ Roll. They learn practical skills within the style and a routine combining these skills. They go on to choreograph their own part of a dance or longer sequences within each style.	and create dances using these techniques.	opportunity to outside of school. Studying music videos allows students to broaden their knowledge of dance styles previously studied. Students use their newly acquired choreography skills to create themed work. Students also apply technical and physical dance techniques.
10	Component 2 - Developing skills and techniques. The aim of this unit is to develop performing skills and techniques. Students have the opportunity to take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. Students work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout they will review their own progress and consider how to make improvements. Developing performance skills and techniques will enable students to consider their aptitude and enjoyment for performing arts, helping to make informed decisions about what you study	Component 2 - Developing skills and techniques. The aim of this unit is to develop performing skills and techniques. Students have the opportunity to take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. Students work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance elements of the work. Throughout they will review their own progress and consider how to make improvements. Developing performance skills and techniques will enable students to consider their aptitude and enjoyment for performing arts, helping to make informed decisions about what you study in the future. This unit is internally assessed and externally moderated.	Component 3 - Responding to a Brief The aim of this component is to give students the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus. Students will be given a brief that outlines the performance requirements and asks them to consider the target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, students will develop ideas for a workshop performance and apply skills and techniques to communicate their creative intentions to the audience. The performance skills will vary depending on features such as the selected performance discipline and the content of the work, the venue and target audience. The work may involve

	in the future. This unit is internally assessed and externally moderated.		improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work, or it may be an ensemble piece. Students will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance. This will be a mock component which will be internally assessed but not externally moderated.
11	Component 1 - Exploring the Performing Arts To develop in the performing arts students, need a broad understanding of performance work and influences. This component prepares students to understand the requirements of being a performer and designer (in lighting, props, costume, set, makeup or sound) across at least three performances and performance styles. Students will develop a practical understanding of how performing arts work is created. It will look at elements such as roles, responsibilities and the application of relevant skills and techniques and explore practically the work of different	Component 3 - Responding to a Brief The aim of this component is to give students the opportunity to work as part of a group to contribute to a workshop performance as a performer in response to a brief and stimulus. Students will be given a brief that outlines the performance requirements and asks them to consider the target audience and to start the creative process by using the stimulus included in the brief. Working as part of a group, students will develop ideas for a workshop performance and apply skills and techniques to communicate their creative intentions to the audience. The performance skills will vary depending on features such as the	

	professionals to develop an appreciation of the methods they use to explore a theme and communicate to audiences through their work. This component will broaden knowledge through observing existing repertoire and by learning about professionals' approaches and how they create and influence performance material. This component will give an understanding of professional performing arts work and the processes and practices that contribute to the creation of a range of performance styles. It aims to develop transferable skills, such as research and communication, which will support progression to Level 2 or 3 vocational or academic qualifications. This will be a mock component which will be internally assessed but not externally moderated.	selected performance discipline and the content of the work, the venue and target audience. The work may involve improvisation, vocal work, movement techniques or assisting with audience involvement. The group performance may involve some solo or small-group work, or it may be an ensemble piece. Students will have the opportunity to inform the performance using existing or newly developed skills in performing or designing and adapting them to suit the performance. This will be a mock component which will be internally assessed but not externally moderated.	
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Curriculum Overview – Dance- Shotton Hall.