

# Dance Year 10 Long Term Plan

**Year 10 Intent / End Point:** Students develop key skills that prove their aptitude in the performing arts such as reproducing repertoire (component 2) Students will develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance (component 1)

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
Unit title	Component 1	Component 2	Component 1	Component 2	Component 2	Component 2
	Lion King	Contemporary Dance	Ghost Dances	Commercial Dance	Jazz Dance	"Revelations"
<b>Knowledge</b>	<u>Main features of a performance in a musical Jazz</u> <ul style="list-style-type: none"> <li>Examine professional practitioners' work</li> <li>Practitioners' roles, responsibilities and skills</li> <li>Interrelationships between constituent features</li> </ul>	<ul style="list-style-type: none"> <li>Physical and interpretive skills</li> <li>Respond to direction</li> <li>Attitude when working with others.</li> <li>Develop skills and techniques during the rehearsal process</li> </ul>	<u>Main features of a contemporary performance</u> <ul style="list-style-type: none"> <li>Examine professional practitioners' work</li> <li>Practitioners' roles, responsibilities and skills</li> <li>Interrelationships between constituent features</li> </ul>	<ul style="list-style-type: none"> <li>Physical and interpretive skills</li> <li>Respond to direction</li> <li>Attitude when working with others.</li> <li>Develop skills and techniques during the rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>Physical and interpretive skills</li> <li>Respond to direction</li> <li>Attitude when working with others.</li> <li>Develop skills and techniques during the rehearsal process</li> </ul>	<ul style="list-style-type: none"> <li>Physical and interpretive skills</li> <li>Background knowledge of "Revelations"</li> <li>Develop skills and techniques during the rehearsal process</li> </ul>
<b>Skills (Perform &amp; Evaluate)</b>	<ul style="list-style-type: none"> <li>The purpose and outcome of practitioners' work</li> <li>Roles and responsibilities of practitioners</li> <li>Processes used in performance</li> <li>Techniques and approaches used in performance</li> </ul>	<ul style="list-style-type: none"> <li>Explore the style</li> <li>Apply skills and techniques during rehearsal</li> <li>Teamwork, cooperation and negotiation.</li> <li>Reflect on development</li> </ul>	<ul style="list-style-type: none"> <li>The purpose and outcome of practitioners' work</li> <li>Roles and responsibilities of practitioners</li> <li>Processes used in performance</li> <li>Techniques and approaches used in performance</li> </ul>	<ul style="list-style-type: none"> <li>Explore the style</li> <li>Apply skills and techniques during rehearsal</li> <li>Teamwork, cooperation and negotiation.</li> <li>Reflect on development</li> </ul>	<ul style="list-style-type: none"> <li>Explore the style</li> <li>Apply skills and techniques during rehearsal</li> <li>Teamwork, cooperation and negotiation.</li> <li>Reflect on development</li> </ul>	<ul style="list-style-type: none"> <li>Research and memorise exact phrases from repertoire</li> <li>Apply skills and techniques during rehearsal <u>and performance</u></li> <li>Review own <u>development of skills</u> and techniques for performance</li> </ul>
<b>Middle Stake Testing</b>	<ul style="list-style-type: none"> <li>3 mini repertoire performances</li> <li>Portfolio check</li> </ul>	<ul style="list-style-type: none"> <li>2 mini contemporary performances</li> <li>1 contemporary warm up phrase</li> <li>Peer and self-Analysis review</li> </ul>	<ul style="list-style-type: none"> <li>3 mini repertoire performances</li> </ul>	<ul style="list-style-type: none"> <li>1 mini commercial performance</li> <li>1 commercial phrase</li> <li>Peer and Self-Analysis review</li> </ul>	<ul style="list-style-type: none"> <li>1 mini jazz performance</li> <li>1 jazz phrase</li> <li>Peer and Self-Analysis review</li> </ul>	<ul style="list-style-type: none"> <li>Dance skills audit and targets</li> <li>Revelations booklet</li> <li>Photos comparison</li> </ul>
<b>High Stake Testing</b>		<u>Assessment 1</u>  Contemporary dance performance and written record – milestone 1				<u>Assessment 2</u>  Revelations performance and written record.
<b>Skills development</b>	For Component 2 students will participate in practical workshops to develop physical and interpretative skills within three styles of dance. This will lead to focusing on a set repertoire piece in one chosen style where students apply their skills and techniques for a performance, which will lead to a detailed review of their own development. For Component 1 students will participate in practical and theoretical workshops where they will develop their understanding on three professional productions. Students will develop their knowledge about the requirements needed to be a dancer, including the skills and techniques. Students will broaden their knowledge through observing professional repertoire such as the Lion King musical, and by learning about the approaches of choreographers, and how they create and influence performance material. Evidence will include teacher observations, written log books and recordings of workshops.					

# Dance Year 11 Long Term Plan

**Year 11 End Point:** Students build on their understanding the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles. Learners will also develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers. Finally, learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.

	<i>HT1</i>	<i>HT2</i>	<i>HT3</i>	<i>HT4</i>	<i>HT5</i>
<i>Unit title</i>	<i>Component 1</i>	<i>Component 1</i>	<i>Component 3</i>		<i>Component 2</i>
	<i>Still Life at the Penguin café (ballet)</i>	<i>Comparison of 3 professional works</i>	<i>External Exam: Responding to a brief</i>		
<b>Knowledge</b>	<p><u>Main features of a ballet performance</u></p> <ul style="list-style-type: none"> <li>Examine professional practitioners' work</li> <li>Practitioners' roles, responsibilities and skills</li> <li>Interrelationships between constituent features</li> </ul>	<ul style="list-style-type: none"> <li>Examine professional practitioners' work (3 productions of different styles)</li> <li>Explore the interrelationships between constituent features within the created performance work</li> <li>Explore the roles and responsibilities of a dancer/choreographer/costume designer</li> <li>Make comparisons between stylistic qualities</li> </ul>	<ul style="list-style-type: none"> <li>Retain skills and knowledge from Component 1 and 2 and apply to real life situation relevant to the performing arts.</li> <li>Plan, review and evaluate a set task under controlled conditions.</li> <li>Capture ideas and effectiveness of the performance process in a written log and an evaluation report.</li> </ul>		
<b>Skills (Perform and Evaluate)</b>	<ul style="list-style-type: none"> <li>The purpose and outcome of practitioners' work</li> <li>Roles and responsibilities of practitioners</li> <li>Processes used in performance</li> <li>Techniques and approaches used in performance</li> </ul>	<ul style="list-style-type: none"> <li>Compare three professional works including costume, set design and lighting</li> <li>Consider how practitioners contribute to performance process and how their roles and responsibilities differ depending on the performance, style and outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Apply performance skills and techniques in response to a brief and stimulus.</li> <li>Develop a group workshop performance for a selected audience.</li> <li>Demonstrate, identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.</li> </ul>		
<b>Middle Stake Testing</b>	<ul style="list-style-type: none"> <li>"Still Life at the Penguin Café"</li> <li>3 mini repertoire performances</li> <li>Portfolio check</li> </ul>				
<b>High Stake Testing</b>		<b>Assessment 1</b> Comparison of 3 professional works (choreographers/set/costume/masks/puppetry)			
<b>Skills development</b>	Students will compare the work and approaches of three practitioners before presenting a detailed review about the interrelationships between constituent features of existing performance material. Students will use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships. Evidence will include teacher observations, recordings of workshops and a PowerPoint presentation. For Component 3, students will work in small groups to plan, prepare and deliver a workshop performance based on a set theme given by the exam board.				