| | Content | NC | Essential | Assessment | Rationale | | |
|-----|-------------------|--------------------------|-----------------------------------|---|---|--|--|
| | | REF | Knowledge | | (Sequencing/progression | | |
| | | | | | of knowledge) | | |
| | Year 11 | | | | | | |
| HT1 | Developing skills | Develop and apply skills | Students will participate in | Students will note their | Learners will recap both | | |
| | and technique in | and techniques in the | rehearsal and practices, | progress in rehearsal and | the technical and | | |
| | Dance. | rehearsal and | continuing the development of | performance and will set | expressive skills needed by | | |
| | | performance process | skills and techniques with | appropriate targets in a | a dancer from the work | | |
| | | | reference to existing | logbook. Written feedback is | complete in year 10, and | | |
| | | Practical creative | performance types, styles, and | given and opportunities for | will now apply them | | |
| | | performance task | repertoire. | students to improve their | practically to a piece of | | |
| | | applying skills and | Students will learn how to | work and their grade. | repertoire. | | |
| | | techniques to be an | consider the following In the | | | | |
| | | effective dancer | rehearsal phase. | Teacher, self and peer | Learners will be able to use | | |
| | | | - Health and safety | assessment will aid students | the skills developed in year | | |
| | | Self-evaluation of own | considerations | to refine their practical skills | 10 through exploration and | | |
| | | performance and of | - Behaviours and attitudes | throughout the unit | analysis of professional | | |
| | | others | when working in a group | formatively | works for development of | | |
| | | | - Interpreting existing | One to One discussion | their own work. | | |
| | | | performances | Observation of skill | | | |
| | | | - Reviewing and recording | application | | | |
| | | | development of skills, | Use of questioning to assess | The development of dance | | |
| | | | techniques and progress | understanding Open, closed, | skills covered within this | | |
| | | | in a logbook or portfolio. | higher order, Hinge, and | phase such as, reviewing | | |
| | | | - Responding to peer | processDemonstration to students | their own work, working | | |
| | | | feedback, absorbing and | and from students | collaboratively, | | |
| | | | applying feedback and correction | Peer discussion | interpreting works will aid | | |
| | | | correction | Peer discussion Peer Teach | students understanding of the skills and techniques | | |
| | | | Students will observe and discuss | Observation of skills and | they will need to select | | |
| | | | current works or repertoire and | work in process | during external assessment | | |
| | | | will reproduce a dance phrase | work in process | exam in HT5&6. | | |
| | | | from existing works. | | exam in midde. | | |
| | | | HOIH EXISTING WOLKS. | | | | |
| | | | | | 1 | | |

| Charles will the an leasure and | Charles to will be filmed at |
|------------------------------------|------------------------------|
| Students will then learn and | Students will be filmed at |
| develop skills and techniques | regular intervals and at the |
| which will enable them to | final summative assessment |
| reproduce a dance sequence or | |
| phrases from existing works. | Individual teacher marking, |
| Performance skills will include | group and departmental |
| accuracy, balance, body | moderation are all used when |
| language, coordination, | assessing the outcomes |
| contraction, characterisation, | produced. |
| communication, dynamic range, | |
| energy, expression, extension, | |
| facial expression, | |
| flexibility, focus and control, | |
| gesture, mannerism, movement | |
| memory, pace, | |
| posture, phrasing, projection, | |
| rhythm, relaxation, | |
| reaction/interaction with others, | |
| stamina, spatial awareness, | |
| suspension, swing, trust, use of | |
| weight | |
| | |
| These physical and interpretive | |
| skills will be practised from week | |
| to week, building to the | |
| performance of set phrases and | |
| sequences from current work. | |
| | |
| Students will track their progress | |
| during this component, reflecting | |
| on their development of skills and | |
| working practices in workshops, | |
| through to rehearsals and | |
| performances. | |
| periormanoes. | |

| l a | Understanding now to respond and perform to a set brief | Understand how to respond to a brief Select and develop skills and techniques in response to a brief Apply skills and techniques in a workshop performance in response to a brief Evaluate the development process and outcome in response to a brief | Students will understand how to respond to a brief through discussion and practical exploration activities such as - Discussion of key requirements such as target audience, performance space, planning and manages resources, Style of work - Starting points such as themes, issues, props, space, existing repertoire. - The development of ideas for the work such as structure, style, skills, creative intentions. Students will demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief. These include; - Skills and techniques of the individual performer - Skills and techniques of the performers as a group - The style and/or genre of the work being created, e.g. street dance - The influence of selected practitioners, e.g. Fosse, Rosas - Appropriate skills for the target audience, e.g. young children, the elderly. | Teacher, self and peer assessment will aid students to refine their practical skills throughout the unit formatively One to One discussion Observation of skill application Use of questioning to assess understanding Open, closed, higher order, Hinge, and process Demonstration to students and from students Peer discussion Peer Teach Observation of skills and work in process Students will be filmed at regular intervals and at the final summative assessment which is sent off to the examiner | Students will be able to use the skills from exploring and analysing professional works in year 10 and will now be able to apply in this unit to their final piece. Students now build upon the technical and expressive skills taught in year 10 and apply them within a performance. Previous knowledge of the application of rehearsal process skills and techniques will be used in this unit Application of performance and realisation skills and techniques from previous years will help students to review and improve and evaluate their own performances as well as others. |
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| | | | Students will apply skills and techniques in a workshop performance in response to a brief demonstrating performance skill such as; accuracy, balance, body language, coordination, contraction, | Written work will be sent to the external examiner. Individual teacher | |
|---------|------------------|---------------------------|--|---|------------------------------|
| | | | characterisation, communication, dynamic | marking, group and | |
| | | | range, energy, expression, extension, facial | departmental moderation are all | |
| | | | expression, flexibility, focus and control, gesture, | used when assessing | |
| | | | mannerism, movement memory, pace, | the outcomes | |
| | | | posture, phrasing, projection, rhythm, | produced. | |
| | | | relaxation, reaction/interaction with | | |
| | | | others, stamina, spatial awareness, | | |
| | | | suspension, swing, trust, use of weight | | |
| | | | Students will reflect on how they | | |
| | | | contributed to the workshop performance | | |
| | | | outcome coving the following | | |
| | | | - Effectiveness of the response to | | |
| | | | the brief | | |
| | | | - Individual strengths and areas for | | |
| | | | improvement | | |
| UT2 4 F | External exam | Understand how to | Overall impact of the work of the group Students will understand how to respond | Teacher, self and | Students will be able to use |
| HT3,4,5 | Understanding | respond to a brief | to a brief through discussion and practical | peer assessment will | the skills from exploring |
| | how to respond | respond to a brief | exploration activities such as | aid students to refine | and analysing professional |
| | and perform to a | Select and develop skills | - Discussion of key requirements | their practical skills | works in year 10 and will |
| | set brief | and techniques in | such as target audience, | throughout the unit | now be able to apply in this |
| | | response to a brief | performance space, planning and | formatively | unit to their piece. |
| | | | manages resources, Style of work | One to One | |
| | | Apply skills and | Starting points such as themes, | discussion | |
| | | techniques in a | issues, props, space, existing | Observation of skill | Students now build upon |
| | | | repertoire. | application | the technical and |
| | | | | | expressive skills taught in |

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| workshop performance | - The development of ideas for the | Use of questioning | year 10 and apply them |
| in response to a brief | work such as structure, style, skills, | to assess | within a performance. |
| | creative intentions. | understanding Open, | |
| Evaluate the | | closed, higher order, | Previous knowledge of the |
| development process | Students will demonstrate how to select | Hinge, and process | application of rehearsal |
| and outcome in | and develop skills and techniques that are | Demonstration to | process skills and |
| response to a brief | needed to realise the creative ideas in | students and from | techniques will be used in |
| | response to a brief. These include; | students | this unit |
| | Skills and techniques of the | Peer discussion | |
| | individual performer | Peer Teach | Application of performance |
| | Skills and techniques of the | Observation of | and realisation skills and |
| | performers as a group | skills and work in | techniques from previous |
| | - The style and/or genre of the work | process | years |
| | being created, e.g. street dance | | |
| | - The influence of selected | Students will be | |
| | practitioners, e.g. Fosse, Rosas | filmed at regular | |
| | Appropriate skills for the target | intervals and at the | |
| | audience, e.g. young children, the | final summative | |
| | elderly. | assessment which is | |
| | , | sent off to the | |
| | Students will apply skills and techniques in | examiner | |
| | a workshop performance in response to a | | |
| | brief demonstrating performance skill such | Written work will be | |
| | as; accuracy, balance, body language, | sent to the external | |
| | coordination, contraction, | examiner. | |
| | characterisation, communication, dynamic | | |
| | range, energy, expression, extension, facial | Individual teacher | |
| | expression, | marking, group and | |
| | flexibility, focus and control, gesture, | departmental | |
| | mannerism, movement memory, pace, | moderation are all | |
| | posture, phrasing, projection, rhythm, | used when assessing | |
| | relaxation, reaction/interaction with | the outcomes | |
| | others, stamina, spatial awareness, | produced. | |
| | suspension, swing, trust, use of weight | 1 | |
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| | contr | ents will reflect on how they ributed to the workshop performance ome coving the following Effectiveness of the response to the brief Individual strengths and areas for improvement | |
|--|-------|--|--|
| | Overs | all impact of the work of the group | |