

# SUBJECT: BTEC DANCE



**NESTON**  
HIGH SCHOOL

## KS4 CURRICULUM PLAN

KS3 Knowledge and key skills

YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>						
<b>Knowledge</b>	Component 1: Develop knowledge of key terms in Dance and begin to link to professional performance pieces. Culture of different dance styles, including Bollywood, Urban, Contemporary, Jazz, Musical Theatre.	Component 1: Begin to explore and investigate professional practitioners work. Single Ladies. Begin to link in Job Roles.	Component 1: Explore and investigate professional practitioners work in Contemporary. Swansong. Begin to link in Job Roles.	Component 1: Begin to produce a scrap book of key job roles in the performing arts industry. Choreographer, Dancer, Front of House, Lighting, Costume, Set Designer.	Component 1: Gather information related to 3 professional dances. Complete written logs information Linking in Job roles to each style of dance.	Component 1: Analyse professional work and produce a scrap book of the key findings.
<b>Skills</b>	Component 2: Developing skills/techniques in Urban Dance through Workshops. Set targets based on practical abilities. Begin to Evaluate own strengths and areas for development.	Component 2: Develop skills/techniques in Urban Dance. Analyse professional work and learn Urban Dance repertoire. Performance Skills learnt for final Professional Repertoire. Analyse another dancer giving them strengths and areas for development.	Component 2: Developing skills/techniques in Contemporary Dance through Workshops. Set targets based on practical abilities. Begin to Evaluate own strengths and areas for development.	Component 1: Begin to produce a scrap book of key job roles in the performing arts industry. Swansong. Begin to link in Job Roles.	Component 2: Developing skills/techniques in Jazz Dance through Workshops. Set targets based on practical abilities. Begin to Evaluate own strengths and areas for development.	Component 2: Develop skills/techniques in Jazz Dance. Analyse professional work and learn Jazz Dance repertoire. Performance Skills learnt for final Professional Repertoire. Analyse another dancer giving them strengths and areas for development.
<b>Key Vocab</b>	Stimuli / Unison / Canon / Improvisation / Style / Theme	Professional Repertoire / Analysis / Evaluation.	Contemporary / Swansong / Practitioner / Technique	Choreographer / Front of House / Set Designer	Jazz / Chicago / Analyse	Performance / Confidence / Emphasis / Theme / Gesture

Key Knowledge Transfer

YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>						
<b>Knowledge</b>	Definitions of Stamina / Core Strength / Flexibility / Team Work / Communication	Analyse set themes / gestures in dance - discuss how the choreographer has put the key messages across.	Understanding to be created of the Brief set by the exam board. Students to examine the brief, identify key words and messages.	Students to understand the rationale behind their group dance piece. Analysing of the brief and integrating own knowledge and creative ideas into the design phase.	Complete Evaluation of Group Dance demonstrating understanding of strengths and areas for development.	
<b>Skills</b>	Developing skills/techniques in Contemporary and build stamina and strength in preparation for group work	Developing skills/techniques in Contemporary/Jazz/Street. Begin to work in smaller groups and use motif development to create a dance	Create movements related to the brief that is set by the examination board. Ideas/Skills logs based on group dance will be completed under exam conditions.	Group dance should be developed using past dance knowledge and should be 10-15 minutes long. Preparation for performing to an audience.	Group dance should be completed. Performance of the group dance to a specific audience. Evaluation of the group dance will be completed under exam conditions.	
<b>Key Vocab</b>	Stamina / Core Strength / Flexibility	Motif / Gesture	Brief / Communication / Creative	Choreography / Group Work / Visual	Performance / Arousal / Adrenaline	