

**INTENT-**

- To prepare students for Component One and Two – Component 1 to be completed in year 10.
- The course covers a range of different topics to develop student’s knowledge of dance and professional repertoire, but also varying activities to develop student skills – both technical and expressive skills for assessment and group work skills, including tasks set over multiple lessons to help students learn transferable skills such as time management and self-discipline.

**The bigger picture:**

**Link to History:** Study of practitioners and the professional repertoire will allow opportunities to explore their place in history at the time, involving significant events in history.  
**Link to Music:** Dance has a strong link to music and when exploring choreography, musicality and the use of rhythm and layers within the music are crucial to the development of the performance.

**Bilton School Planning for Progress over Time**  
**Year 10 Dance**  
**Programme of Study**

**IMPLEMENTATION**

KS4	Term 1 Technical Skills Development – linked to Component 2								Term 2 Component 1 (Mock)							Term 3 Component 1 (Controlled Assessment)							Term 4 Component 1 (Controlled Assessment)							Term 5 Component 2 (Mock) Developing Skills and Techniques							Term 6 Component 2 (Mock) Developing Skills and Techniques												
	1	2	3	4	5	6	7	8	HOLIDAY: 1 WEEK	1	2	3	4	5	6	7	HOLIDAY: 2 WEEKS	1	2	3	4	5	6	HOLIDAY: 1 WEEK	1	2	3	4	Holiday: 2 weeks	1	2	3	4	Holiday: 1 week	1	2	3	4	5	6	7								
<b>Year 10</b>	L1 – Intro to the Course	L2 + 3 – Technical Skill Development	L4 + 5 – Technical Skill Development	L6 + 7 – Technical Skill Development/ Performance style JIVE	L8 – 9 – Technical Skill Development/ Performance in chosen style JIVE	L10 - 11 – Technical Skill Development/ Performance in chosen style LYRICAL/JAZZ	L10 - 11 – Technical Skill Development/ Performance in chosen style LYRICAL/Jazz	Feedback week		A1- Investigate how professional performance or production work is created	A2 – Roles, Responsibilities and Skills	B1/2 – Process used in development, rehearsal and performance	B1/2 – Process used in development, rehearsal and performance	B1/2 – Process used in development, rehearsal and performance	Performance week	Review/ feedback		A1- Investigate how professional performance or production work is created	A2 – Roles, Responsibilities and Skills	B1/2 – Process used in development, rehearsal and performance	B1/2 – Process used in development, rehearsal and performance	B1/2 – Process used in development, rehearsal and performance	B1/2 – Process used in development, rehearsal and performance	B1/2 – Process used in development, rehearsal and performance	Performance week	Review/ feedback		HOLIDAY: 1 WEEK	Improvement week	Final Performance week	Review/ Coursework	Review/ coursework		L1 – Intro to the Component and requirements	L2 + 3 – Technical Skill Development	L4 + 5 – Technical Skill Development/ Performance in chosen style JIVE	Holiday: 2 weeks	L6-7 – Technical Skill Development/ Performance in chosen style Contemporary	L9-10 – Technical Skill Development/ Performance in chosen style Street Dance	L11-12 – Technical Skill Development/ Performance in chosen style Street Dance	L13-14 – Technical Skill Development/ Performance in chosen style Street Dance		Holiday: 1 week	Preparation for Performance	Preparation for Performance	Performance Week	Review of Rehearsals	Review of Performance	Feedback
<b>Progress and assessment</b>	Skills audit and progress through practical exercises to develop a range of skills								Skills audit and progress through practical exercises to develop a range of skills							Skills audit and progress through practical exercises to develop a range of skills							Skills audit and progress through practical exercises to develop a range of skills							Skills audit and progress through practical exercises to develop a range of skills																			
<b>Homework</b>	2 – 3 Theory Tasks to support practical learning.								2 – 3 Theory Tasks to support practical learning.							2 – 3 Theory Tasks to support practical learning.							2 – 3 Theory Tasks to support practical learning.							2 – 3 Theory Tasks to support practical learning.																			
<b>Key Vocabulary/ literacy</b>	Key Vocab – Tier 2 and 3 Words used in lessons (on PPT)								Key Vocab – Tier 2 and 3 Words used in lessons (on PPT)							Key Vocab – Tier 2 and 3 Words used in lessons (on PPT)							Key Vocab – Tier 2 and 3 Words used in lessons (on PPT)							Key Vocab – Tier 2 and 3 Words used in lessons (on PPT)																			
<b>Connected knowledge</b>	<b>C&amp;C – Society</b> – Use of transferrable skills to facilitate working in small groups  <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work								<b>C&amp;C – Society</b> – Use of transferrable skills to facilitate working in small groups  <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work							<b>C&amp;C – Society</b> – Use of transferrable skills to facilitate working in small groups  <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work							<b>C&amp;C – Society</b> – Use of transferrable skills to facilitate working in small groups  <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work							<b>C&amp;C – Society</b> – Use of transferrable skills to facilitate working in small groups  <b>Transferrable skills</b> - Developing teamwork - Developing listening and communication within a group - Developing and adapting speaking and listening skills in through a range of group activities. - Taking roles in group discussion - reflecting and evaluating practical work																			
	<b>IMPACT:</b> The Year 10 course builds up student skills in creating and developing ideas for performance and applying these to the creation of an assessed performance. The different units offer opportunities to study a range of performance styles to allow students to find a style that works to their strengths.																																																