# The Fisher Way: Curriculum

*The Fisher Way aims to educate and inspire with joy, faith and love because we are an inclusive Catholic community.*

**Successful and resilient** learners who aspire to and achieve excellence

**Confident** individuals who can explore and communicate effectively

**Responsible** citizens who are active, loving and wise in all their endeavours

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| **Subject** | Dance (Performing Arts) |
| **Year Group** | Year 10 |

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| **Intent** | **Successful and resilient learners**: Learners will develop resilience through refining technical and performance skills in Component 2, and through analysis and exploration in Component 1. They will be encouraged to reflect on progress and apply feedback consistently.<br>**Confident individuals:** Learners will build confidence by performing professional repertoire and through presenting their findings on professional works. They will grow in independence as performers and researchers.<br>**Responsible citizens:** Learners will broaden their understanding of cultural and professional practices in the performing arts, recognising the value of different practitioners and the skills required to work in the creative industries. |
| **Narrative** | Year 10 provides the foundation for KS4 study by focusing on Components 2 and 1 of the BTEC Tech Award. In **Component 2 (Developing Skills and Techniques in the Performing Arts)**, students work practically on professional repertoire, refining their technical, stylistic, and interpretive skills through rehearsal and performance, while tracking progress through logbooks and self-reflection. This builds discipline and introduces students to the professional expectations of performers.<br><br>From January, learners move to **Component 1 (Exploring the Performing Arts)**, where they study contrasting professional works, analysing style, context, themes, and choreographic processes. This strengthens their knowledge of the performing arts industry and develops their ability to connect theory with practice. The summer term is dedicated to **practitioner study**, where students explore a wider range of choreographers and styles to broaden their creative toolkit. This ensures they are fully prepared for the demands of devising work in Year 11. |

| Half term | Term 1 | Term 2 | Term 3 |
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| **Knowledge (topics studied)** | **Component 2: Developing Skills & Techniques** | Component 1: Exploring the Performing Arts | Practitioner Study |
| **Key skills** | Focus on technical, stylistic and interpretive skills through studying set repertoire. Rehearse, refine and perform extracts; complete logbooks. Technical dance skills, rehearsal discipline, accuracy, performance interpretation, evaluative writing. | Explore three different professional works from contrasting practitioners/companies. Research context, style, themes and creative processes.<br><br>Research and analysis, contextual understanding, choreographic appreciation, communication skills. | Study a range of dance practitioners across different styles. Develop a choreographic toolkit and practitioner knowledge.<br><br>Broader practitioner knowledge, creative adaptability, critical reflection. |
| **Cultural capital and careers** | Exposure to professional repertoire; discussion of careers in performance; reflection on the role of rehearsal in professional practice. | Study of choreographers; understanding pathways into professional dance careers. | Exploring diverse practitioners and their influence; links to cultural and historical contexts; discussion of careers in choreography, teaching and performance. |

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| **Assessment** | Formal assessment of performance of repertoire; ongoing logbook (self-evaluation of skills). | Summative internal assessment of Component 1: research project, written and practical tasks. | Peer/self-assessment of devised work; teacher evaluation of practitioner knowledge via log/research task. |