



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 11 |

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| Intent | <p>Successful and resilient learners: Learners will continue to develop on different styles of dance, use of practitioner, technique requirements and pay further attention to responding to responding to a professional assignment brief.</p> <p>Confident individuals: Learners will be able to decided which specific styles of dance and practitioners best prove their ability and progress ahead of assessments, particular focus will be on analysis of professional work, choreographic devices and links to professionalism, use of rehearsal time and communicating their creative intentions to an audience.</p> <p>Responsible citizens: Learners will take ownership over time management, completion of portfolio to a high standard and continued professional development being able to high light their areas for development and necessary steps required to develop.</p> | | | | | |
| Narrative | <p>During this year, learners will finish thier BTEC preforming arts course and will complete components 1 and 2 which will enable them to study professional dance repertoire and practitioner use, take on different performer and non-performer roles, workshop different styles of dance and evaluate their process as well as completing their final assessment which involves responding to a stimulus.</p> <p>This builds on the work completed in previous years as students should have the knowledge of how to analyse a performance and develop upon their own techniques along with making reference to practitioner. Students should also be aware of their target grades and the steps required to achieve these.</p> <p>These units are both internally and externally assessed this year and will combine together to generate the overall grade. Students will be informed of different further education routes and career pathways throughout the units as we make links to other performer and non-performer roles. These units will develop the student's confidence and discipline along with other transferable skills.</p> | | | | | |
| Half term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge (topics studied) | Professional focus 3 (Street Dance) Component 1 | Professional focus 3 (Street Dance) Component 1 | Exploring dance 2 (Ballet and Charleston) Component 2 | Responding to a brief Component 3 assessment | Responding to a brief Component 3 assessment | Portfolio time |

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| Key skills | <p>During this unit, students will have the opportunity to watch a live production based on the selected style of dance. They will be required to analyse this production, consider additional roles and responsibilities within the performance and consider practitioner contributions to the performance.</p> | <p>Students will learn a piece of professional repertoire in which they must apply the practitioner's stylistic qualities. They must evaluate the process and make reference to their creative intentions and the contrast to additional styles of dance. They must also consider an additional role and their responsibilities.</p> | <p>Students will have the opportunity to participate in different styles of dance in order to analyse style specific skills and techniques. These techniques will be applied to a workshop performance before being reviewed and analysed within the student's portfolio.</p> | <p>During this assessment, student will be required to read an assignment brief and respond to their set stimulus. This requires them to pay particular focus to specific pre-set requirements such as the staging, audience age and genre in order to choreograph a suitable performance piece in response to the stimulus.</p> | <p>Students will be continuing with their mock assessment piece ensuring a range of choreograph devices have been used alongside style specific technique and links to practitioner. Students must refine their ideas and complete written analysis of ideas, effective use of rehearsal time and performance evaluation.</p> | <p>This time will be used for students to recap all written work that has been completed and offer time for any resubmissions that are required. Students will also be supported in career pathways and profession developments.</p> |
| Cultural capital | <p>Exploration of history of Street dance. Connection to social, economic and cultural elements.</p> | <p>Opportunity to watch a live dance production. Connections to theatre environment and practical repertoire examples.</p> | <p>Exploring influential dance styles from across the world. Exploring their connections to modern society.</p> | <p>Scheduled time to work with their group to communicate ideas and research information to assist with progression.</p> | <p>Assisting student to explore the social, emotional, spiritual, cultural and historical context of their selected ideas.</p> | <p>Offer designed ICT time to assist students with spelling and grammar errors.</p> |
| Assessment | <p>Written analysis of professional production, case study on a practitioner and make stylistic comparisons to additional styles.</p> | <p>Practical demonstration of professional repertoire. Self-evaluation of the process.</p> | <p>Developing skills, applying them to a choreographed repertoire and evaluating the process.</p> | <p>Externally assessed. Component 3 practical and theory assessment.</p> | <p>Externally assessed. Component 3 practical and theory assessment.</p> | <p>Resubmission of any portfolio work or any component 1 or component 2 material.</p> |