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

Subject	Dance (Performing Arts)
Year Group	Year 11

Intent	***Successful and resilient learners:*** *Learners will be challenged to demonstrate resilience in responding to an externally assessed brief for Component 3. They will adapt to feedback, manage time effectively and work under exam conditions.* ***Confident individuals****: Learners will grow as independent performers and choreographers through a mock Component 3 and the live external assessment, developing performance confidence and evaluative writing skills.* ***Responsible citizens:*** *Learners will consider how the performing arts reflect and respond to social themes, working collaboratively and respectfully in groups to meet the demands of a professional-style commission.*		
Narrative	Year 11 consolidates and applies students' knowledge and skills through a focus on Component 3, the externally assessed unit. In the autumn term, students undertake a **mock Component 3**, where they practise responding to a brief, devising choreography, and completing written evidence (ideas log, skills log, evaluation). This structured rehearsal phase develops independence, creativity, and evaluative writing, ensuring learners are confident in meeting assessment criteria. From January, students begin the **live Component 3 assessment**, working in groups to research, devise, rehearse, and perform an original piece in response to a Pearson-set brief. They are also required to submit supporting written documentation, which demonstrates their ability to analyse, reflect and evaluate their creative process. This experience mirrors industry practice by challenging students to create meaningful performance work within a deadline, preparing them for future study or professional pathways.		
Half term	Autumn Term	Spring Term	Summer Term

Knowledge (topics studied)	Mock Component 3: Performing Arts in Practice	Component 3: Performing Arts in Practice (Externally Assessed)	Resubmission
Key skills	Simulate Component 3 process: respond to a brief, create choreography, and write logs/evaluations. Creativity, problem-solving, teamwork, reflective writing, choreography.	Respond to Pearson-set brief. Devise, rehearse, and perform final piece. Submit ideas log, skills development log and evaluation. Devising skills, research, rehearsal discipline, evaluative writing, performance under pressure.	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.
Cultural capital and careers	Discussion of careers in devising and performance; understanding the role of professional commissions.	Awareness of the professional performance industry and how briefs reflect real-world demands.	Offer designed ICT time to assist students with spelling and grammar errors. Career and post 16 professionalism preparation and advice offered including workshop and audition preparation.

Assessment	Formative teacher feedback on performance and documentation (mock assessment).	Formal external assessment: Component 3 submission (performance & written logs).	Resubmission of any portfolio work or any component 1 or component 2 material.