



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 9
Intent	<p>Successful and resilient learners: Learners will be engaging in a variety of dance style workshops exploring famous practitioner and choreographing technique requiring resilience when handling new dance repertoire.</p> <p>Confident individuals: Learners will demonstrate understanding through analysis, choreography, rehearsal and performance developing their confidence with practical performance processes and developing through self-evaluations.</p> <p>Responsible citizens: Learners will begin to take ownership of their own learning through time management and rehearsal log keeping as well as analysis the long-term impacts of Dance and the requirements to maintaining safe during practical's.</p>

Narrative	During this year, learners will be introduced to BTEC performing arts and begin to build and develop a knowledge of dance technique and performance ahead off assessments. They will have the opportunity to participate in mock assessments in preparation for year 10/11.					
	This build on key stage three work as learners should have a prior dance knowledge from year 7 lessons and will spend time recalling information and developing on existing knowledge. They have previously had the opportunity to participate in application, choreography and performance units which are essential components to BTEC performing arts.					
	This course in designed to assist learners in a career in the performing arts industry as well as building up self-confidence and discipline. During this year, learners will explore career pathways, further education requirements and build upon leadership skills. The units covered this year will assist the students to be more comfortable will their assessment approaches and gradually build upon their knowledge and abilities.					
Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge (topics studied)	Introduction to dance	Contemporary Dance	Street Dance	Rehearsal, Performance and Analysis	Mock Component 3	Mock Component 3
Key skills	Students will be re-introduced to dance. They will build upon their year 7 prior knowledge of dance technique and choreographic devices as well as developing them further. They will explore how to respond to a stimulus and the importance of relationship, action, dynamics and space (RADS) to	Students will be introduced to Contemporary Dance through the form of professional examples in which they will analyse for key movement features, exploring Contemporary practitioners and replicating a section of motif based on a professional repertoire before combining it all together to choreograph your	Students will be introduced to Street Dance through the form of professional examples in which they will analyse for key movement features, exploring Street Dance practitioners and replicating a section of motif based on a professional repertoire before combining it all together to choreograph your	Within this topic, students will begin comparing and contrasting professional repertoire analysing what specific skills and techniques are required and how this will have an effect on the rehearsal periods. They will progress on to selecting a performance, analysing it, planning the rehearsal process and what preparations are	During this mock 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	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

	communicate creative intention.	own Contemporary Dance motif's.	own Street Dance motif's.	required for performance.	in response to the stimulus.	time and performance evaluation.
Cultural capital	Students will be shown practical examples of dance to relate to RADS in order to explore audience interpretation.	Students will be showing video examples of repertoire. Exploring the historical context of Contemporary Dance.	Students will be shown video examples of repertoire. Exploring the historical context of Street Dance.	Research will be required to be conducted on chosen repertoire to ensure a secure understanding.	Scheduled time to work with their group to communicate ideas and research information to assist with progression.	Assisting student to explore the social, emotional, spiritual, cultural and historical context of their selected ideas.
Assessment	Baseline assessment in response to a stimulus incorporating RADS	Performance assessment of learning set choreography and technique. Leadership assessment	Performance assessment of set choreography and technique. Leadership assessment.	Analysing a performance, replicating a motif and evaluating the process.	Mock component 3 practical and theory assessment	Mock component 3 practical and theory assessment.