

# DANCE CURRICULUM



## KS3 – KS5 Learning Journey (Year 7-13)



Careers guidance to support next steps



**YEAR 11**

**Component 2: Solo Performance & Research into Professional Study**



**Production Features**  
There are six **Anthology's**. Students learn how to describe, analyse, interpret and evaluate the performance and production

**Core Concept 3:** Critically appreciate own works and professional works, through making analytical, interpretative judgement

**Dynamics – Sharp & Fast**

**Narrative & Intent**



**Dynamics**

**YEAR 7**

**Repetition**  
**Narrative**



### GCSE & BTEC DANCE

**Component 1: Exploring the Arts**

**Component 1: Duet & Trio Programme Notes NEA**

**Component 2: Section B – Duet & Trio Questions**  
**Component 1: Duet & Trio NEA**  
**Choreographic Skills**

### GCSE & BTEC DANCE

**Core Concept 3:** Critically appreciate own works and professional works, through making analytical, interpretative judgement



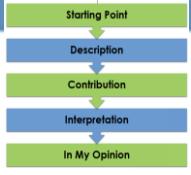
**Core Concept 1:** Perform dance, reflecting choreographic intention through physical, technical and expressive skills.

**Social, Cultural & Historical influences**

**Core Concept 2:** Create dance to communicate choreographic intention

**YEAR 10**

**Core Concept 1:** Perform dance, reflecting choreographic intention through physical, technical and expressive skills.



**Component 2: Preparation**

**Component 2: Section B – Set Phrase Questions**  
**Component 1: Set Phrases Shift & Breathe NEA**

**YEAR 10**

**Structure**  
**Relationships – Contact work, formations**

**Space – Levels & Close Proximity**  
**Appreciation**

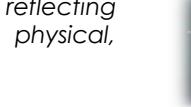
**Actions – Jumping & Travelling**



**Space – Low Levels**

**Appreciation**

**Actions – Rolling & Transfer of Weight**



**YEAR 12**

**Appreciation**

**Core Concept 2:** Critically appreciate professional works, through making analytical, interpretative judgement

### STEPPING INTO DANCE

**ASDR**  
**Core Concept 1:** Introduction to BTEC & GCSE Dance. Outlining structure, courses & Expectations

**Structure**  
**Relationships – Contact work, formations**



**Actions – Jumping & Travelling**

**Core Concept 2:** Create and develop dance to communicate choreographic intention and narrative.

**Focus & Projection**

**Appreciation**

**Actions – Rolling & Transfer of Weight**



**Technique & Performance - Exploring various dance styles**

**Anthology's Contact Work**

**Core Concept 2:** Critically appreciate professional works, through making analytical, interpretative judgement

### STEPPING INTO DANCE

**ASDR**  
**Core Concept 1:** Introduction to BTEC & GCSE Dance. Outlining structure, courses & Expectations

**Structure**  
**Relationships – Contact work, formations**



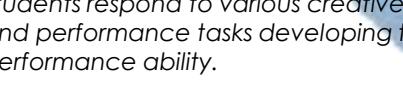
**Actions – Jumping & Travelling**

**Core Concept 2:** Create and develop dance to communicate choreographic intention and narrative.

**Focus & Projection**

**Appreciation**

**Actions – Rolling & Transfer of Weight**



Students respond to various creative and performance tasks developing their performance ability.

**YEAR 9**

**Facial Expression**  
**Performing**  
**Musicality**



**Strengths & Areas of Development**

**Core Concept 3:** Explore, Develop and Apply. Stylistic qualities, features, cultures and influences.

**YEAR 13**



**Unit 329 Dance Technique**



**Unit 332 Global Styles**



**Unit 332 Global Styles**



**Unit 306 Planning for Career**



**Unit 324 Choreography**



**Unit 332 Global Styles**



**Unit 306 Planning for Career**

