



In Year 11, Students are completing the BTEC Tech Award in Performing Arts (Dance) syllabus. The course is divided into 5 lessons per fortnight, 3 practical and theory. The course is designed to engage students through encouraging creativity, focusing on practical work which reflects three key aspects for Dance Appreciation, Choreography and performance.

TERM 1	TERM 2	TERM 3
KNOWLEDGE	KNOWLEDGE	KNOWLEDGE
Appreciation - Section C Recapping all professional works. Understanding production features with a focus on movement content, staging, aural setting and costume. - Section A knowledge and understanding of choreographic process and performing skills. Hypothetical choreography (theory and practical) Choreography - Developing skills in contemporary and ballet techniques. - Using a range of past stimuli to develop choreography. Performance - Refine and extend your dance skills using accuracy, timing and style. - Learn and film two set pieces, Breathe and shift - Developing performance in contemporary dance using safe working practices.	Appreciation - Recap all six professional works. Understanding the key features of the written paper and grading. - Choreography section b Critical Appreciation of own work. {Performance} Focus on areas such as physical skills, action and devices. - Develop a critical understanding of the features of production. Appreciation of professional dance, staging, lighting, costume, and settings. Analyse and reflect on all the work studied. Choreography - Show confidence and ease when choreographing in Ballet and Contemporary dance style. - Composition task, work on choreographing set task exploring the set theme given. End of term film progress. - Perform with correct technical accuracy Performance - Assessment – students film group pieces, while using the remaining two set pieces within the piece.	Appreciation - Theory – Comparatives – teach across six professional works. - Revision of section A, B and C of the theory paper. Choreography - Piece to be ready for filming - Writing a choreography note which should be 150 words and reflect on the given stimuli - Understand the importance of selecting and discarding dance material.



Marshalls Park Academy – Curriculum Overview



Subject: **Dance**

Year Group: **11**

Curriculum/Subject Leader: **Mrs Bradley**

Academic Year: **26/27**

	- Develop movement memory, concentration and commitment. - Develop movement memory, concentration and commitment	
SKILLS		
Students will develop the ability to select, combine and refine appropriate movement material, performing with accuracy, fluency, control, co-ordination and stylistic awareness. They will apply physical, technical and interpretative skills to contemporary and set dance work, using focus, expression, spatial awareness, dynamics, relationships and contact with confidence, commitment and originality. Through exploration, research and rehearsal, students will shape performance material, manage themselves effectively and contribute consistently to group work and final performances. They will also analyse professional dance works, review their own progress, identify strengths and areas for development, and evaluate their performance and contribution to the dance showcase.		
KEY ASSESSMENTS	KEY ASSESSMENTS	KEY ASSESSMENTS
HALF TERM 1 - PPE Complete a written test HALF TERM 2 - Practical performance film Shift and Breathe	HALF TERM 1 - Assessment performance piece- small groups, using remaining two solo pieces to create a small group choreography HALF TERM 2 - Written mock test – theory papers - Choreography piece using set stimuli	HALF TERM 1 - Film choreography piece - Written exam paper practice HALF TERM 2 - Written exam

Extended Reading suggestions and links to external resources:

Students are encouraged to read a wide range of fiction books throughout their time at MPA, in order to gain an understanding of perspectives outside of their frame of reference.

In addition, we would recommend the following Dance specific books to our students:

Key Stage 4 Dance Reading List

(Ages 14–16) – Focused on supporting students through the AQA GCSE Dance course with clear, structured guides that strengthen choreography skills, performance understanding, and exam readiness.

Non-Fiction AQA GCSE Dance – by Maggie Clunie, Liz Dale, et al.