	Autumn Term		Spring Term		Summer Term	
	HT1	HT2	HT3	HT4	HT5	HT6
Year 10	**Assessment Task: Component 1** Exploring the Performing Arts (Internal Assessment) **The Greatest Showman Repertoire** ***Knowledge:*** Learners will develop their understanding of dance by examining practitioners' work and the processes used to create performance. ***Skills:*** **Learning aim A**: Examine professional practitioners' performance work **(Outline, Describe, Discuss and Assess)** **Learning aim B:** Explore the interrelationships between constituent features of existing performance material **(Identify, Describe, Discuss and Explain)**	**Assessment Task: Component 1** Exploring the Performing Arts (Internal Assessment) **Ghost Dance Repertoire** ***Knowledge:*** Learners will develop their understanding of dance by examining practitioners' work and the processes used to create performance. ***Skills:*** **Learning aim A**: Examine professional practitioners' performance work **(Outline, Describe, Discuss and Assess)** **Learning aim B:** Explore the interrelationships between constituent features of existing performance material **(Identify, Describe, Discuss and Explain)**	**Assessment Task: Component 1** Exploring the Performing Arts (Internal Assessment) **Ghost Dance Repertoire** ***Knowledge:*** Learners will develop their understanding of dance by examining practitioners' work and the processes used to create performance. ***Skills:*** **Learning aim A**: Examine professional practitioners' performance work **(Outline, Describe, Discuss and Assess)** **Learning aim B:** Explore the interrelationships between constituent features of existing performance material **(Identify, Describe, Discuss and Explain)**	**Assessment Task: Component 1** Exploring the Performing Arts (Internal Assessment) **Emancipation of Expressionism Repertoire** ***Knowledge:*** Learners will develop their understanding of dance by examining practitioners' work and the processes used to create performance. ***Skills:*** **Learning aim A**: Examine professional practitioners' performance work **(Outline, Describe, Discuss and Assess)** **Learning aim B:** Explore the interrelationships between constituent features of existing performance material **(Identify, Describe, Discuss and Explain)**	**Assessment Task: Component 1** Exploring the Performing Arts (Internal Assessment) **Emancipation of Expressionism Repertoire** ***Knowledge:*** Learners will develop their understanding of dance by examining practitioners' work and the processes used to create performance. ***Skills:*** **Learning aim A**: Examine professional practitioners' performance work **(Outline, Describe, Discuss and Assess)** **Learning aim B:** Explore the interrelationships between constituent features of existing performance material **(Identify, Describe, Discuss and Explain)**	**Assessment Task: Component 1 Summative Assessment** (Internal Assessment) **Knowledge:** Learning aim A: Examine professional practitioners' performance work Evidence for the assignment: learners will produce a written report, presentation, vlog or other similar evidence of understanding of the key features of a range of live and/or recorded dance performances. **Skills:** Learners will **analyse** performance work through **assessing** how roles, responsibilities and skills of practitioners contribute to the creative intentions and purpose of the piece. Learners will **present** and **justify** considered selected examples.

Year 11	**Assessment Task:** **Component 2** Developing Skills and Techniques in Dance (Internal Assessment) **Learning aim A:** Develop skills and techniques for performance ***Knowledge:*** Learners will participate in workshops and classes, developing performance and interpretative skills, and techniques, focusing on one or more of the following discipline dance. ***Skills:*** **Learning aim A:** Develop skills and techniques for performance. Learners will explore the styles practically; practising and refining skills and techniques, through rehearsal and development process. If performing phrases or extracts of repertoire may be practised and repeated to help develop movement memory and recall, using techniques such as blocking. Learners will develop teamwork skills such as	**Assessment Task:** **Component 2** Developing Skills and Techniques in Dance (Internal Assessment) **Learning aim B:** Apply skills and techniques in rehearsal and performance ***Knowledge:*** Learners will apply performance skills and techniques in a workshop performance (individual or group). They will communicate existing material in a selected style within their chosen style, demonstrating their knowledge and understanding of performance, process and practices. Performances will be reproductions of repertoire rather than learner-devised work. ***Skills:*** **Learning aim A:** Develop skills and techniques for performance. Learners will explore the style practically; practising and refining choreography and techniques, through rehearsal and the performance process.	**Assessment Task:** **Component 2** Developing Skills and Techniques in Dance (Internal Assessment) **Learning aim C:** Review own development and contribution to the performance ***Knowledge:*** Learners will reflect on their development and application of skills, techniques and working practices. ***Skills:*** **Learning aim C:** Review own development and contribution to the performance (Identify, Describe, Explain and Analyse) Learners will provide a review that documents their progress from workshops through to rehearsals and performances. The review can consist of: • recordings (workshops, rehearsal, performance) • annotations and/or written content.	**Assessment Task:** **Component 3** Responding to a Brief (External) A01 **Component Overview** In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. ***Knowledge:*** Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. **Skills:** **Assessment objectives** **AO1** Understand how to respond to a brief	**Assessment Task:** **Component 3** Responding to a Brief (External) A02 **Component Overview** In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. ***Knowledge:*** Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. **Skills:** **Assessment objectives**	**Assessment Task:** **Component 3** Responding to a Brief (External) A03 **Component Overview** In this component, you will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience. ***Knowledge:*** Learners will be given the opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus. **Skills:** **Assessment objectives**

	cooperation and negotiation.				**AO2** Select and develop skills and techniques in response to a brief	**AO3** Apply skills and techniques in a workshop performance in response to a brief