

6FORM DANCE – LTP

Year 12					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Dance Technique and Performance Developing and Performing Contemporary Technique</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Technical Dance Skills - Safe Dance Practice - Creative Skills - Stage presence and performance skills - Communication skills - Study skills - Analytical skills - Organisational skills <p>SOL Intent: This unit aims to develop learners’ skills in a selected dance style and their ability to understand, create and perform style-specific techniques and sequences. The purpose of this unit is to provide learners with the opportunity to practically understand the challenges of developing dance technique and performance as well as understanding the background and context of a chosen dance style.</p>	<p>Topic: Choreography Creating Dance for Performance</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Specialist knowledge and skills - Contextual knowledge - Skills for composition and choreography - Healthy dance practice - Communication skills - Study skills - Organisational skills <p>SOL Intent: The aim of this unit is to develop the learner’s understanding of dance composition and choreographic principles and apply them to the process of creating, rehearsing and bringing to performance a dance work. The purpose of this unit is to enable the learner to further understand and apply a range of principles and approaches to choreography and how they can use dramatic effect and music to influence and inspire dance creation.</p>	<p>Topic: Planning for a Career Working as an industry professional</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Knowledge of own place within the creative and performing industries context - Awareness of professional landscape and opportunities - Awareness of training opportunities - Understanding requirements for professional engagement and employment - Knowledge of own strengths and areas for development - Ability to set targets for development - Ability to plan to achieve targets <p>SOL Intent: The purpose of the learning assessed in this unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning.</p>	<p>Topic: Planning for a Career Working within our community</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Knowledge of own place within the creative and performing industries context - Awareness of professional landscape and opportunities - Awareness of training opportunities - Understanding requirements for professional engagement and employment - Knowledge of own strengths and areas for development - Ability to set targets for development - Ability to plan to achieve targets <p>SOL Intent: The purpose of the learning assessed in this unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning.</p>	<p>Topic: Dance in the Community Working with our community</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Specialist knowledge and skills - Dance skills - Safe dance practice - Creative skills - Contextual knowledge - Research skills - Analytic skills - Organisational skills - Communication skills <p>SOL Intent: The aim of this unit is to develop the learner’s understanding and experience of community dance practice in the UK, and to develop the skills for leading a session for a chosen community group. The purpose of this unit is to provide learners with the opportunity to gain practical and contextual understanding of the community dance sector as well as the preparation, planning and delivery of a community dance session.</p>	<p>Topic: Dance in the Community</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Specialist knowledge and skills - Dance skills - Safe dance practice - Creative skills - Contextual knowledge - Research skills - Analytic skills - Organisational skills - Communication skills <p>SOL Intent: The aim of this unit is to develop the learner’s understanding and experience of community dance practice in the UK, and to develop the skills for leading a session for a chosen community group. The purpose of this unit is to provide learners with the opportunity to gain practical and contextual understanding of the community dance sector as well as the preparation, planning and delivery of a community dance session.</p>
<p>Milestones/outcomes: Transition: Perform the technique of the chosen genre. Perform one seen and one unseen movement/sequence in the chosen genre. Compose a routine to an</p>	<p>Milestones/outcomes: Transition: Choreograph a dance. Rehearse and bring the dance to performance. Reflect on the challenges of devising and bringing the</p>	<p>Milestones/outcomes: Transition: To use professional feedback and guidance to create a learning and skills development plan which includes an</p>	<p>Milestones/outcomes: Transition: To use professional feedback and guidance to create a learning and skills development plan which</p>	<p>Milestones/outcomes: Transition: Describe the history of community dance practice. Describe the core activities of three</p>	<p>Milestones/outcomes: Transition: Describe the history of community dance practice. Describe the core activities of three national organisations for</p>

6FORM DANCE – LTP

<p>appropriate standard reflecting the essence of the dance genre. Perform the composed routine. Reflect on the history and context of the dance genre. Evaluate own performance including personal strengths and areas for development. Identify the challenges faced through the process of composing and performing in the chosen dance genre. Explain how a particular performance has influenced their work.</p> <p>MPA: Show well developed abilities in performing the technique of the chosen genre. Show well developed abilities in performing one seen and one unseen movement/sequence in the chosen genre. Compose a routine to an appropriate standard reflecting the essence of the dance genre. Compose a clear, well-developed routine to a high standard reflect on the history and context of the dance genre. Give clear, detailed reflection on the history and context of the dance genre. Give a clear, detailed evaluation of own performance, including personal strengths and areas for development. Identify a range of challenges faced through the process of composing and performing in the chosen dance genre. Give a clear, detailed explanation of how a particular performance has influenced their work</p> <p>HPA: Show accomplished abilities in performing the technique of the chosen genre. Show accomplished abilities in performing one seen and one unseen movement/sequence in the chosen genre. Compose a routine to an appropriate standard reflecting the essence of the dance genre. Compose an accomplished routine to a high standard reflect on the history and context of the dance genre. Reflect insightfully on the history and context of the dance genre. Give a comprehensive and insightful evaluation of own performance, including personal</p>	<p>choreography to performance. Explain how they managed performance scheduling and timings. Discuss the ideas and motivation behind each piece of choreography. Evaluate the strengths in the work and changes that they would make to their process in the future</p> <p>MPA: Show well-developed skills in choreographing a dance. Evidence well-developed skills in rehearsing and bringing the dance to performance. Reflect clearly and in detail on the challenges of devising and bringing the choreography to performance. Give clear, detailed explanation of how they managed performance scheduling and timings. Give clear, detailed discussion of the ideas and motivation behind each piece of choreography. Give clear, detailed evaluation of the strengths in the work and changes that they would make to their process in the future.</p> <p>HPA: Show accomplished skills in choreographing a dance. Evidence accomplished skills in rehearsing and bringing the dance to performance. Reflect clearly and insightfully on the challenges of devising and bringing the choreography to performance. Give a rigorous explanation of how they managed performance scheduling and timings. Give a comprehensive discussion of the ideas and motivation behind each piece of choreography. Give comprehensive and insightful evaluation of the strengths in the work and changes that they would make to their process in the future</p>	<p>assessment, overview and schedule about progress. Assess the potential for progress into two roles in the creative and performing arts industries and analysis the current skills, accepted routes, availability and competition for the roles. Devise and explain personal strategies to generate revenue and create a range of materials that would support to generate income.</p> <p>MPA: To use professional feedback to create a clear, detailed learning and skills development plan. Give a clear, detailed explanation of a broad range of personal strategies. Show well-developed skills in creating a broad range of materials that will help to support and generate income.</p> <p>HPA: To use professional feedback to create a comprehensive skills development plan. Rigorously assess the potential for progress into two roles in the creative and performing arts industries. Devise and insightfully explain comprehensive personal strategies to generate income.</p>	<p>includes an assessment, overview and schedule about progress. Assess the potential for progress into two roles in the creative and performing arts industries and analysis the current skills, accepted routes, availability and competition for the roles. Devise and explain personal strategies to generate revenue and create a range of materials that would support to generate income.</p> <p>MPA: To use professional feedback to create a clear, detailed learning and skills development plan. Give a clear, detailed explanation of a broad range of personal strategies. Show well-developed skills in creating a broad range of materials that will help to support and generate income.</p> <p>HPA: To use professional feedback to create a comprehensive skills development plan. Rigorously assess the potential for progress into two roles in the creative and performing arts industries. Devise and insightfully explain comprehensive personal strategies to generate income.</p>	<p>national organisations for community dance. Compare and contrast two different types of community dance group. Observe and review a community dance session. Plan a dance session for a selected community dance group. Demonstrate how they would deliver the dance session. Reflect on the session including strengths and areas for improvement</p> <p>MPA: Give a clear, detailed description of the history of community dance practice. Give a clear, detailed description of the core activities of three national organisations for community dance. Compare and contrast two different types of community dance group. Observe and give a clear, detailed review of a community dance session. Plan a well-structured dance session for a selected community dance group. Give clear, detailed demonstration of how they would deliver the dance session. Give clear, detailed reflection on the session including strengths and areas for improvement</p> <p>HPA: Give a comprehensive description of the history of community dance practice. Give a comprehensive description of the core activities of three national organisations for community dance. Compare and contrast two different types of community dance group. Observe and give a clear, comprehensive review of a community dance session. Plan a well-structured and highly accomplished dance session for a selected community dance group. Give clear, comprehensive demonstration of how they would deliver the dance session. Give</p>	<p>community dance. Compare and contrast two different types of community dance group. Observe and review a community dance session. Plan a dance session for a selected community dance group. Demonstrate how they would deliver the dance session. Reflect on the session including strengths and areas for improvement</p> <p>MPA: Give a clear, detailed description of the history of community dance practice. Give a clear, detailed description of the core activities of three national organisations for community dance. Compare and contrast two different types of community dance group. Observe and give a clear, detailed review of a community dance session. Plan a well-structured dance session for a selected community dance group. Give clear, detailed demonstration of how they would deliver the dance session. Give clear, detailed reflection on the session including strengths and areas for improvement</p> <p>HPA: Give a comprehensive description of the history of community dance practice. Give a comprehensive description of the core activities of three national organisations for community dance. Compare and contrast two different types of community dance group. Observe and give a clear, comprehensive review of a community dance session. Plan a well-structured and highly accomplished dance session for a selected community dance group. Give clear, comprehensive demonstration of how they would deliver the dance session. Give</p>
---	---	--	--	---	--

6FORM DANCE – LTP

<p>strengths and areas for development. Identify an extensive list of challenges faced through the process of composing and performing in the chosen dance genre Give a perceptive and comprehensive explanation of how a particular performance has influenced their work</p>				<p>description of the core activities of three national organisations for community dance. Compare and contrast two different types of community dance group. Observe and give a clear, comprehensive review of a community dance session. Plan a well-structured and highly accomplished dance session for a selected community dance group. Give clear, comprehensive demonstration of how they would deliver the dance session. Give clear, insightful and thorough reflection on the session including strengths and areas for improvement</p>	<p>clear, insightful and thorough reflection on the session including strengths and areas for improvement</p>
--	--	--	--	--	---

End of Year Milestones/Outcomes:
 All students will complete the following units:
 - Dance technique and performance
 - Choreography
 - Planning for a career
 - Dance in the community

6FORM DANCE – LTP

Year 13					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic: Ensemble Dance Performance (229) Annual Dance Performance</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Dance technical skills - Skills to effectively perform sequences of movement appropriate to the style - Working efficiently with other dancers - Work safely and effectively in the space <p>SOL Intent: This unit aims to develop learners’ skills to dance with a group in a selected dance style and their ability to understand, create and perform style specific techniques and sequences. The purpose of this unit is to provide learners with the opportunity to practically understand the challenges of developing dance technique and performance as well as understanding the background and context of an understanding a chosen dance style.</p>	<p>Topic: Leading Dance Teaching the Class</p> <p>Knowledge and skills covered:</p> <ul style="list-style-type: none"> - Specialist knowledge and skills - Dance skills - Safe Dance Practice skills - Creative Skills - Contextual Knowledge - Research Skills - Analytic Skills - Organisational Skills - Communication Skills <p>SOL Intent: The aim of this unit is to develop the learner’s understanding of leading dance activities. The purpose of this unit is to provide learners with practical understanding and skills to plan, devise and deliver a dance session</p>	<p>Topic: Performance Preparation Final Production</p> <p>Knowledge and skills covered:</p> <p>Reviewing productions, analysis of different genres, audition skills, evaluation skills, scheduling, giving and receiving feedback.</p> <p>SOL Intent: To prepare learners for participation as performers and backstage roles within theatre.</p>	<p>Topic: Performance Preparation Final Production</p> <p>Knowledge and skills covered:</p> <p>Reviewing productions, analysis of different genres, audition skills, evaluation skills, scheduling, giving and receiving feedback.</p> <p>SOL Intent: To prepare learners for participation as performers and backstage roles within theatre.</p>	N/A	N/A
<p>Milestones/outcomes:</p> <p>Transition: To know how to demonstrate the ability to work with others, showing elementary collaborative skills to rehearse and perform showing technique and vocabulary in the chosen style. Show clear technical demonstration reproducing the movements and the two taught sequences and reflect the chosen style. Reflect on own performance and identify the strengths and areas for improvement within their performance. Identify what they most enjoyed and what they found most challenging about the style.</p> <p>MPA: Demonstrate well-developed abilities in working with others to rehearse and perform, showing secure</p>	<p>Milestones/outcomes:</p> <p>Transition: Plan a dance session. Deliver a dance session demonstrating. Demonstrate delivery of safe and appropriate. Evaluate the success of the session with areas of strength, and identify areas for improvement. Seek and act on feedback from participants and observers to improve performance.</p> <p>MPA: Show well developed skills in planning a dance session, giving clear and detailed identification. Show well developed skills in delivering a dance session. Show well developed skills in delivering safe and appropriate. Give a clear, detailed evaluation of the success of the session with areas of</p>	<p>Milestones/outcomes:</p> <p>Transition: To know how to describe the style and context of two contrasting performances and to be able to demonstrate a range of techniques when auditioning for a role.</p> <p>MPA: To know how to describe the style and context of two contrasting performances in detail and to be able to demonstrate a broad range of well-developed techniques when auditioning for a role.</p> <p>HPA: To know how to describe the style and context of two contrasting performances comprehensively and to be able</p>	<p>Milestones/outcomes:</p> <p>Transition: To know how to describe the style and context of two contrasting performances and to be able to demonstrate a range of techniques when auditioning for a role.</p> <p>MPA: To know how to describe the style and context of two contrasting performances in detail and to be able to demonstrate a broad range of well-developed techniques when auditioning for a role.</p> <p>HPA: To know how to describe the style and context of two contrasting performances</p>	<p>Milestones/outcomes:</p>	<p>Milestones/outcomes:</p>

6FORM DANCE – LTP

<p>technique in the chosen style accurately with good musicality, co-ordination and spatial awareness. They will reproduce the movements given and the two learned sequences clearly reflecting the chosen style. Produce a clear and coherent reflection on their performance which identifies the strengths and areas for improvement within a short sequence. Able to identify clearly and coherently what they most enjoyed and what they found most challenging about the style.</p> <p>HPA: Demonstrate the ability to work cooperatively and efficiently with others showing leadership qualities to rehearse and perform a dance showing consistent technique in the chosen style accurately with accomplished musicality, co-ordination and spatial awareness and with few errors. They will reproduce the movements given and the two learned sequences clearly reflecting the style of the chosen style and with appropriate stylistic qualities. Produce a perceptive and constructive reflection on their performance which identifies the strengths and areas for improvements with insight into their own ability and how they might improve. Able to identify clearly and insightfully identify what they most enjoyed and what they found most challenging about the style.</p>	<p>strength, and identify areas for improvement. Show well developed skills in seeking and acting on feedback from participants and observers to improve performance.</p> <p>HPA: Show accomplished skills in planning a dance session, giving comprehensive identification. Show accomplished skills in delivering a dance session. Show accomplished skills in delivering safe and appropriate. Show well developed skills in planning a dance session, giving clear and detailed identification. Show well developed skills in delivering a dance session. Show well developed skills in delivering safe and appropriate. Give a clear, detailed evaluation of the success of the session with areas of strength, and identify areas for improvement. Show well developed skills in seeking and acting on feedback from participants and observers to improve performance.</p>	<p>to demonstrate a broad range of comprehensive techniques when auditioning for a role.</p>	<p>comprehensively and to be able to demonstrate a broad range of comprehensive techniques when auditioning for a role.</p>		
---	--	--	---	--	--

End of K.S. Milestones/Outcomes:

All students will complete the following units:

- Ensemble Dance Performance
 - Leading Dance
- Performance Preparation