

1. CURRICULUM INTENT OVERVIEW PLAN

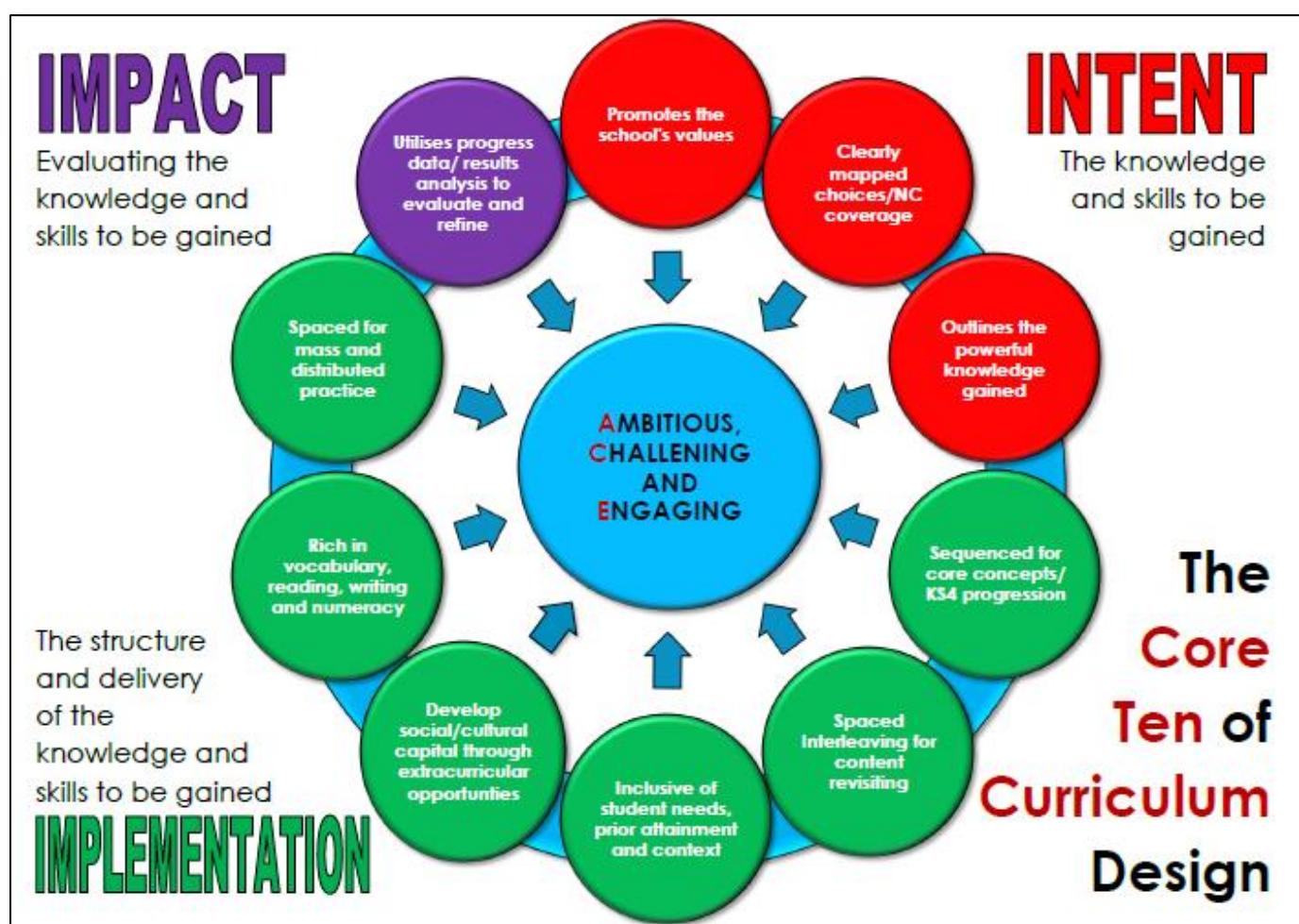
Key Stage 4

Subject: KS4 Dance - BTEC Tech Award level 2 Performing Arts
(Dance pathway)

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THINKING PROCESS - CURRICULUM INTENT OVERVIEW PLAN (KS4)

Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society.

How are you trying to accomplish this, with this Programme of Study (PoS)?

DEFINITION: Powerful Knowledge is described as knowledge which enriches students' lives and creates a fairer society by providing students with intellectual power. It is knowledge which support students in engaging with the world and communicating with people regardless of background or social standing.

The course is based on introducing students to the Dance industry and how they are expected to work/contribute within this industry. All assignments set are written around scenarios from 'real life' with a vocational context and a clear deadline. Students are encouraged to be independent, take responsibility and think out of the box/make their contribution unique/stand out when completing their work.

Aims – what do you want pupils to be able to know and do by the time they finish this Programme of Study (PoS)?

The aim of the course is to provide the students with industry relevant insight and training in Dance and the Performing Arts. This course offers vital performance skills and choreography development. Students will be expected to be fully involved in Performing Arts enrichment activities and visits.

This course is both for students that want to progress within the performing arts industry as well as those that enjoy the subject and wish to improve their current skill level.

I want the students to feel they have been given an insight into the Dance profession that they can transfer to their future life. I want them to build their confidence and ability to develop skills independently through focused rehearsals and assignment work.

Academy Values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

Throughout the course the students will be encouraged to be ambitious in their responses to assignment briefs, work through difficulties and support each other whilst working within a tightknit group relying on team work and empathy. There is a focus on building a strong relationship with and between learnings, gaining the trust of each other and building confidence in order to progress and widen skills and knowledge. Level 2 grades are expected of all students and they are all given the opportunity to achieve Distinction through dedicated work.

The students are given opportunities to perform in front of a variety of audiences which requires them to be both brave and ambitious. They are expected to work in teams and support each other through rehearsal as well as give constructive feedback that can be used to inform new targets. They will only be successful in these tasks if they are able to be kind towards each other.

KS4 Specification Choices – what topics are taught and does it ensure breadth and depth, as well as meet the requirements of the exam specification? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what is taught)

YEAR		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Unit/Topic	Component 2- Developing Skills and Techniques in Dance	Component 2- Developing Skills and Techniques in Dance Component 1 – Exploring the Performing Arts	Component 2- Developing Skills and Techniques in Dance Component 1 – Exploring the Performing Arts	Component 2- Developing Skills and Techniques in Dance Component 1 – Exploring the Performing Arts	Component 1 – Exploring the Performing arts	Component 1- Exploring the Performing arts
	Specification/ Assessment Objective	Dance skill development, practical exploration of dance styles building a basic skill level Introduce log techniques	Learning of a variety of professional repertoire, research into dance styles and skill workshops References made to knowledge needed for Component 1	Selection of final performance piece, rehearsal development Introducing elements through repertoire	Final assessment and evaluation Links made to job roles and responsibilities needed for Component 1	Introduction the first professional work, Initial impressions, research and practical explorations	Theory based write up of work 1 and report Introduction the second professional work, Initial impressions, research and practical explorations

11	Unit/Topic	Component 1 Exploring the Performing arts	Component 1 Exploring the Performing arts	Component 3 Responding to a brief Task 1	Component-3 Responding to a brief Task 2 & 3	Component- 3 Responding to a brief Task 4 Task 4 Controlled assessment completed Evaluation Opportunity to resubmit Unit 1 & 2	
	Specification/ Assessment Objective	Theory based write up of work 2 and report Introduction the Third professional work, Initial impressions, research and practical explorations	Final report and all theory work completed	Brief released by the exam board Idea development and task 1 controlled assessment completed	Workshop development Task 2 controlled assessment completed Task 3- live performance completed	A window to resubmit assignments of the year before end of school.	

Exam specification content missing from this PoS and why?	Content taught in addition to the exam specification and why?
N/A	Strength and conditioning, not previously taught, students need to be physically strong and flexible throughout the course to access the choreography. Workshops will be regularly given to ensure students access the full range of styles available to enhance knowledge for component 2 & 3 Students will be shown a wide range of professional works, live theatre as well as practical workshops to broaden knowledge and awareness of the dance industry.

Powerful Knowledge Choices – what powerful knowledge is included in this PoS? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds? (Please note - the sequencing of topics will be explored in the implementation overview, the main purpose at this stage is to know what powerful knowledge is gained)

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	Powerful Knowledge	Introduced to a wide variety of dance performances, styles and theatre	Rehearse, develop and perform Students will learn professional repertoire gaining knowledge of how professional repertoire is learnt and developed	Involvement in a rigorous rehearsal period and deadline Time management and target setting, self, peer and group assessment	Performing to a live audience The set up prior to the performance, stage and backstage etiquette	Introduced to live theatre, professional dance companies and job roles within the sector Research techniques and report writing skills Analytic techniques comparing findings
	Why it is important to know	Students will develop a wide knowledge of cultures and history. This will give a well-rounded understanding of the dance world and appreciation for different cultures	Gain strength and determination to work to a high standard. Becoming resilient to mistakes and failure and overcoming barriers	How to plan your time to meet a deadline Develop understanding of refinement processes Learn how to rehearse effectively	Being responsible for their own performance allowing them to take pride in their work and performance, taking ownership and developing a drive to succeed	Develop understanding of the various job roles within the industry and the responsibilities for these Gaining a strong knowledge of dance styles, cultures and the industry Skill development of how to analyse performance in an analytical sense being able to justify decisions with evidence and examples

	Powerful Knowledge	Introduced to live theatre, professional dance companies and job roles within the sector	Research techniques and report writing skills Analytic techniques comparing findings	Dissecting a brief and given stimulus to create ideas for a performance Working to a brief and a deadline Developing new skills and using previous knowledge to progress work	Rehearse, develop and perform their own choreography Learn the process to create and refine choreography to a set brief	Evaluation and critical analysis of own work	
11	Why it is important to know	Develop understanding of the various job roles within the industry and the responsibilities for these. Gaining a strong knowledge of dance styles, cultures and the industry	Gaining knowledge of how to effectively research and ensure against plagiarism Skill development of how to analyse performance in an analytical sense being able to justify decisions with evidence and examples	Being able to realise ideas and be responsible for tasks that are needed to create a successful performance piece Ensuring aspects of the brief are covered and criteria is met Using foundation skills learnt throughout to course to embed knowledge and understanding.	Students are given responsibility to work independently as they would in a real life situation. This builds their confidence and gives them purpose. Live performance to an audience enriching performance experience.	Students are able to evaluate their own work and identify areas for improvement Self-evaluation will allow students to improve their skills and understanding of the professional dance industry.	

How does the Curriculum Intent meet the ACE curriculum design?	
Ambitious	Students are encouraged to take risks and explore new styles and professional pieces. Students will push themselves to meet deadlines and aim for a successful outcome for each unit.
Challenging	The onus is put on the student to push themselves to achieve and complete the components of work. Work chosen to study is of a professional standard which students will emulate and succeed in performing. The teacher will facilitate learning modelling choreography and demonstrating choreography.
Engaging	The professional works are chosen to suit the skill set of each group of students. Students are being given responsibility for gaining the skills needed and their opinion is valued both in discussions and decision making. Students will have the opportunity to see live and recorded performances which will enable them to make an informed decision when choosing choreography to use as an influence in their final component.
What are the current strengths of the Curriculum Intent?	
<p>The main strength is the close relation to work life as well as the opportunity to make the Assignments fit the students taking the course.</p> <p>Students do not have to have previous dance training or knowledge to access the course, the course allows for all students of all levels to access the assignments and each has equal opportunity to access the full range of grades.</p> <p>Students are empowered and feel they are responsible for the outcome, they engage with the progression of performance work and feel that the dance room is a safe space for performance, idea development and discussion.</p> <p>This is a practical course which informs the future choices of our students even if they choose not to work in the dance industry</p>	
What specific actions have to be taken in response to the above? Please consider:	
<ul style="list-style-type: none"> • KS4 Curriculum content changes; • Powerful knowledge changes; • Modifications to ensure an ACE curriculum design; • CPD for teachers in your subject area; • Additional research you have to consider as part of this review. 	
<p>Specific content of study such as style, choreographer or performances pieces can be changed each year to suit the skills of the students on the course.</p> <p>Following the changes to final grades awarded to Component 3 in Summer 2019, there are still questions about how to run component 3 successfully. ESQ will look at opportunities to attend online training provided by Pearson in 2020/2021</p> <p>Ensure tutor and PA technician stay up to date on with changes and develop ways to ensure the course is in line with current working practices in the Industry</p> <p>Explore how this course informs KS5 courses offered in the local area.</p>	