

# Landau Learner Curriculum Overview

Subject: Performing Arts - Dance Curriculum Leader: Mrs C L Cresswell Year: 10

Curriculum organisation				
Students are taught in mixed-gender, mixed ability groups for 6 sessions a fortnight across the academic year.				
What topics will students be studying this year? Includes links to National Curriculum, Curriculum Intent and Prior Related Learning*				
Term 1:	Term 2:	Term 3:	Term 4:	Term 5:
<p>Knowledge and practical application of dance structure. Creating Dance that communicates meaning. Sustaining dance technique – turn out, flexibility, floor work, strength and stamina. Presentation skills. Industry – Approaches to rehearsal.</p>	<p>Understanding and responding to a brief. Creating and delivering a group practise ‘pitch.’ Performance skills – projection and communication to an audience. Industry – Marketing and public relations. Written self-evaluation skills.</p>	<p>Workshops across a range of production disciplines. Industry – Job roles in action. (Lighting, sound, choreography, song-writing, directing, costume.) Industry – Budgeting, different types of staging.</p>	<p>Unit 1 exam – responding to a brief and undertaking a performance role and a production role within a group. Creating and presenting a ‘pitch.’ Completing a written portfolio of evidence. Industry – Performing Arts Centres, the role of PA on society, Recruiting processes, Contracts, reviewing performances.</p>	<p>Continuation of Unit 1 exam – responding to a brief and undertaking a performance role and a production role within a group. Creating and presenting a ‘pitch.’ Completing a written portfolio of evidence. Industry – Professional Organisations, Funding and sponsorship, Training opportunities, Rehearsal process.</p>
<p>*Links: <b>Prior learning:</b> Building upon dance technique skills from Y9 term 1,2 and 4. <b>AQA Specification:</b> 3.1.2.3, 3.1.3.2, 3.4.1.3, 3.2.2.4 <b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills alongside opportunities to create and perform with and in front of their peers. Develop collaboration and presentation skills.</p>	<p>*Links: <b>Prior learning:</b> Performance skills in Y9 term 2 and 5. <b>AQA Specification:</b> 3.1.2.3, 3.1.3.2, 3.4.1.7, 3.4.1.5, 3.2.2.4 <b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills alongside opportunities to create and perform with and in front of their peers. Develop collaboration and presentation skills.</p>	<p>*Links: <b>Prior learning:</b> Developing understanding of work begun in term 2. <b>AQA Specification:</b> 3.1.2.3, 3.1.3.2, 3.4.1.3, 3.4.1.9, 3.4.1.10, 3.2.2.3 <b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills. Develop collaboration and presentation skills. Opportunities to engage with professionals across a range of performance and production roles.</p>	<p>*Links: <b>Prior learning:</b> Developing understanding of work begun in term 1,2 and 3. <b>AQA specification:</b> 3.1.2.3, 3.1.3.2, 3.2, 3.4.1.2, 3.4.1.1, 3.4.8.1 <b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills alongside opportunities to create and perform with and in front of their peers. Develop collaboration and presentation skills. Opportunities to engage with professionals across a range of performance and production roles.</p>	<p>*Links: <b>Prior learning:</b> Continuing with skills developed in term 4 and performance skills from form Y9 and earlier in Y10. <b>AQA Specification:</b> 3.1.2.3, 3.1.3.2, 3.2, 3.4.1.10 <b>Curriculum Intent:</b> Students develop technical, expressive and evaluative skills alongside opportunities to create and perform with and in front of their peers. Develop collaboration and presentation skills.</p>
Equipment needed for sessions:		What can you do to support your child?		
<p>Students need to wear their Summer PE kit (white polo shirt and shorts or tracksuit bottoms.) Students will need a plain black T-Shirt and plain black trousers/leggings for performances. All students have bare feet for these sessions. Students need a blue/black pen and their planner.</p>		<p>Ensure they have the correct kit and are bringing it to dance sessions. Encourage your child to complete homework regularly as detailed on SMHW.</p>		
How will learning be assessed and progress measured?		Extension and enrichment activities:		

---

Through tutor observation and regular verbal feedback.  
Formal performance assessments in front of their peers.  
Student guide work including individual target setting.  
Extended pieces of written work including written coursework.

All students are given the opportunity to attend dancers' extension 3.30-4.30pm on Wednesdays or Thursdays. There is no audition, you just need to be committed to attend regularly.  
Opportunities to visit the Theatre.  
Performances both within College and in the local community.