

Y11 PERFORMING ARTS CURRICULUM SEQUENCING

Year 11	Term 1	Term 2	Term 3
Unit(s) (Tablet in 39week plan)	Component 2: Developing skills and techniques in performance	Component 3: Exam	
Substantive Knowledge (what students learn about)	- Complex dance techniques and terminology (e.g. alignment, posture, flexibility, dynamics). - Challenging styles or techniques of the chosen genre. - Professional expectations in rehearsals and performance settings. - Health and safety and physical preparation (e.g. warm-ups, cool-downs, injury prevention – student lead).	- More complex structures and choreograph a dance in response to a set brief or stimulus. - Various features of dance performance suited to a target audience and context. - Variety of movement, space, dynamics, and relationships to communicate intention.	
Disciplinary Knowledge (how students work and think)	- Improving rehearsal discipline and improving performance skills over time. - Applying feedback to refine and improve technique and performance. - Performing complex extracts from professional repertoire with understanding of style and intention. - Reflecting on progress and identifying areas for improvement.	Devising and choreographing original work based on a stimulus. Collaborating with others. - Managing time and resources during a project. - Reflecting on process and outcomes—evaluating what was successful and what could improve. - Making creative decisions that align with a brief, target audience, and performance purpose.	

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Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Technique, Alignment, Strength, Stamina, Balance, Posture, Control, Projection, Rehearsal discipline, Focus, Precision, Facial expressions Performance qualities, Warm-up/Cool-down. Milestone rehearsals, Aims & objectives, Style & genre.	Assignment brief Concept, style, key practitioner Target audience Evaluative language	
Opportunities for Reading	Research into chosen piece of repertoire Research into style & genre of the piece Research into chosen practitioner Various books on choreography	Research into national charities Research into chosen subject area Research into style & genre of the piece Research into chosen choreographers	
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Students must track the development of their skills & techniques in their chosen pathway whilst replicating a professional piece of repertoire.	Students must work collaboratively and share responsibility for sourcing ideas and research to develop an original performance for a specific brief.	
Strategies to engage and maximise achievement of PP learners	Raising pupil aspirations using engagement/aspirational language Developing social and emotional competencies Co-operative learning (structured group work) Opportunities for visual, aural and kinaesthetic learning Key terminology/ Aspirational quotes on display Enrichment opportunities; school production, theatre trips & other performance opportunities Using PP playbook		
Cross Curricular Links (Authentic Connections with other curriculum)	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language	BTEC Sports: Working with assignment briefs English: Analytical & evaluative language Lifeskills: Careers	

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	Lifeskills: Careers		
Key Assessments	Students will complete a series of milestone assessments to track their progress including a polished performance and an evaluation of the process and performance.		