

Y10 PERFORMING ARTS CURRICULUM SEQUENCING

• Year 10	• Term 1	Term 2	Term 3
• Unit(s) (Tablet in 39week plan)	• Component 2	Component 1	Component 3 Trial exam
• Substantive Knowledge (what students learn about)	- Core dance techniques and terminology (e.g. alignment, posture, flexibility, dynamics). - Specific 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).	- Different styles of dance (e.g. contemporary, jazz, street, ballet). - Characteristics and conventions of dance genres and repertoire. - The work of practitioners (choreographers, companies) and their influences. - Key features of professional performance work (structure, theme, stimulus, production elements). - Historical and cultural context of performance work.	- How to structure and choreograph a dance in response to a set brief or stimulus. - Features of dance performance suited to a target audience and context. - Use of movement, space, dynamics, and relationships to communicate intention.
Disciplinary Knowledge (how students work and think)	- Developing a rehearsal discipline and improving performance skills over time. - Applying feedback to refine and improve technique and performance. - Performing extracts from professional repertoire with understanding of style and intention.	- How to analyze and evaluate performance works. - How to interpret and respond to professional repertoire. - Understanding how practitioners use processes and techniques to create work. - Using research methods to explore intention, style, and impact of dance works.	Devising and choreographing original work based on a stimulus. Collaborating with others (if working in groups). - 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

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	Reflecting on progress and identifying areas for improvement.		audience, and performance purpose.
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.	Genre, Style, Repertoire, Practitioner, Choreography, Motif, Dynamics, Structure, Stimulus, Intention, Context, Interpretation.	Stimulus, Interpretation, Choreography, Structure, Collaboration, Improvisation, Rehearsal, Performance intention, Evaluation, Response, Target audience.
Opportunities for Reading	Technique manuals or instructional guides. Rehearsal logs and reflective journals. Biographical accounts of dancers and training routines.	Practitioner biographies and company histories (e.g. Matthew Bourne, Akram Khan, Alvin Ailey). Annotated scripts or performance reviews. Articles and interviews from dance publications (e.g. Dance Gazette, The Stage). Programme notes and critical essays.	Examination briefs and exemplar responses. Case studies of dance pieces developed from stimulus. Independent research into relevant themes (e.g. social issues, cultural stories).
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Understanding what professional discipline and routine looks like. Developing appreciation for the physical demands and artistry of dance. Exposure to different professional training pathways (e.g. conservatoires, companies).	Exposure to renowned works (e.g. Swan Lake, Revelations, Giselle). Understanding of different cultural influences in dance (e.g. African American, South Asian traditions). Watching live or recorded professional performances.	Understanding how to create meaningful work based on real-world issues or community stories. Developing an artistic voice through choreography. Recognising how dance can influence change and communicate important messages.

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	Watching masterclasses or behind-the-scenes rehearsal footage.	Visits to theatres, galleries, or company workshops where possible.	Exposure to modern and politically-charged dance works.
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)	PE: Anatomy, physiology, movement analysis, health and safety. Science: Physical processes, muscle groups, injury prevention. Maths: Counts, timing, spatial awareness.	English: Analysis and evaluation, comprehension, comparative writing. History: Historical contexts of dance styles and companies. PSHE/Citizenship: Themes explored in performance (e.g. identity, conflict, society).	English: Creative writing as stimulus exploration, reflective writing. Art & Design: Visual stimuli interpretation and design elements. Drama: Devising, character development, storytelling.
Key Assessments	Component 1: - Written exploration of professional works. - Research logbook or presentation. - Practical response or reworking of a piece in a specific style. - Evaluation of practitioner approaches. Component 2: - Performance of professional repertoire. - Logbook or reflective diary with evidence of development. - Final performance with annotated evaluation.		

Component 3:

- Planning and development of original choreography based on the brief.
- Group performance.
- Written evaluation addressing intention, development process, and audience impact.
- Externally assessed task marked by Pearson.