

**Linking our curriculum intention to our local community and real-life links to content:**

Students in all years are given the opportunity to experience and take part in performances at a range of venues in the local community and beyond.

- Annual Performing Arts Showcases at Ercall Wood Academy in the Autumn Term and Summer Term
- A musical is produced every 2 years at Ercall Wood Academy allowing students to showcase their talents in Dance, Drama and Music.
- Regular performances for school celebrations such as Carol Concert, Awards Evenings, Charity Events and Community Celebrations such as OAP Christmas Meal.
- Telford – Students perform at Showcases at other local secondary school Performances within our trust, for example HLC Christmas Showcase, Charlton Christmas Celebration, HLC Dance Fest at Oakengates Theatre.
- Telford and Shrewsbury – Students Perform in local talent competitions such as Got To Dance Telford and Got to Dance Shrewsbury.
- Wolverhampton – Students attend theatre productions at Wolverhampton Grand.
- Birmingham - Students attend theatre productions at Birmingham Hippodrome.
- We work collaboratively with other schools in the Learning Community Trust to provide further professional workshops and performances.

**Wider opportunities.**

- We have worked closely with Flexus Fance collective and Zoo Nation to provide professional workshops for our students.
- We work closely with a professional Street Dance Artist to offer specialist training in the style of Street Dance.

### Year 7 Curriculum implementation

Dance is offered to year 7 pupils through the P.E curriculum. These are workshop-based lessons that allow students to experience the art of Dance. The Dance department aims to inspire a love for Dance and the Arts and to appreciate their relevance in today's society. An ethos of appreciation and respect will be established as well as effective routines to support skill development. Students will be introduced to key vocabulary and apply it to practical tasks. Focus will be on participation, enjoyment and sharing whilst understanding the foundations of the particular style of Dance studied. In Dance students are introduced to basic Dance skills and the key elements which they will explore through appreciating, exploring and creating activities. These three strands are the foundations for all further study in the KS4 qualifications.

Term 1		Term 2		Term 3	
<p><b>Introduction to Ensemble Dance Performance</b></p> <ul style="list-style-type: none"><li>• <b>Footloose/We Will Rock</b></li><li>• Jazz Dance</li><li>• Learn a group dance routine</li><li>• Create short phrases of own choreography</li><li>• Perform as a whole group</li></ul> <p>Student may not have had dance in their primary school or may have had varied experiences of Dance and Performing Arts in primary school. Some learners may have experienced dance before, either at primary school or at outside dance schools. Those that have experienced dance may have taken part in whole group dance performances or had the opportunity to learn in extracurricular clubs. However, this is often only a small number of students, therefore this initial unit seeks to introduce the basic skills and concepts in Dance to ensure an understanding of key vocabulary, foster a culture of involvement and</p>		<p><b>Dance Performance</b></p> <p><b>Contemporary Dance</b></p> <ul style="list-style-type: none"><li>• <b>Dear Evan Hansen</b></li><li>• Contemporary Dance</li><li>• Learn a small group Dance</li><li>• Create short phrases of own choreography</li><li>• Perform as a whole group</li></ul> <p>Having developed some confidence in term 1, dancers have now experienced the foundations of a dance routine as well as how to hold their body safely and working with a group to create a dance. students are now introduced to a particular style of Dance, Contemporary Dance. This is one of the key styles that is required for KS4 learning and this unit focuses on teaches the fundamental steps and techniques of this style, including, use of parallel,</p>		<p><b>Jazz Dance</b></p> <p><b>One Night Only – DreamGirls</b></p> <ul style="list-style-type: none"><li>• Learn key Jazz steps</li><li>• Learn a small group Dance</li><li>• Create short phrases of own choreography</li><li>• Perform as a whole group</li></ul> <p>Students will now have completed two previous units. Within these units Students will have developed their basic performance and interpretive dance skills such as body control, movement memory, timing, and musicality. Students should now be familiar with how to work well as part of a team, communicating with each other and peer and self-assessment which will help them improve their own skills. They should have an understanding of what is required to produce a short dance ensemble performance including some basic choreography skills.</p>	

<p>contribution and establish good routines for practical activities.</p> <p>This unit lays the foundations for a variety of dance skills, with a focus on basic dance skills, so that the students understand how to hold their body safely and effectively as well as controlling the movements to create the quality needed in performance. The unit focuses on whole group performance, installing confidence and supporting students deepen their interpretive skills needed for future units. It will allow students to deepen their knowledge of health and safety principles in dance understanding the effects on the body and the importance of a safe structured warm up. Students will work as an ensemble as well as with partners through the routine to develop their understanding of what is required to create a group dance piece. Small creative tasks will be embedded to allow for creativity and exploration of movement.</p>	<p>body contractions and release, swing and momentum and use of focus.</p> <p>This unit lays the foundations for a lyrical contemporary dance piece which will be performed in small groups rather than a whole group piece. This allows students to develop confidence within performance. It is important for students to be aware of different dance styles and have a varied curriculum of styles to set the foundations for KS4 learning. Students will develop their technical and interpretive dance skills at a basic level which will include, body control, movement memory, timing, musicality and focus, which will be develop through the KS3 scheme of learning.</p> <p>Student will have a small opportunity to look at some basic use of choreography skills including formations, levels, direction and addition.</p>	<p>This unit allows for students to learn and develop a new style of dance, Jazz Dance. Students will be working as a company and learning a set dance which contains key features and techniques of Jazz. In each lesson students will learn, practice and refine their technically dance ability in Jazz Dance focusing on the use of parallel and turn out, coordination, flexibility, rhythm, balance and expression. Students will perform in small groups developing their confidence and performance skills in front of an audience.</p>
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## Year 8 Curriculum implementation

Dance is offered to year 8 pupils through the P.E curriculum. These are workshop-based lessons that allow students to experience the art of Dance and build upon prior learning from year 7. The lessons follow a spiral curriculum which involves building upon the skills developed in the dance styles developed in year 7. Routines become progressively harder through year 8 to push the physical and technical limits of the students. Focus is placed on the development of key dance skills such as movement memory, timing, musicality, facial expressions, dynamics, coordination, strength through the three styles of dance Street, Jazz and Contemporary Dance. Students will also continue to develop their knowledge of professional dance works through appreciating, exploring and creating activities. These three strands are the foundations for all further study in the KS4 qualifications.

Term 1	Continuous Practical assessment	Term 2	Continuous Practical Assessment	Term 3	END POINT TEST & THERAPY Performance
<p><b><u>Street Dance</u></b></p> <p><b><u>Step Up – Show me the Money</u></b></p> <ul style="list-style-type: none"> <li>• Learn a group dance routine</li> <li>• Create short phrases of own choreography</li> <li>• Perform as a whole group</li> </ul> <p>This unit lays the foundations for Street Dance, with a focus on basic dance skills and actions required to perform this style of dance, this also includes understanding how to hold their body safely and effectively as well as controlling the movements to create the quality needed in a performance in a street dance style. The unit focuses on whole group performance, installing confidence and supporting students deepen their interpretive skills needed for Street Dance. Students will work as an</p>		<p><b><u>Contemporary Dance</u></b></p> <p>Developing skills for ensemble performance in a contrasting Dance Style, Contemporary Dance</p> <ul style="list-style-type: none"> <li>• Develop Contemporary Technique</li> <li>• Learn a pre existing piece of rep</li> <li>• Rehearse and refine</li> <li>• Consider skills and techniques</li> <li>• Perform as a group</li> </ul> <p>The focus for this unit is on developing students understanding and application of physical and interpretative skills, and stylistic qualities of Contemporary Dance.</p> <p>Students will learn and refine Contemporary technique through a series of exercises which will then be</p>		<p><b><u>Jazz Dance</u></b></p> <ul style="list-style-type: none"> <li>• Learn the key steps in Jazz</li> <li>• Jazz appreciation – live performance</li> <li>• Learn a group dance</li> <li>• Perform in small groups</li> <li>• Create short phrases of own choreography</li> <li>• Consider skills and techniques</li> <li>• Consider how to improve skills and techniques independently.</li> </ul> <p>This unit focuses on develop the baseline of skills developed in year 7 in Jazz. Students will now begin to advance their knowledge and skills in Jazz dance through more advanced and complex Jazz steps, considering the stylistic and interpretive skills required for this style.</p>	

ensemble as well as with partners through the routine to develop their understanding of what is required to create a group dance piece.

developed to create a short contemporary dance based around a pre-existing piece of professional rep.

Students take inspiration from existing performance work considering and building knowledge about the skills needed to perform the piece. They will learn to replicate and work in the style of a specific piece for a performance in front of their peers. Throughout this process students identify and evaluate their own and others strengths and areas for development all of which are essential to develop knowledge and understanding of their own abilities and the requirements of the style of Dance.

The focus of this unit is a performance, and the unit culminates in a group ensemble performance in front of their peers in the other Performing Arts groups. This provides an opportunity for students to apply the skills they have developed in the rehearsal process.

Students will take inspiration from an existing piece of Jazz dance and learn a short jazz routine. Throughout this piece students will consider the skills required to execute this dance style well and also consider how they can improve these skills independently identifying their own strengths and weaknesses.

Students will participate in practical dance lessons learning a jazz dance considering the timing and musicality of the dance and style as well as other interpretive and performance skills required for this style. They will work in small groups to choreograph short sections of choreography showcasing their understanding of the Jazz style and key steps involved in this style of Dance. Performance will be an important element in this style and students will be performing in small groups in front of their peers.

### Year 9 Curriculum implementation

*Dance is offered to year 9 pupils through the P.E curriculum. As Dance has only been established in the last two years new year 9 students have only experienced one year of dance in year 8 and therefore the skill development is similar to those of students in year 8, however, emphasis is placed upon stretching these students in terms of technical dance skills to prepare them for KS4 learning. The lessons are workshop-based lessons to allow student experience the art of Dance but builds upon the dance styles developed in year 8. Street, Contemporary and Jazz. We will focus will be on participation, enjoyment and sharing whilst understanding the development of the foundations of the particular style of dance studied.*

Term 1	END POINT TEST & THERAPY  Performance & written reflections	Term 2	Continuous  Practical  Assessment	Term 3	END POINT TEST & THERAPY  Performance & written evaluations
<b><u>Street Dance</u></b> <ul style="list-style-type: none"> <li>• Step Up</li> <li>• Street Dance</li> <li>• Learn a group dance routine</li> <li>• Create short phrases of own choreography</li> <li>• Perform as a whole group</li> </ul> <p>This unit lays the foundations for Street Dance, with a focus on basic dance skills and actions required to perform this style of dance, this also includes understanding how to hold their body safely and effectively as well as controlling the movements to create the quality needed in a performance in a street dance style. The unit focuses on whole group performance, installing confidence and supporting students deepen their interpretive skills needed for Street Dance. Students will work as an ensemble as well as with partners through the routine to develop their understanding of what is required to create a group dance piece.</p>		<b>Developing skills for ensemble performance in a contrasting Dance Style, Contemporary Dance</b> <ul style="list-style-type: none"> <li>• Learn a pre existing piece of rep</li> <li>• Rehearse and refine</li> <li>• Consider skills and techniques</li> <li>• Perform as a group</li> </ul> <p>The focus for this unit is on developing students understanding and application of physical and interpretative skills, and stylistic qualities of Contemporary Dance.</p> <p>Students take inspiration from existing performance work considering and building knowledge about how the piece was created which prepares students for comp 1 of the BTEC course. They will learn to replicate and work in the style of a specific piece for a performance in front of a live audience. Throughout this process students identify and evaluate their own and</p>		<b><u>Jazz Dance</u></b> <ul style="list-style-type: none"> <li>• Learn the key steps in Jazz</li> <li>• Jazz appreciation – live performance</li> <li>• Learn a group dance</li> <li>• Perform in small groups</li> <li>• Create short phrases of own choreography</li> <li>• Consider skills and techniques</li> <li>• Consider how to improve skills and techniques independently.</li> </ul> <p>This unit focuses on develop the baseline of skills developed in year 8 in Jazz. Students will now begin to advance their knowledge and skills in Jazz dance through more advanced and complex Jazz steps, considering the stylistic and interpretive skills required for this style.</p> <p>Students will take inspiration from an existing piece of Jazz dance and learn a short jazz routine. Throughout this piece students will consider the skills required to</p>	

<p>As dance is a new subject for students, Street Dance is used as a form of dance to hook these students into the art of dance as it a popular and common dance style amongst young people. Street Dance is also one of the key fundamental styles in KS4 learning that students would be expected to analyse, develop and perform. This unit provides students with an opportunity to experience this and further develop their physical and stylistic qualities in Street Dance in preparation for taking dance as an option at KS4.</p>	<p>others strengths and areas for development all of which are key features of Component 2 in the BTEC course if they were to continue with Dance at KS4.</p> <p>Students will participate in practical classes, to develop physical, and interpretative skills and techniques appropriate to the Contemporary Dance style. Working this way develops core knowledge and their understanding of skills, which then supports their evaluation of skills to be able to reflect and self-assess their own skills. Students identify strengths and areas for development and learn how to continuously review their practice to aid progress. This prepares students for year 10.</p> <p>The focus of this unit is a performance, and the unit culminates in a group ensemble performance in front of their peers in the other Performing Arts groups. This provides an opportunity for students to apply the skills they have developed in the rehearsal process. This is also linked to Component 2 in the BTEC course should they choose to take this option at KS4. In addition, there will be elements of group choreography work for students to experience the art of creativity and to add originality to their performance pieces. This is linked to Component 3 of the BTEC course, responding to Brief.</p>	<p>execute this dance style well and also consider how they can improve these skills independently identifying their own strengths and weaknesses, this is in preparation for component 2 of the BTEC course should they continue at KS4 level of study.</p> <p>Students will participate in practical dance lessons learning a jazz dance considering the timing and musicality of the dance and style as well as other interpretive and performance skills required for this style. They will work in small groups to choreograph short sections of choreography showcasing their understanding of the Jazz style and its key features and actions in this style.</p> <p>Performance will be an important element in this style and students will be performing in small groups in front of their peers. This again will prepare students for the performance aspect of KS4 learning should they continue with dance at KS4 level.</p>
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### Year 10 Curriculum implementation

**In year 10 students embark on the BTEC Level 1 / 2 Tech Award in Performing Arts Dance approach. The vocational qualification allows students to develop knowledge and understanding by applying their learning and practical skills in a work-related context, encouraging them to take responsibility for their learning and to develop skills that are essential for the modern-day workplace. These skills include teamwork, working from a prescribed brief, working to deadlines and presenting information effectively. These qualifications open doors to progression into further study. In year 10 students will complete and be graded on Component 1, Exploring the Performing Arts which is 30% of the overall qualification.**

Component 1 : Exploring The Performing Arts Preparation	Mock Group practical assessment in live performance.  Mock assessment for Component 1.	Component 1 : Exploring the Performing Arts – Exam	Work will be marked and assessed by Teacher at the end of term 2. Work will be externally moderated in May.	Component 1: Exploring the Performing Arts – Exam Re submission	Component 2: Developing Skills and Techniques in Performing Arts Dance.	A mock exam will take place during the live performance opportunity at the summer Dance Showcase.
The emphasis behind this component is to explore Professional Performing Arts and Dance to develop a deeper understanding. Students will study performance work in three different styles and produce evidence to meet two learning aims. Within this term students will explore a range of professional pieces and dance styles as well as themes and issues that have been used in the work they are looking at. They will develop skills and techniques in workshop-based lessons on three different styles of dance which are		The Pearsons Set Assignment (PSA) will be released in January. The PSA will include a theme for the learners to explore and they must evidence this through one professional Dance work. The PSA will be completed under 12 supervised hours and will be marked by centres and moderated externally by Pearsons.		Students will be given a small window at the beginning of term 3 to re submit any work that they feel they could improve to reach their desired grade.	Students will be given the opportunity to take part in a mock exam in preparation for Component 2. Students will develop skills and techniques in a chosen dance style and rehearse and perform a dance as an	



<p>linked to professional pieces of Dance work. Students will build a resource bank of professional works that they can pull upon once the exam paper is released. They will start to recognise their own strengths and weaknesses as a dancer and the skills required to become a professional Dancer or Choreographer. They will develop their understanding of the key vocabulary for this component and apply this to written pieces of work. They will practice and improve their writing skills and analysis of professional work in preparation for term 2 where they will complete their first formal assessment.</p> <p>In addition, students will also be working on an ensemble Dance piece for their Christmas Showcase production. This will help them develop their Dance skills in a particular style of Dance such as Contemporary, Street or Jazz Dance. They will be given the opportunity to perform in front of a live audience to develop their performance skills in preparation for Component 2 work.</p>	<p>The PSA consists of 2 tasks. Task 1 Learning Aim A and Task 2 learning aim B.</p> <p>For learning aim, A learners will investigate an example of a professional Dance work, covering stylistic qualities, features, intentions and purpose of the work investigating how professional work is created.</p> <p>In response to Task 2 learning aim B, learners will demonstrate understanding of the techniques, processes and approaches used in creation of professional work from Task 1.</p> <p>In order to achieve these outcomes learners will explore the professional work practically to give them a chance to know what it would feel like to be a dancer or choreographer within the style of dance or the selected performance work. The students will explore the methods used in the creation of the work, who is involved, their roles and responsibilities, how a theme or idea is developed, who the audience is and to give the learners an understanding of the creative process so that they can the use this knowledge again in Component 3.</p>	<p>Towards the end of this half term students will begin to work on developing their skills and techniques in Dance by exploring these skills in workshops, developing further knowledge and understanding of different dance styles. Focus will be placed on their strengths and weaknesses as a dancer in the selected styles Street, Contemporary and Jazz Dance. This will allow them to make informed decisions once component 2 exam is released.</p>	<p>ensemble based around a given theme. This theme will be pre-selected by the teacher. This dance will be performed in front of a live audience at the Summer Dance Showcase.</p>
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### Year 11 Curriculum implementation

*In year 11 students will complete Component 2 and 3 of the Level 2 BTEC Tech Award in Performing Arts Dance. Component 2 will be completed in the Autumn term which is worth 30% with Component 3 being completed in the spring term and worth 40% of the overall qualification.*

In these components students will develop the skills and techniques required to produce a performance piece from a professional piece of repertoire. They will then draw upon all of the knowledge they have, skills they have developed throughout the course to inform their creative response to the brief.

Term 1 – Component 2 – Developing Skills and Techniques in Performing Arts Dance	Component 2 will be assessed and marked by the teacher in preparation for moderation.	Term 2 – Component 3 – Responding to a Brief – 40 %	Work will be sent to an external moderator	End of moderated work for year 11.	Performance opportunity to showcase skills, no assessment required.
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The emphasis behind this component is to develop practical skills and techniques in Performing Arts Dance through the reproduction of extracts of existing repertoire and produce evidence that meets three learning aims.

The exam board will release a set assignment (PSA) which will include a theme for the learners to explore and evidence one example of repertoire from professional performance work. Learners will train in one dance style developing and exploring skills in workshops and lessons leading up to the rehearsal and performance of a chosen piece of professional repertoire. The final piece will be around 2 minutes long. In order to aid the learner's development each learner will be expected to evaluate their progress, setting and reviewing targets whilst developing rehearsal performance skills in dance. They will also complete a final evaluation which will help them prepare for Component 3.

The emphasis behind this unit is to apply the skills, knowledge and understanding acquired within the dance experience in component 1 & 2. At the end of January, a set assignment (PSA) will be released. Students will be given a supervised period of 12 weeks to complete 4 activities from the brief. Learners will be required to create a dance between 7-15 minutes in groups of 3-7 dancers based on the set task provided. The assignment is broken into 4 activities:  
Activity 1 – An ideas log. This will be completed after exploring and developing ideas in a group. The learners will have 1 hour to complete this log. It will include the concept and style of their proposed performance, the target audience, the resources needed, their own contribution to the exploration

Students will work on a performance piece for their leaving showing at the end of the year. Students will have the opportunity to showcase all of the skills, techniques and knowledge they have acquired over the two-year course in final performance piece of their choice. Learners will be encouraged to choreograph their own pieces to showcase their personal skills, attributes and love for Dance.

<p>Evidence of the evaluation of progress can be submit in a variety of ways including written, blog or video recordings.</p>	<p>and development of ideas and how the ideas and the work of others have influenced these ideas.</p> <p>Activity 2 – The skills log. Learners will write about their role within the group, the skills and techniques they selected, how they developed their skills and techniques, their individual contribution to the rehearsal/development processes and how the work of other dance practitioners has influenced their development of skills and techniques</p> <p>Activity 3- This is the final workshop performance which will be 7-15 minutes in length and is presented to a live audience and videoed. Leaners are marked on their own contribution, skills and techniques, collaboration with others and communication of creative ideas through their role.</p> <p>Activity 4 – Evaluation report. Learners will have 1 hour to complete an evaluation of their performance. Learners will be marked on how the outcome met the requirements of the brief, their development process, their performance outcome, the key strengths of their work and any areas for development.</p>	
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