

Our whole School curriculum intent believes:

At Ercall Wood Academy our students will experience a highly personalised, modern curriculum, rich in variety and diversity, yet underpinned by traditional values. The structure of our curriculum design is presented within two different documents. Firstly, our curriculum map, which outlines subjects studied at Key Stage 3 and Key Stage 4. Secondly, our five-year curriculum overviews which specify the intent, implementation and impact of each individual subject.

Our curriculum is challenging and designed to help to address social injustice by providing our students with the essential core knowledge and skills that are commonly possessed by successful citizens which will enable them to positively contribute to their community. No child will be disadvantaged by our curriculum. At both KS3 and KS4 our curriculum is underpinned by our whole school values:

Empower

Respect

Aspire

- Our curriculum is designed to help to address social injustice by providing all our students with the essential knowledge and skills that are commonly possessed by successful citizens which will **empower** them to positively contribute to their community and the wider world.
- Our curriculum aims to engender equality and mutual **respect** in our students, their community, and the environment in which they are an integral part.
- We believe in the potential of all our students and have high aspirations for each individual. Through our curriculum we will instil a drive in them to **aspire** to excellence, to become the very best that they can be, preparing them for success in life.

The key priorities within our challenging and broad curriculum are:

- To provide an ambitious curriculum for all students which contains the necessary range of essential knowledge, skills and experience that prospective employers demand from their candidates.

- To create an inclusive environment based on the core values of equality and respect.
- To explore and clarify student beliefs and values and empower them to learn to think and speak for themselves by developing critical and evaluative skills which enables them to be more socially mobile.
- To ensure that our curriculum develops skills for learning, life and work by making learning relevant and helping students apply lessons to their life beyond the classroom.
- To develop confident student communicators through embedded curricular oracy opportunities.
- To ensure that our curriculum incorporates regular retrieval practice to strengthen memory and maximise cognitive development.
- To inspire our students to succeed through the challenge and enjoyment of learning and to respect themselves, their community and the environment in which they are an integral part.

Enrichment Opportunities in Dance

We believe that opportunities to bring the curriculum to life should be integral. We passionately believe that our students should sample a wealth of exciting new experiences to broaden their horizons, open doors of opportunity, hope and aspiration for all, regardless of their circumstances. Our enrichment activities aim to further equip students with the knowledge and cultural capital they need to succeed in life. Through our after-school club timetable we offer opportunities to develop dance skills further for both KS3 and KS4 pupils. Through this after school programme we offer Dance provision in Jazz, Contemporary, Musical Theatre and Street Dance. We also like to introduce our students to the bigger performing Arts and Dance picture offering professional workshops with outside companies such as Flexus Dance Collective and Zoo Nation Dance Company. These allow students to experience what it is like working as a professional dancer allowing them to develop knowledge and understanding of the careers available to them when taking this subject. Through links with other schools, we offer Dance Performance opportunities in various shows to help improve confidence, performance, and technical skills as well as the chance to showcase their practiced skills. Our G&T students are also offered the chance to rehearse and perform as part of Ercall Wood Academy Dance Company, representing the school at Dance Showcases and competitions. In addition Ercall Wood Academy produce a school Musical once every 2 years, allowing students to experience the process of putting on a large scale show, developing confidence, team work and key performance and technical skills in Dance, Drama and Music in tandem.

Our intention for our curriculum is:

Dance is an integral part of the ethos at Ercall Wood Academy, with students studying Dance through the P.E. curriculum at KS3 and as a BTEC Dance option at KS4. We are incredibly proud of our students and nurture them to achieve their personal best through a curriculum that is ambitious, inclusive, and aspirational. Within Dance, we align the Performing Arts core values with the wider school values to inspire a lifelong love of Dance and the Arts. Through exposure to a rich and diverse range of cultural traditions, students develop into confident, respectful, and caring individuals who are well equipped to engage with the world around them.

The Dance curriculum is deliberately designed to be accessible to all learners, including those with Special Educational Needs and Disabilities (SEND). Through practical, embodied learning, a clear and consistent structure, a spiral curriculum model, and flexible assessment methods, students are supported to access learning in ways that meet their individual needs. High expectations are maintained through inclusive practice, ensuring that all students are able to participate fully, build confidence, and achieve success alongside their peers.

Students learn through practical activities and creative tasks that enable them to express themselves using movement, while drawing on their senses, perceptions, emotions, and values to communicate ideas and experiences. The development of critical and evaluative skills allows students to analyse their own work and that of others, fostering independence, responsibility, and a commitment to lifelong learning as well as developing Oracy skills that are essential to the wider world. Working within a safe and respectful environment, students learn to trust their ideas and abilities, developing confidence, teamwork, and cooperation through ensemble and collaborative practice.

Through the study of specific skills and techniques, students build resilience, self-discipline, and an understanding of health and wellbeing, equipping them with the tools to overcome challenges and present themselves positively in real-life situations. All students are encouraged to extend their learning through a wide range of inclusive enrichment opportunities, including professional workshops and two annual Dance Showcases, which allow them to perform in front of live audiences. These experiences develop confidence, raise aspirations, and provide insight into further study and potential careers within the dance and performing arts industry. Students with a particular talent and passion for Dance are stretched and challenged to perform at the highest level and are given opportunities to represent the school in a range of performances. Enrichment is purposefully designed to be inclusive, flexible, and accessible, ensuring that all students, including those with SEND, are able to participate, progress, and succeed.

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

Students in all years including those with SEND 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 and 'Ercall in the Parkall' school festival.
- Telford – Students perform at Showcases at other local secondary school Performances within our trust, for example HLC Christmas Showcase, Charlton Christmas Celebration and 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.
- The Black Country Dance Hub – Walsall Arts Centre – We work closely with the Black Country Dance Hub to provide further enrichment opportunities such as the schools performance events and annual careers dance event.
- 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 Dance 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.

Implementation

Dance is currently being taught in KS3 through the P.E curriculum. The curriculum is delivered primarily through practical activity with key concepts and theory being linked to skill development. Topics are chosen with the intent to engage all students and introduce students to Contemporary and Street dance giving them the knowledge and skills that underpin all aspects of Dance. Using *educational research* by **Jerome Bruner** and his research on a *Spiral Curriculum* where he *proposes that learners revisit key ideas repeatedly, each time at a more*

complex level, we have created a dance curriculum where each year students will complete one scheme of work which will revisit essential previous knowledge & skills in greater depth, at a higher level all through the styles of Street Dance, or Contemporary Dance, helping student to embed key concepts into their long-term memory and to develop transferable skills. Overall this structure strongly reflects Bruner's theory of cumulative learning. Oracy is a key element to our curriculum throughout both key stages as educational research has shown that learning happens through social interaction, whilst Oracy also develops confidence and teamwork skills, (*Lev Vygotsky – Social Constructivism*) all of which are key employability skills. Our dance curriculum includes opportunities for interaction and oracy through ensemble work, peer assessment, discussion of professional works and collaborative choreography, which students do regularly with a more formal assessment taking place at the end of each scheme of work.

In KS4 students' study BTEC Performing Arts Dance and are given 5 hours across 2 weeks. Lessons integrate practical dance work alongside written exploration of professional works and choreography techniques. The additional hours in year 10 and 11 allow students to deeper their technical, performance and interpretive dance skills and broaden their knowledge and understanding of how a professional Dance piece is created from its original idea to the final piece. Each component builds on the prior knowledge learnt to enable them to be a well-rounded versatile Dancer that can perform as well as analyse their own and others work. The skills and knowledge developed in components 1 & 2 provide students with the expertise to then choreograph their own Dance pieces. The basis of this KS4 curriculum follows the educational theories of the *Educational Endowment Foundation (EEF)* which has a focus on *Metacognition*. Research shows that teaching students to reflect on their learning, set targets, and evaluate progress has a high impact on attainment, this is embedded in the BTEC curriculum through, skills logs, evaluation reports, written reflections after performance and continuous review of strengths and areas for development, allowing for students to take ownership of improvement. In doing so this also provides opportunity for discussion, shaping confident individuals who are able to communicate clearly and confidently with other. Oracy remains a strong focus in all lessons across KS4 and aims to ensure that talk is not just a product of learning but a tool for learning. (*Alexander (2012) – Dialogic Teaching*). In BTEC Dance this is achieved by discussing choreographic intent, verbalising how movement communicates meaning and group reflection after rehearsal or performance

Enrichment for all students is available through after-school supervised rehearsal sessions where students can work through class tasks, home learning tasks, and additional productions which take place through-out the year.

Cross-Curricular Links and Wider Curriculum Connections

The Dance curriculum actively supports cross-curricular learning by reinforcing knowledge and skills from across the wider curriculum. Strong links are made with Physical Education through the development of physical literacy and safe movement practices, with Music through rhythm, timing and musical interpretation, and with English through structured discussion, subject-specific vocabulary and evaluative writing. Dance also complements Drama through performance and communication skills, PSHE through wellbeing and personal development, and Maths through pattern, sequencing and spatial awareness. These connections support deeper understanding, improve retention of knowledge and enhance accessibility for all learners, including those with SEND.

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 often for the first time. 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. Dance supports and enhances Physical Education through the development of physical literacy, fitness, coordination and safe movement practices, enabling students to apply skills learned in sport to expressive movement contexts.

Term 1 3 classes of year 7		Term 2 3 classes of year 7		Term 3 2 classes of year 7	
Introduction to Ensemble Dance Performance • Footloose • Commercial Street/Jazz Dance • Learn a group dance routine • Create short phrases of own choreography • Perform as a whole group 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		Introduction to Ensemble Dance Performance • Footloose/We Will Rock • Jazz Dance • Learn a group dance routine • Create short phrases of own choreography • Perform as a whole group 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		Introduction to Ensemble Dance Performance • We Will Rock • Jazz Dance • Learn a group dance routine • Create short phrases of own choreography • Perform as a whole group 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	

contribution and establish good routines for practical activities. 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 to the song Footloose focusing on the professional piece from the musical, 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. Students will experience being able to appreciate professional dances pieces by watching, discussing implementing key dance vocabulary based on the professional piece Footloose. Oracy opportunities are embedded throughout the unit to ensure students develop their confidence, improve communication skills, develop presence, projection, and audience awareness. Dance students regularly perform to peers, introduce or explain work and regularly respond to feedback.	ensure an understanding of key vocabulary, foster a culture of involvement and contribution and establish good routines for practical activities. 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 to the song Footloose focusing on the professional piece from the musical, 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. Students will experience being able to appreciate professional dances pieces by watching, discussing implementing key dance vocabulary based on the professional piece Footloose. Oracy opportunities are embedded throughout the unit to ensure students develop their confidence, improve communication skills, develop presence, projection, and audience awareness. Dance students regularly perform to peers, introduce or explain work and regularly respond to feedback.	introduce the basic skills and concepts in Dance to ensure an understanding of key vocabulary, foster a culture of involvement and contribution and establish good routines for practical activities. 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 to the song Footloose focusing on the professional piece from the musical, 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. Students will experience being able to appreciate professional dances pieces by watching, discussing implementing key dance vocabulary based on the professional piece Footloose. Oracy opportunities are embedded throughout the unit to ensure students develop their confidence, improve communication skills, develop presence, projection, and audience awareness. Dance students regularly perform to peers, introduce or explain work and regularly respond to feedback.
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Year 8 Curriculum implementation

Dance is offered to year 8 pupils through the P.E curriculum. Dance supports and enhances Physical Education through the development of physical literacy, fitness, coordination and safe movement practices, enabling students to apply skills learned in sport to expressive movement contexts. Dance lessons in year 8 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 (*Jerome Bruner - Spiral Curriculum*) which involves building upon the skills developed in the dance styles developed in year 7. Routines become progressively harder in 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 or 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 4 classes of year 8	Continuous Practical assessment	Term 2 3 classes of year 8	Continuous Practical Assessment	Term 3	END POINT TEST & THERAPY Performance
<u>Street Dance</u> <u>Step Up – Show me the Money</u> • Learn a group dance routine • Create short phrases of own choreography • Perform as a whole group • Appreciate professional works This unit lays the foundations for Street Dance, building on prior knowledge of the commercial street that was introduced in year 7. There is		<u>Street Dance</u> <u>Step Up – Show me the Money</u> • Learn a group dance routine • Create short phrases of own choreography • Perform as a whole group • Appreciate professional works This unit lays the foundations for Street Dance, building on prior knowledge of the commercial street that was		<u>No dance taking place this half term.</u> <u>All lessons are p.e curriculum lessons</u>	

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 learn a routine and to develop their understanding of what is required to create a group dance piece. Students will also show their appreciate of professional dance works building on their previous abilities to develop Oracy, Communication & Collaborative Learning opportunities by group discussions of the key performance elements that professionals show when performing this routine.		introduced in year 7. There is 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 learn a routine and to develop their understanding of what is required to create a group dance piece. Students will also show their appreciate of professional dance works building on their previous abilities to develop Oracy, Communication & Collaborative Learning opportunities by group discussions of the key performance elements that professionals show when performing this routine.			

Year 9 Curriculum implementation

Dance is offered to year 9 pupils through the P.E curriculum. In year 9 emphasis is placed upon using a stimulus to re-create a professional dance piece, stretching these students in terms of technical dance skills to prepare them for KS4 learning. The lessons are workshop-based lessons to allow student to experience the art of Dance

but builds upon the dance styles developed in year 8. Focus will be on participation, enjoyment and sharing whilst understanding the development of the foundations of the particular style of dance studied and the requirements needed to perform the dance style well. Dance supports and enhances Physical Education through the development of physical literacy, fitness, coordination and safe movement practices, enabling students to apply skills learned in sport to expressive movement contexts.

Term 1 3 classes are year 9	END POINT TEST & THERAPY Performance & written reflections	Term 2 3 classes of year 9	Continuous Practical Assessment	Term 3 1 class of year 9	END POINT TEST & THERAPY Performance & written evaluations
Developing skills for ensemble performance in a Street Dance Style • Learn a pre existing piece of rep/Sylvia March • Rehearse and refine • Consider skills and techniques • Perform as a group The focus for this unit is on developing students understanding and application of physical and interpretative skills, and stylistic qualities of Street Dance with elements of Contemporary Dance. Students take inspiration from existing performance work (Zoo Nation – Sylvia) 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 others		Developing skills for ensemble performance in a Street Dance Style • Learn a pre existing piece of rep/High School Musical – Get your head in the game • Rehearse and refine • Consider skills and techniques • Perform as a group The focus for this unit is on developing students understanding and application of physical and interpretative skills, and stylistic qualities of Street Dance with elements of commercial jazz. Students take inspiration from existing performance work (High School Musical – Get your head in the Game) considering and building knowledge about how the piece was created which prepares students for comp 1 of the BTEC		Developing skills for ensemble performance in a Street Dance Style • Learn a pre existing piece of rep/High School Musical – Get your head in the game • Rehearse and refine • Consider skills and techniques • Perform as a group The focus for this unit is on developing students understanding and application of physical and interpretative skills, and stylistic qualities of Street Dance with elements of commercial jazz. Students take inspiration from existing performance work (High School Musical – Get your head in the Game) 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	

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. Educational Endowment Foundation (EEF) – <i>Metacognition</i> Students will participate in practical classes, to develop physical, and interpretative skills and techniques appropriate to the Street Dance style exploring how elements of Contemporary dance are also used within the professional work. 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. Educational Endowment Foundation (EEF) – Metacognition. Students identify strengths and areas for development through group discussions and learn how to continuously review their practice to aid progress developing opportunities for Oracy, confidence building and the abilities to perform in front of others. This prepares students for year 10. 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	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 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. Educational Endowment Foundation (EEF) – <i>Metacognition</i> Students will participate in practical classes, to develop physical, and interpretative skills and techniques appropriate to the Street Dance style whilst also linking to their previous work within the P.E curriculum (Basketball). 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. Educational Endowment Foundation (EEF) – Metacognition. Students identify strengths and areas for development through group discussions and learn how to continuously review their practice to aid progress developing opportunities for Oracy, confidence building and the abilities to perform in front of others. This prepares students for year 10. 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. Whilst also aiming to engage boys	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 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. Educational Endowment Foundation (EEF) – <i>Metacognition</i> Students will participate in practical classes, to develop physical, and interpretative skills and techniques appropriate to the Street Dance style whilst also linking to their previous work within the P.E curriculum (Basketball). 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. Educational Endowment Foundation (EEF) – Metacognition. Students identify strengths and areas for development through group discussions and learn how to continuously review their practice to aid progress developing opportunities for Oracy, confidence building and the abilities to perform in front of others. This prepares students for year 10. 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. Whilst also aiming to engage boys who may not have previously experienced dance. 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
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their performance pieces. This is linked to Component 3 of the BTEC course, responding to Brief.	who may not have previously experienced dance. 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.	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.
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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. Dance lessons at KS4 develop literacy and oracy through structured discussion, evaluation and written reflection, enabling students to articulate ideas, justify creative decisions and analyse professional performance using appropriate terminology.

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.
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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 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. 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	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. The PSA consists of 2 tasks. Task 1 Learning Aim A and Task 2 learning aim B. 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. 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. 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	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. 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	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 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.
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audience to develop their performance skills in preparation for Component 2 work.	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 use this knowledge again in Component 3.	once component 2 exam is released.	
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Year 11 Curriculum implementation					
<i>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.</i> 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.

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. Evidence of the evaluation of progress can be submit in a variety of ways including written, blog or video recordings.	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 and development of ideas and how the ideas and the work of others have influenced these ideas. 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 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. Activity 4 – Evaluation report. Learners will have 1 hour to complete an evaluation of their performance.	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.
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	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.	
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Impact of our curriculum:
The Dance curriculum at Ercall Wood Academy has a significant and sustained impact on students' confidence, communication, physical wellbeing, cultural understanding, and readiness for future learning and employment. Through a carefully sequenced, inclusive and aspirational curriculum, students develop not only as dancers but as confident, reflective, and articulate young people. Progress of students is measured continuously with most lessons culminating in a performance opportunity. This may be an informal sharing of work, with opportunity for peer and self-assessment, or a more formal teacher assessment at the end of each unit of work. Knowledge is measure through recall questions/quiz's, questioning, and supported written work when required. Engagement in Dance will be evident through the uptake of KS4 BTEC Tech Award Dance courses, and in those continuing to study Dance and Performing Arts in post 16. Students' engagement will also be measured through the range of extra-curricular activities that build on the skills developed in lessons. Overall the Dance curriculum has a strong and measurable impact on students' physical, cognitive, and personal development. Students become confident performers and communicators who can articulate ideas, collaborate effectively, and reflect critically on their work. Through inclusive practice, enrichment opportunities, and exposure to professional performance, the curriculum raises aspirations, builds cultural capital, and equips students with transferable skills for further study, employment, and life beyond school.

