

# KS3 & 4 Dance Curriculum

**BTEC DANCE LEVEL 3**

**Unit 1 - Investigating**

**Practitioners' Work**

**Unit 2 - Developing Skills and**

**Techniques for Live Performance**

**Unit 3 - Group Performance**

**Workshop**

**Plus, 1 optional unit**

Pearson  
BTEC Level 3 National  
Certificate in  
Performing Arts

Specification

For teaching from September 2014  
First certification June 2017

Pearson  
BTEC



**Component 3**

Responding to a brief



**Component 3**

Rehearse and refine.  
Written Analysis and  
evaluation

**Exams**

**Next  
Steps**

Mock Exams, Practice,  
Revision and targeted  
support

**YEAR  
11**

Practical exploration  
of chosen practiction  
for Component 1



Rehearse,  
Revision and  
targeted  
support

**Strands of the dance  
medium**

- Set
- Lighting
- Costume
- Musical Accompaniment

**Component 1**

- Exploring the Performing Arts stylistic qualities of practitioners' work using considered examples.

**Repertoire**

- Use of professional repertoire to inform choreography.

**Professional Practitioner**

- Historical knowledge on the chosen practitioner.
- Stylistic features
- Understanding of Jazz technique
- Group ethos

How can I become  
the professional  
Dancer/  
choreographer?



**Who are we**

- Sequence the movement
- Tell the story
- Use of property

Responding to a brief

**Dance Genre**

- Contemporary / street mosaic
- Bringing together of genres
- Development of student idea.

**The dancers body**

- Performance & Choreographic skills.

**YEAR  
10**

**The modern dancer**

- Technical skills
- Expressive skills
- Memory skills
- Physical skills

**Component 2**

- Developing Skills and Techniques in the Performing Arts

The Dancer  
The Choreographer  
The thinking Dancer

Students will explore  
a variety of repertoire  
exploring identity.

**Overview**

Deepening prior  
knowledge and  
application of technical  
elements of dance skills  
and techniques.

**YEAR  
9**

Applying skills  
and  
Techniques,  
developing  
technique and  
performance.

**Choreographing**

Students  
understand how to  
devise performance  
material from given  
circumstances.

**Who am I**

Choreographing

Students understand how  
to devise performance  
material from given  
circumstances.



**Propaganda  
in WW1**

**Identity - who are we?**

**choreographing**  
This unit of learning helps pupils to recognise the layers of meaning to develop their knowledge of dance skills and techniques, the disciplines of dance and their sense of audience through a variety of stimuli.

**How Can I?**

**Professional Practitioners.**  
Students will gain knowledge of professional practitioners and their strategies for creating and developing dance.

**How can I?**

**Choreograph and perform**

**YEAR  
8**

**Overview**

Students will develop their substantive knowledge of different and more difficult dance skills, techniques and performance craft while learning about the disciplinary element of current issues through professional repertoire.

**Baseline Skills & Creativity**



**JUMP  
TURN  
BALANCE  
GESTURE:  
TRAVEL**

We work with our primary school partners to make sure we get to know you and you get to know us and what we teach you links up and follows on from what you have learnt already We have also worked with most of you on the school show.

**Identity**

Who am I?

Students will look at the development and application of dance skills to communicate an emotion and style in response to the theme Who am I.

**Overview**

Introduction to Dance Skills and techniques.  
Disciplinary and procedural knowledge in Dance.

**YEAR  
7**