



## Curriculum Overview 2025 2026

### Key Stage 4 - Dance

### Performing Arts Department

Department	Performing Arts
Head of Department	Mrs Patching
Department Members	Ms Hadok-Quadrio Miss Wheeler Miss Walsh
Accommodation and Resources	3 specialist rooms 3 practice rooms Performance hall 4 staff iPad's 3 student iPad's

<b><u>Curriculum Intent</u></b>	At the end of Year 11 a student who has studied Performing Arts at Fulston Manor PRIDES themselves in their <u>passion</u> for the performing arts and has the confidence to take <u>risks</u> as they are supported and <u>support</u> others in performance and choreography. They are aware of the wide range of <u>diversity</u> within dance styles, genres and techniques and use accurate subject knowledge and skills to <u>evaluate</u> peer performances and professional performance pieces. They are strong <u>independent</u> dancers and choreographers with a comprehensive and broad subject knowledge.
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### Curriculum Implementation

#### Key Stage 4:

#### What will my child learn in Year 10?

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Unit Title</b>	Introduction to Component 1: Exploring the Performing Arts  Exploring 'Work	Component 1: Exploring the Performing Arts  Exploring 'Work Two'	Component 1: Exploring the Performing Arts  Exploring 'Work Three'	Component 1: Exploring the Performing Arts Examination  Component 2:	Component 2: Developing Skills and Techniques in the Performing Arts	Mock Component 2: Developing Skills and Techniques in the Performing Arts



	One'		Introduction to Component 2: Developing Skills and Techniques in the Performing Arts	Developing Skills and Techniques in the Performing Arts		
<b>Previous knowledge recalled</b>	Safe working practices  Learning about the professional pieces; Previous course knowledge	Continue learning about the professional pieces; Previous course knowledge	Previous professional work knowledge and language  Technical skills (action, dynamics, space, relationships)	Contemporary and Commercial technique  Technical skill development	Interpretive skills explored and applied in performance  Contemporary and Commercial technique	Physical skills explored and applied in performance  Choreographic devices and structures
<b>New Knowledge</b>	Key information about the first professional work including the choreographer, costume, lighting, choreographic intention, stimulus, dance style, aural setting, etc  Technical skills explored and recalled.  Motif development  Contemporary techniques explored through practical exploration	Key information about the second professional work including the choreographer, costume, lighting, choreographic intention, stimulus, dance style, aural setting, etc  Technical skills explored and recalled.  Motif development  Contemporary techniques explored through practical exploration	Key knowledge of the third professional works, including the choreographer, costume, lighting, choreographic intention, stimulus, dance style, aural setting, etc  PSA theme released this term. Professional work for students to focus on is decided this term.  Technical skills explored and recalled.  Motif development  Commercial style explored through practical exploration	To learn interpretive skills (focus, facial expression, spatial awareness, phrasing, musicality, projection, sensitivity to other dancers, communication of choreographic intention)	To learn the new physical skills (posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation);	Application and awareness of safe dance practice.  Choreography development-stimulus, motif, structure, aural setting impact, formation manipulation.  Relationship development-contact, lifts, taking weight, action and reaction, solos, duets, trios.
<b>Key Knowledge Assessment</b>	Component 1 30% of overall grade:	Component 1 30% of overall grade:	Component 1 30% of overall grade:	Component 1 30% of overall grade:	Component 2 30% of overall grade:	Component 2 30% of overall grade:



	<p>Knowledge of the three professional works that will be explored in the course.</p> <p>Exploring the first set works in detail.</p>	<p>In-depth exploration into the second professional work.</p> <p>Component 3: 40% of overall grade</p> <p>Choreographic devices and structure. Development of set motifs- Performance at the Winter Show</p>	<p>Exploration and research into the third professional work to be used for final theme and coursework</p> <p>Portfolio on set professional work with</p> <p>PSA Theme released in January</p> <p>Component 2 and 3 30% of overall grade:</p> <p>Knowledge and understanding of choreographic processes and performing skills</p>	<p>Portfolio on set professional work final hand-in</p> <p>Component 2 30% of overall grade.</p> <p>Safe practise</p>	<p>Ability to perform set professional repertoire.</p> <p>Peer and self-feedback of set performance</p> <p>Critical appreciation of your own work including performance</p> <p>Component 3 40% of overall grade:</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <p>Critical appreciation of your own work including Component 2 performance</p>	<p>Ability to perform set professional repertoire.</p> <p>Performance</p> <p>Peer and self-feedback regarding performance work</p> <p>Critical appreciation of your own work including performance</p> <p>Component 3 40% of overall grade:</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <p>Critical appreciation of your own work including Component 2 performance</p>
<p><b>Links to literacy and numeracy</b></p>	<ul style="list-style-type: none"> <li>● Learning key terms: <ul style="list-style-type: none"> <li>○ Action, Space, Dynamics, Relationships, Timing</li> <li>○ Posture, Alignment, Balance, Coordination, Control, Flexibility, Mobility, Strength, Stamina, Extension, Isolation</li> <li>○ Focus, Facial Expression, Spatial Awareness, Phrasing, Musicality, Projection, Sensitivity to Other Dancers, Communication on Choreographic Intention</li> <li>○ Unison, Canon, Repetition, Mirroring, Call and Response, Fragmentation, Retrograde</li> </ul> </li> <li>● Basic maths theory for working out the performance timings</li> <li>● Basic maths theory for counting dance choreography</li> </ul>					
<p><b>Extra-Curricular opportunities</b></p>	<ul style="list-style-type: none"> <li>● Choir, Samba Band, Orchestra, Dance, Acrobatics and Drama clubs all take place weekly and all students in KS3 are welcome to join any of these groups.</li> <li>● Concerts take place during every other term which all students are able to take part in if they attend extra-</li> </ul>					



	<p>curricular clubs or students can audition to perform a solo or student-led piece.</p> <ul style="list-style-type: none"> <li>● Taking it Further, available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum.</li> </ul>
<b>Links to careers/ aspirations</b>	<ul style="list-style-type: none"> <li>● Watching professional performances</li> <li>● Students will develop confidence in performing publicly</li> <li>● Students learn about different job roles within the Performing Arts industry</li> </ul>
<b>Links to our Fulston FAMILY values</b>	<ul style="list-style-type: none"> <li>● Fortitude: mental resilience, performing in front of peers is something lots of students find difficult but they are resilient and perform</li> <li>● Ambition: challenging themselves to take risks and using their physical, expressive and technical skills</li> <li>● Mindful: peer reviewing in a sensitive but realistic way</li> <li>● Integrity: appropriate use of independent time</li> <li>● Leadership: directing and organising in class performances</li> <li>● Young Citizens: students supporting peers to learn the skills they need when working independently</li> </ul>

### What will my child learn in Year 11?

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Unit Title</b>	Component 2: Developing Skills and Techniques in the Performing Arts	Component 2: Developing Skills and Techniques in the Performing Arts	Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief (Examination)	N/A
<b>Previous knowledge recalled</b>	Contemporary and Commercial technique  Technical skill development	Interpretive and physical skills explored and applied in performance  Contemporary and Commercial technique	Independent rehearsals  Technical skills  Choreographic devices and structures	Independent rehearsals  Technical skills  Choreographic devices and structures	Choreographic devices and structures  Technical skills  Performance skills	N/A
<b>New Knowledge</b>	Building on their knowledge of choreography development- stimulus, motif, structure, aural setting impact, formation manipulation.  Relationship development- contact, lifts, taking weight, action and reaction, solos, duets, trios.		Performance review examples, past component 3 papers with student examples	Performance review examples, past component 3 papers with student examples	Targeted rehearsals and performance techniques	N/A



<p><b>Key Knowledge Assessment</b></p>	<p>Component 2 30% of overall grade:</p> <p>Knowledge and understanding of performing skills</p>	<p>Component 2 30% of overall grade:</p> <p>Knowledge and understanding of performing skills</p>	<p>Component 3 40% of overall grade:</p> <p>Peer and self-feedback of choreography</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <p>Critical appreciation of your own work</p>	<p>Component 3 40% of overall grade:</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <p>Critical appreciation of your own work</p>	<p>Component 3 40% of overall grade: Exam performance and essay write up</p>	<p>N/A</p>
<p>Links to literacy and numeracy</p>	<ul style="list-style-type: none"> <li>● Learning key terms:             <ul style="list-style-type: none"> <li>○ Action, Space, Dynamics, Relationships, Timing</li> <li>○ Posture, Alignment, Balance, Coordination, Control, Flexibility, Mobility, Strength, Stamina, Extension, Isolation</li> <li>○ Focus, Facial Expression, Spatial Awareness, Phrasing, Musicality, Projection, Sensitivity to Other Dancers, Communication on Choreographic Intention</li> <li>○ Unison, Canon, Repetition, Mirroring, Call and Response, Fragmentation, Retrograde</li> </ul> </li> <li>● Writing programme notes to communicate choreographic intentions</li> <li>● Basic maths theory for working out the performance timings</li> <li>● Basic maths theory for counting dance choreography</li> </ul>					
<p>Extra-Curricular opportunities</p>	<ul style="list-style-type: none"> <li>● Choir, Samba Band, Orchestra, Dance and Drama clubs all take place weekly and all students in KS3 are welcome to join any of these groups.</li> <li>● Concerts take place during every other term which all students are able to take part in if they attend extra-curricular clubs or students can audition to perform a solo or student-led piece.</li> <li>● Taking it Further, available on the Performing Arts curriculum page, with details of further things to read, listen to and watch linked to the curriculum.</li> </ul>					
<p>Links to careers/aspirations</p>	<ul style="list-style-type: none"> <li>● Watching professional performances</li> <li>● Students will develop confidence in performing publicly</li> <li>● Students learn about different job roles within the Performing Arts industry</li> </ul>					
<p>Links to our Fulston FAMILY values</p>	<ul style="list-style-type: none"> <li>● Fortitude: mental resilience, performing in front of peers is something lots of students find difficult but they are resilient and perform</li> <li>● Ambition: challenging themselves to take risks and using their physical, expressive and technical skills</li> <li>● Mindful: peer reviewing in a sensitive but realistic way</li> </ul>					



	<ul style="list-style-type: none"> <li>● Integrity: appropriate use of independent time</li> <li>● Leadership: directing, choreographing and organising in class performances</li> <li>● Young Citizens: students supporting peers to learn the skills they need when working independently</li> </ul>
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<p><b>Extended Learning Opportunities for Key Stage 4</b></p>	<ul style="list-style-type: none"> <li>● All year groups: 'Taking it Further' document available with details of what to watch, listen to and read.</li> <li>● Opportunity to watch a live, professional performance which is specifically aimed at KS4 Dance students, aimed at helping them develop their knowledge for their key terminology and the different attributes and skills needed within Dance.</li> </ul>
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<p><b>Impact Statement</b></p>	<ul style="list-style-type: none"> <li>● Students who study Level 1/2 Tech Award in Performing Arts Dance pathway at Fulston Manor will be equipped with the skills and knowledge to understand, appreciate, choreograph and perform within a variety of dance styles using a multitude of attributes and skills. They will have high aspirations which will enable them to foster a lifelong passion for dance.</li> </ul>
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