



Curriculum Overview 2026-2027

Key Stage 4 - Dance

Performing Arts Department

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

Curriculum Intent	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
Unit Title	Introduction to Component 1: Exploring the Performing Arts Exploring 'Work One & Two' Comp 2: Group work focusing on technical and performing skills Set SMART Targets Safe Practice Exploring set work 1	Component 1: Exploring the Performing Arts Exploring 'Work Three' Job roles, Themes of the work. Comp 2: Continued work on focusing on performing skills Rehearsal Reviews Completed Exploring set work 2	Component 1: Exploring the Performing Arts Exploring work three- purpose, impact, choreographic intentions, constituent features. Component 2: Performance completed Evaluation Completed	Component 1: Exploring the Performing Arts Examination PowerPoints completed	Component 3: Begin choreography Unit exploring stimulus and choreography structures and devices.	Component 3: Exploring past component 3 stimuli and first essay draft with student exemplars to help support students. Professional practitioner exploration to support creating choreography.



Previous knowledge recalled	Safe working practices Learning about the professional pieces; Previous course knowledge Contemporary and Commercial technique Technical skill development	Continue learning about the professional pieces; Previous course knowledge Interpretive and physical skills explored and applied in performance	Previous professional work knowledge and language Technical skills (action, dynamics, space, relationships)	Technical skill development	Interpretive skills explored and applied in performance Choreographic devices and structures	Choreographic devices and structures Performance skills
New Knowledge	Key information about the first professional work including the choreographer, costume, lighting, choreographic intention, stimulus, dance style, aural setting, etc To learn the new physical skills (posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation); PSA theme released this term. Professional work for students to focus on is decided this term.	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 To learn interpretive skills (focus, facial expression, spatial awareness, phrasing, musicality, projection, sensitivity to other dancers, communication of choreographic intention)	Key knowledge of the third professional works, including the choreographer, costume, lighting, choreographic intention, stimulus, dance style, aural setting, etc Technical skills explored and recalled. Motif development Commercial style explored through practical exploration	Technical skills explored and recalled. Motif development Contemporary techniques explored through practical exploration	Technical skills explored and recalled. Motif development Contemporary techniques explored through practical exploration Choreography development-stimulus, motif, structure, aural setting impact, formation manipulation. Relationship development-contact, lifts, taking weight, action and reaction, solos, duets, trios.	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.
Key Knowledge Assessment	Component 2 30% of overall grade: Ability to perform set	Component 1 30% of overall grade: In-depth exploration into the third	Component 1 30% of overall grade: Exploration and research into the	Component 1 30% of overall grade: Portfolio on set professional	PREP Component 3 40% of overall grade:	PREP Component 3 40% of overall grade: Knowledge and understanding of



	professional repertoire. Peer and self-feedback of set performance Critical appreciation of your own work including performance Component 1 30% of overall grade: In-depth exploration into the first and second professional work.	professional work. Component 2 30% of overall grade: Ability to perform set professional repertoire. Peer and self-feedback of set performance Critical appreciation of your own work including performance	third professional work to be used for final theme and coursework Portfolio on set professional work with PSA Theme. Component 2 and 3 30% of overall grade: Final Performance	work final hand-in Component 2 30% of overall grade. Safe practise	Knowledge and understanding of choreographic processes and performing skills Critical appreciation of your own work including Component 2 performance	choreographic processes and performing skills Critical appreciation of your own work including Component 2 performance
Links to literacy and numeracy	- Learning key terms: - Action, Space, Dynamics, Relationships, Timing - Posture, Alignment, Balance, Coordination, Control, Flexibility, Mobility, Strength, Stamina, Extension, Isolation - Focus, Facial Expression, Spatial Awareness, Phrasing, Musicality, Projection, Sensitivity to Other Dancers, Communication on Choreographic Intention - Unison, Canon, Repetition, Mirroring, Call and Response, Fragmentation, Retrograde - Basic maths theory for working out the performance timings - Basic maths theory for counting dance choreography					
Extra-Curricular opportunities	- 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. - 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. - 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.					
Links to careers/aspirations	- Watching professional performances - Students will develop confidence in performing publicly - Students learn about different job roles within the Performing Arts industry					
Links to our Fulston FAMILY values	- Fortitude: mental resilience, performing in front of peers is something lots of students find difficult but they are resilient and perform - Ambition: challenging themselves to take risks and using their physical, expressive and technical skills - Mindful: peer reviewing in a sensitive but realistic way - Integrity: appropriate use of independent time - Leadership: directing and organising in class performances - Young Citizens: students supporting peers to learn the skills they need when working independently					

What will my child learn in Year 11?

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	MOCK Component 3: Responding to a Brief	MOCK Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief	Component 3: Responding to a Brief (Examination)	N/A



Previous knowledge recalled	Independent rehearsals Theory-milestones and evaluations explored and marked for mock and supportive feedback	Independent rehearsals Technical skills Choreographic devices and structures Theory-milestones and evaluations explored and marked for mock and supportive feedback	Independent rehearsals Technical skills Choreographic devices and structures	Independent rehearsals Technical skills Choreographic devices and structures Official coursework to be completed. Pearson marked, coursework cannot be marked by teachers due to exam board regulations.	Choreographic devices and structures Technical skills Performance skills Official coursework to be completed. Pearson marked, coursework cannot be marked by teachers due to exam board regulations.	N/A
New Knowledge	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
Key Knowledge Assessment	Mock Component 3 40% of overall grade: Peer and self-feedback of choreography Knowledge and understanding of choreographic processes and performing skills Critical appreciation of your own work	Mock Component 3 40% of overall grade: Peer and self-feedback of choreography Knowledge and understanding of choreographic processes and performing skills Critical appreciation of your own work	Component 3 40% of overall grade: Peer and self-feedback of choreography Knowledge and understanding of choreographic processes and performing skills Critical appreciation of your own work	Component 3 40% of overall grade: Knowledge and understanding of choreographic processes and performing skills Critical appreciation of your own work	Component 3 40% of overall grade: Exam performance and essay write up	N/A
Links to literacy and numeracy	- Learning key terms: - Action, Space, Dynamics, Relationships, Timing - Posture, Alignment, Balance, Coordination, Control, Flexibility, Mobility, Strength, Stamina, Extension, Isolation - Focus, Facial Expression, Spatial Awareness, Phrasing, Musicality, Projection, Sensitivity to Other Dancers, Communication on Choreographic Intention - Unison, Canon, Repetition, Mirroring, Call and Response, Fragmentation, Retrograde - Writing programme notes to communicate choreographic intentions - Basic maths theory for working out the performance timings - Basic maths theory for counting dance choreography					
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Extended Learning Opportunities for Key Stage 4	• All year groups: 'Taking it Further' document available with details of what to watch, listen to and read. • 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.
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Impact Statement	• 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.
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