

# Cultural Capital – Dance

## Key Stage 4- Year 10

Autumn Term

**In lesson:**

### **Component 1- Exploring the Performing Arts**

- Introduction to devising and rehearsing through workshop style lessons
- Exploration of and research into a chosen dance practitioner. Areas to be researched: roles and responsibilities, skills and techniques.

**Outside of lesson:**

- Practical workshop run by an external dance artist in the style of the current dance practitioner
- Guest speaker. Professional dancer to discuss the structure and processes involved in devising performances.

Spring Term

**In lesson:**

### **Continued Component 1**

- Students will research a further 2 practitioners.
- They will observe existing repertoire and learn the approaches of the practitioner.

**Outside of lesson:**

- Workshop held by professional dance practitioner. In the style of one of the dance practitioners being explored
- Educational visit to MOVE IT, Annual Dance Festival London

Summer Term

**In lesson:**

### **Component 2- Developing skill and Techniques in Dance**

- Workshop-based classes
- Students will work from existing repertoire
- Technical, practical and interpretive skills will be developed through rehearsals and mock performances

**Outside of lesson:**

- Educational visit to see either (whatever is possible) the dance repertoire being explored or another work by the same choreographer
- Workshop help by an original dancer of the repertoire (if possible)

# Cultural Capital – Dance

## Key Stage 4- Year 11

### Autumn Term

#### In lesson:

##### Continued Component 2 and Component 3 Preparation

- Continued work on Component 2, preparation for and final assessment
- Workshop lessons for Component 3 prep to explore devising from a stimulus

#### Outside of lesson:

- Guest speaker from the choreographer of the Component 2 repertoire to discuss creative processes (if possible)

- Dance practitioner(s) to come and hold a 'devising from a stimulus workshop'. If possible, it would be good to have 2, so that the students have more than 1 way of devising to compare.

### Spring Term

#### In lesson:

##### Component 3

- Students will work on devising and reacting to a stimulus through either workshops or a mock Comp 3 brief

- Students will explore the BTEC brief and plan a response that outlines both performance and design requirements and considers a target audience

#### Outside of lesson:

- Educational visit to MOVE IT, Annual Dance Festival London

- If not already done in Autumn Term, Dance practitioner(s) to come and hold a 'devising from a stimulus workshop'. If possible, it would be good to have 2, so that the students have more than 1 way of devising to compare.

### Summer Term

#### In lesson:

##### Continued Component 3

- Continued planning and developing of ideas
- Students focus on how to communicate creative intentions

#### Outside of lesson:

- Guest speech with practical workshop from a professional dancer who has worked in freelance performance dance setting. Career advice for KS5 transition.