



**Overview of KS4 Dance Qualifications**

<b>Year 9</b>					
<b>Sept 20-Dec 20</b>	Exploring Dance Styles/stylistic features Actions, space, dynamics and relationships Developing physical and interpretative skills Hip Hop/Commercial Christmas Performance	<b>Jan 21-July 21</b>	Developing physical and interpretative skills Motif development and choreographic devices Contemporary Dance Summer Performance		
<b>Year 10</b>					
<b>Sept 2021- April 2022</b>	RSL Level 2 Tech Award in Creative and Performing Arts (Dance)	CAPA 227-Technique and Performance (Internally Assessed) Hand out date: Mon 13th September 2021 Submit on: Friday 29th April 2022			
<b>April 2022-July 2022</b>		CAPA201E-Live Performance (Core Unit, External)  <b>Preparation:</b> Developing choreographic skills and techniques. Responding to stimuli and briefs.			
<b>Year 11 (2022-2023 Cohort)</b>			<b>Year 11 (2021-2022 Cohort)</b>		
<b>Sept 2022- Dec 2022</b>	RSL Level 2 Tech Award in Creative and Performing Arts (Dance)	CAPA201E-Live Performance (Core Unit, External)  <b>Preparation:</b> Applying technique and performance to own choreography in response to a brief.	<b>Sept 2021- Dec 2021</b>	Level 2 BTEC Tech Award in Performing Arts (Dance)	Component 2: Developing Skills and Techniques in the Performing Arts (Internally Assessed)- <i>Continued</i>  Hand out date: 19.04.21 Submit on: 12.10.21



<b>Dec 2022- March 2023</b>		CAPA201E-Live Performance (Core Unit, External)  Hand out date: December 2022 (TBC by RSL) Submit on: March 2023 (TBC by RSL)	<b>Jan 2022- April 2022</b>		Component 3: Performing to a Brief (Externally Assessed)  Start Date: 04.01.22 Exam Deadline: 15.05.22
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**Long Term Plan for KS4 Dance Qualifications**

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Year and Unit	Termly Foci	Character Education (BEST Habits)	SMSC
<b><u>Year 9 (2021-2022)</u></b> <b><i>RSL Tech Award in Creative and Performing Arts (Dance)</i></b>	<b><u>Autumn 1 &amp; 2</u></b> <ul style="list-style-type: none"> <li>• Exploring Dance Styles/stylistic features</li> <li>• Actions, space, dynamics and relationships</li> <li>• Developing dance technique</li> <li>• <b>Milestone filmed evidence of technique development</b></li> <li>• Developing physical and interpretative skills</li> <li>• Investigating Hip Hop/Commercial stylistic features</li> <li>• Applying technique and interpretative skills to performance</li> <li>• <b>Christmas Performance filmed for assessment</b></li> <li>• <b>Reflecting on own, peer and professional work including strengths, weaknesses and targets for improvement</b></li> </ul> <b><u>Spring 1 &amp; 2</u></b> <ul style="list-style-type: none"> <li>• Developing physical and interpretative skills</li> </ul>	<b><u>Year 9</u></b> <ul style="list-style-type: none"> <li>• Courage</li> <li>• Optimism</li> <li>• Openness</li> <li>• Curiosity</li> <li>• Creativity</li> <li>• Hardworking</li> <li>• Managing Distractions</li> <li>• Practising</li> <li>• Concentration</li> <li>• Patience</li> <li>• Energy</li> <li>• Collaboration</li> <li>• Listening</li> <li>• Fairness</li> </ul>	<b><u>SMSC</u></b> <b><u>Spiritual:</u></b> <ul style="list-style-type: none"> <li>• Students encouraged to be creative and express their ideas and emotions through dance</li> <li>• Students experience a sense of wonder and curiosity through a variety of dance styles</li> <li>• Students create and learn dance using a variety of stimuli including auditory, kinaesthetic, visual and ideational forms that inspire and nurture creativity</li> <li>• Students have the freedom to express and create as both an individual and group without judgement; there is no right or</li> </ul>



	<ul style="list-style-type: none"> <li>• Developing dance technique</li> <li>• Milestone filmed evidence of technique development</li> <li>• Investigating Contemporary Dance/stylistic features</li> <li>• Applying technique and interpretative skills to performance</li> <li>• Easter Performance filmed for assessment</li> <li>• Reflecting on own, peer and professional work including strengths, weaknesses and targets for improvement</li> </ul> <p><b>Summer 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Motif development and choreographic devices</li> <li>• Developing dance technique</li> <li>• Milestone filmed evidence of technique development</li> <li>• Developing physical and interpretative skills</li> <li>• Investigating jazz stylistic features</li> <li>• Applying technique and interpretative skills to performance</li> <li>• Creating own work for performance</li> <li>• Summer Performance filmed for assessment</li> <li>• Reflecting on own, peer and professional work including strengths, weaknesses and targets for improvement</li> </ul>		<p>wrong answer within choreography</p> <ul style="list-style-type: none"> <li>• Students embody different characters and intentions through the use of interpretative skills</li> <li>• Students interpret, analyse and evaluate their own, professional and peer work to develop their understanding of dance appreciation, choreographic intention, technical, performance and creative skills</li> <li>• Students empathise with topical issues, beliefs, stimuli and the work of others as audience members, encouraging them to form opinions, offer feedback and inspire their own work</li> <li>• Students continually reflect on their own development using video and engaging in reflective writing to identify strengths, weaknesses and targets for improvement</li> </ul>
<p><b>Year 10 (2021-2022)</b> <i>RSL Tech Award in Creative and</i></p>	<p><b>Autumn 1:</b></p> <ul style="list-style-type: none"> <li>• Introduction to jazz dance</li> <li>• Exploring and investigating the stylistic features of commercial jazz</li> </ul>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Humility</li> <li>• Understanding</li> <li>• Experimentation</li> </ul>	<p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>• Strong communication and collaboration are required to</li> </ul>



<p><b>Performing Arts (Dance)</b></p> <p>Unit CAPA 227- Technique and Performance (Internally Assessed)</p> <p>Hand out date: Mon 13th September 2021</p> <p>Submit on: Friday 29th April 2022</p>	<ul style="list-style-type: none"> <li>Developing jazz dance technique- engaging in technique classes to embody stylistic features of jazz</li> <li>Weekly filmed evidence for assessment</li> <li>Early stage review written reflection complete in unit logbook</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>Applying jazz technique to commercial dance performance</li> <li>Learn, create and rehearse a commercial dance piece of at least 2 minutes</li> <li>Weekly filmed evidence for assessment</li> <li>Final performance filmed for evidence</li> <li>Commercial Jazz review- reflecting on embodiment of stylistic features and development of interpretative and physical skills within the jazz dance genre</li> </ul> <p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>Investigating the origins, social and historical context of jazz dance (1 lesson per week)</li> <li>Create a power point presentation to demonstrate the key influences of the jazz dance genre, giving a clear explanation of the context in which, this developed</li> <li>Jazz dance technique continued (1 lesson per week)</li> <li>Weekly filmed evidence for assessment</li> <li>Late stage review written reflection complete in unit logbook</li> </ul>	<ul style="list-style-type: none"> <li>Perseverance</li> <li>Motivation</li> <li>Noticing</li> <li>Imitating</li> <li>Absorption</li> <li>Imagining</li> <li>Self-regulation</li> <li>Organisation</li> <li>Remembering</li> <li>Open-mindedness</li> <li>Reflectiveness</li> <li>Sociability</li> <li>Flexibility</li> </ul>	<p>research, learn, perform, create and rehearse in groups</p> <ul style="list-style-type: none"> <li>Students must work to tight deadlines to ensure work is performance ready</li> <li>Students must be disciplined, resilient and committed to be able to progress and perform to a high level</li> <li>Students are required to continually reflect on their own, peer and professional work and must therefore offer opinions and feedback whilst being respectful of the artistry of others</li> <li>Students must be sensitive to the ability of others when collaborating in groups and as audience members. There is a no tolerance policy to mocking and all students at Barking Abbey School support each other to make maximum progress in Dance across KS3, 4 and 5.</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>Collaborating with others to research, plan, learn, perform, create and analyse dance</li> </ul>
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	<p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>• Exploring and investigating the stylistic features of musical theatre jazz</li> <li>• Applying jazz technique to musical theatre dance performance</li> <li>• Learn, create and rehearse a musical theatre dance piece of at least 2 minutes</li> <li>• Weekly filmed evidence for assessment</li> <li>• Final performance filmed for evidence</li> <li>• Musical Theatre Jazz review- reflecting on embodiment of stylistic features and development of interpretative and physical skills within the jazz dance genre</li> <li>• Unit evaluation in reflective logbook</li> </ul> <p><b>Summer 1 &amp; 2:</b> CAPA201E-Live Performance (Core Unit, External)</p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Developing choreographic skills and techniques</li> <li>• Responding to stimuli and briefs</li> <li>• Create and perform 2-3 minute mock piece</li> </ul>		<ul style="list-style-type: none"> <li>• Engaging with target audiences to support planning for performance and gain feedback</li> <li>• Leading workshops and performing to students across the school and within local primary schools</li> <li>• Termly performances open to members of the community</li> <li>• Annual showcase at the Barking Broadway Theatre</li> <li>• Extensive extra-curricular programme including partnerships with Boy Blue, IMD Legion, Trinity Laban, The Place and The Royal Academy of Dance to develop social skills across all year groups and with external artists</li> <li>• Students are continually exposed to careers within the industry through trips, extracurricular and adopting habits of mind to develop transferable skills to become experts in Dance including; the performer, choreographer, rehearsal director, critic, technician, journalist</li> </ul>
<p><b>Year 11 (2022-2023)</b> <i>RSL Tech Award in Creative and</i></p>	<p><b>Autumn 1</b> CAPA201E-Live Performance (Core Unit, External)</p> <p><b>Preparation:</b></p> <ul style="list-style-type: none"> <li>• Developing choreographic skills and techniques</li> </ul>	<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>• Honesty Leadership</li> <li>• Risk Taking</li> <li>• Reasoning</li> </ul>	<p><b>Cultural:</b></p>



<p><b>Performing Arts (Dance)</b></p> <p>CAPA201E-Live Performance (Core Unit, External)</p> <p>Hand out date: December 2022 (TBC by RSL) Submit on: March 2023 (TBC by RSL)</p>	<ul style="list-style-type: none"> <li>• Responding to stimuli and briefs</li> <li>• Create and perform 2-3 minute mock piece</li> </ul> <p><b>Autumn 2:</b></p> <ul style="list-style-type: none"> <li>• Question and stimulus released by RSL</li> <li>• Initial ideas, planning and research within groups</li> <li>• Exploring personal aims and image</li> <li>• Planning for props and costume</li> <li>• Practical exploration of initial ideas</li> <li>• Statement of personal aims and proposal of ideas for the performance, giving reasons for their recommendations</li> </ul> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Creating and structuring material for final performance of 2-6 minutes</li> <li>• Applying physical and interpretative skills to communicate choreographic intention</li> <li>• Sourcing and creating music for final performance</li> <li>• Production plan for working towards the live performance, including an assessment of the venue, size and make-up of audience, personal equipment needs and Health &amp; Safety implications (including electrical safety, noise and manual handling issues)</li> </ul> <p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Rehearsing and refining material for final performance</li> <li>• Applying physical and interpretative skills to communicate choreographic intention</li> </ul>	<ul style="list-style-type: none"> <li>• Transferring</li> <li>• Making Connections</li> <li>• Questioning</li> <li>• Prioritising</li> <li>• Concentration</li> <li>• Prudence</li> <li>• Planning</li> <li>• Independence</li> <li>• Revising</li> <li>• Justice</li> <li>• Adaptability</li> <li>• Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Students are continually exposed to a variety of stimuli that explore culture</li> <li>• Exploring topical issues such as racism, BLM, Black History Month through dance</li> <li>• Students learn, create and perform in a variety of world dance genres such as hip hop, contemporary, commercial, afro, dance hall, ballet and jazz and are required to investigate the history, origins and social context of the style including music. This explores themes such as migration and the development of dance through time.</li> <li>• Students study professional dance work to inspire their own work and develop physical and interpretative skills all of which require students to engage with historical and cultural themes and the choreographer's own context and how this influences choreographic decisions and intention.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Perform 2-6 minute final performance</li> <li>• Video recording of performance and feedback from target audience</li> <li>• Record of feedback received</li> <li>• Report evaluating performance using feedback from the audience and teachers with suggestions for improvement</li> </ul>		
<p><b><u>Year 11 (Current Cohort 2022)</u></b></p> <p><b>Level 2 BTEC Tech Award in Performing Arts (Dance)</b></p> <p>Component 2: Developing Skills and Techniques in the Performing Arts (Internally Assessed)- <i>Continued</i></p> <p>Hand out date: 19.04.21 Submit on: 12.10.21</p> <p>Component 3: Performing to a Brief</p>	<p><b><u>Autumn 1</u></b></p> <ul style="list-style-type: none"> <li>• Appreciating and critically evaluating <i>Emancipation of Expressionism</i> by Boy Blue</li> <li>• Exploring techniques and stylistic features in E of E</li> <li>• Learning repertoire from E of E</li> <li>• Milestones filmed for assessment</li> <li>• Reflecting on skill development including strengths, weaknesses and area for development in reflective log</li> </ul> <p><b><u>Autumn 2</u></b></p> <ul style="list-style-type: none"> <li>• Exploring techniques and stylistic features in E of E</li> <li>• Learning and rehearsing repertoire from E of E</li> <li>• Milestones filmed for assessment</li> <li>• Final performance to a live audience filmed for assessment</li> <li>• Reflecting on skill development including strengths, weaknesses and area for development in reflective log</li> </ul> <p><b><u>Spring 1</u></b></p> <ul style="list-style-type: none"> <li>• Question and stimulus released by Pearson</li> </ul>		



<p>(Externally Assessed)</p> <p>Start Date: 04.01.22</p> <p>Exam Deadline: 15.05.22</p>	<ul style="list-style-type: none"> <li>• Initial ideas, planning and research within groups</li> <li>• Exploring personal aims and target audience</li> <li>• Planning concept, style, resources</li> <li>• Identifying how work of practioners have influenced own work and ideas</li> <li>• Practical exploration of initial ideas</li> <li>• <b>Activity 1: Ideas Log (800 words) to be submitted to Edexcel</b></li> </ul> <p><b><u>Spring 2</u></b></p> <ul style="list-style-type: none"> <li>• Creating and structuring material for final performance of 2-6 minutes</li> <li>• Applying physical and interpretative skills to communicate choreographic intention</li> <li>• Sourcing and creating music for final performance</li> <li>• <b>Activity 2: Skills Log (800 words) to be submitted to Edexcel including: role in group, skills and techniques selected and the development of those chosen, how skills meet brief, own contribution to rehearsal and creative process and how work of practitioners influenced development of skills and techniques</b></li> </ul> <p><b><u>Summer 1</u></b></p> <ul style="list-style-type: none"> <li>• Rehearsing and refining material for final performance</li> <li>• Applying physical and interpretative skills to communicate choreographic intention</li> <li>• <b>Perform 7-15 minute final performance to a live audience and film for assessment</b></li> </ul>		
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Barking Abbey School: 12101  
KS4 LTP (Dance)

	<ul style="list-style-type: none"><li>Evaluation Report including; how outcomes met brief, development process as individual and group, performance outcome, key strengths and areas for development submitted to edexcel</li></ul>		
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