	Year 10 BTEC Dance					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 2	Summer Term 2
What are the roles and responsibilities of a dancer? How do we extract information from a stimulus? Why is practitioner influence important on a production?						
BIG Q Content *(max 5)*	During this term, students will have the opportunity to watch a live production based on the selected style of dance. They will be required to analyse this production, consider roles and responsibilities within the performance and consider practitioner contributions to the performance. Students will look at how to discuss and appreciate performance material.	Students will learn a piece of professional repertoire in which they must apply the practitioner's stylistic qualities. They must evaluate the process and refer to their creative intentions and the contrast to additional styles of dance. Students will have the ability to continue to develop performance spaces and the impacts this has on a performance.	During this term, students will continue to develop knowledge of a range of different styles and influences from practitioners. Students will self-assess current ability and analyse steps to make practical improvements. Students will have the opportunity to continue to explore a range of styles of dance. Exploration of the history of Contemporary, Connection to social, economic and cultural elements.	During this term, students will have the opportunity to watch a live production based on the selected style of dance. They will be required to analyse this production, consider additional roles and responsibilities within the performance and consider practitioner contributions to the performance in line with the requirements of component one.	Students will learn a piece of professional repertoire in which they must apply the practitioner's stylistic qualities. They must evaluate the process and refer to their creative intentions and the contrast to additional styles of dance. They must also consider an additional role and responsibilities in line with the requirements of component one. Exploration of the history of Jazz, connection to social, economic and cultural elements.	During this term, students will be required to read an assignment brief and respond to their set stimulus. This requires them to pay particular focus to specific pre-set requirements such as the staging, audience age and genre to choreograph a suitable performance piece in response to the stimulus.
Vocabulary *(max 10)*	1. Choreography 2. Practitioner 3. Unison 4. Canon 5. Posture 6. Coordination 7. Theatre 8. Levels 9. Direction 10. Spacing	Choreographer Alignments Strength Flexibility Control Extension Musicality Transition Formation Gesture	Choreography Retrograde Development Proscenium arch Traverse Mirroring Counterbalance Accompaniment Audio Engagement	Fragmentation Narrative Performance Practitioner Choreography Rhythm Sustain Tension Audience Analyse	Motif Repetition Contrast Elevation Isolation Rotation Atmosphere Expression Counterbalance Fluid	Stimulus Practitioner Pathways Proxemics Accompaniment Symbolism Theme Engagement Impact Interaction
Catholic Link	Rights and responsibilities	Dignity of work	Option for the poor	Solidarity	Human dignity	Communication and Participation
Careers Link	Production Manager	Director	Choreographer	Arts Producer	Rehearsal Director	Events Manager

Ways to enrich the year 10 curriculum at home…*(max 3)*

- Watch videos of dance performances and analyse how the movement is used.
- Make a note of how many different times you see dance appear in your regular routine. Do you see dance being used to advertise products on TV or used as entertainment and a weekend event.
- Participate in a stretch at home to continue to develop movement and flexibility.