

Plan Of Learning For The Year – Complete PSA (Pre-Set Assessment) for Component 1 and prepare for Components 2 and 3

<p>Half Term 1</p> <ul style="list-style-type: none"> Roles and responsibilities in Dance and performing arts <p>Half Term 2</p> <ul style="list-style-type: none"> Constituent features in performance and how they contribute to performance <p>Half Term 3</p> <ul style="list-style-type: none"> PSA released – Plan content to submit to the exam board for Component 1 	<p>Half Term 4</p> <ul style="list-style-type: none"> Complete PSA Component 1 <p>Half Term 5</p> <ul style="list-style-type: none"> Dance Analysis – Re-cap Component 2 content The role of a dancer, physical, interpretive and creative skills. Dance Analysis using video analysis to support this <p>Half Term 6</p> <ul style="list-style-type: none"> Introduction to Component 3 (External Assessment)
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Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> On-going formative assessment by teachers during lessons. Self and peer assessment in relation to own performance One-to-one discussions between staff and students. Written set tasks within lessons and as part of homework/IL (Independent Learning). Practical lessons to promote understanding and retrieval of subject specific content and to develop specific dance technique. 	<ul style="list-style-type: none"> Dance links enabling students to experience practical learning and consolidation of subject specific content - Phoenix Dance Theatre. Provide suitable dance technique classes and professional repertoire for students to watch and interact with as part of homework/IL. 	<ul style="list-style-type: none"> Independent, paired and group work throughout lessons. Create a sense of belonging, worth and contribution to an ensemble. Broaden the horizons and increase the aspirations of students. Learn about specific professional dancers in relation to units covered. Provide clear educational pathways for students to move onto in Dance and Performing Arts.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> Stereotyping in Dance. Training and how to improve dance technique and performance qualities. 	<ul style="list-style-type: none"> Sequencing of learning (units) allows students to access, and re-access content delivered. Units across the three-year course overlap in areas allowing students to access content/knowledge previously learnt and make suitable links to future content. SSV (Subject Specific Vocabulary) underpins each unit of work and helps to develop vocabulary and understanding of specific terminology. French vocabulary is used in dance. 	<ul style="list-style-type: none"> Reference to the success criteria across the component. Students understand where feedback is, how it is presented, and how to use this to improve work both in terms of practical and theoretical lessons. Differentiated student resources available including, templates, tasks/worksheets, resource booklets, online/interactive web pages.