

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

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>PSA released – Plan content to submit to the exam board for Component 2</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>Complete content for PSA Component 2 and submit to the exam board</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>Component 3 Set Task released – Plan content for Component 3</li> <li>7-15-minute Dance piece</li> <li>3 controlled assessments (1 hour long)</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>Complete First Controlled assessment (Activity1 – Ideas log)</li> </ul> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>Complete Second controlled assessment (Activity 2 – Skills log) and practical performance in response to the set task (Activity 3)</li> </ul> <p><b>Half Term 6</b></p> <ul style="list-style-type: none"> <li>Complete the final controlled assessment (Activity 4 – Evaluation)</li> </ul>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<ul style="list-style-type: none"> <li>On-going formative assessment by teachers during lessons.</li> <li>Self and peer assessment in relation to own performance</li> <li>One-to-one discussions between staff and students.</li> <li>Written set tasks within lessons and as part of homework/IL (Independent Learning).</li> <li>Practical lessons to promote understanding and retrieval of subject specific content and to develop specific dance technique.</li> </ul>	<ul style="list-style-type: none"> <li>Dance links enabling students to experience practical learning and consolidation of subject specific content - Phoenix Dance Theatre.</li> <li>Provide suitable dance technique classes and professional repertoire for students to watch and interact with as part of homework/IL.</li> </ul>	<ul style="list-style-type: none"> <li>Independent, paired and group work throughout lessons.</li> <li>Create a sense of belonging, worth and contribution to an ensemble.</li> <li>Broaden the horizons and increase the aspirations of students.</li> <li>Learn about specific professional dancers in relation to units covered.</li> <li>Provide clear educational pathways for students to move onto in Dance and Performing Arts.</li> </ul>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<ul style="list-style-type: none"> <li>Stereotyping in Dance.</li> <li>Training and how to improve dance technique and performance qualities.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing of learning (units) allows students to access, and re-access content delivered.</li> <li>Units across the three-year course overlap in areas allowing students to access content/knowledge previously learnt and make suitable links to future content.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Reference to the success criteria across the component.</li> <li>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.</li> <li>Differentiated student resources available including, templates, tasks/worksheets, resource booklets, online/interactive web pages.</li> </ul>