

**Plan Of Learning For The Year (Units 3 and 12)**

**Half Term 1**

- Unit 12 – Contemporary Dance Technique
- Unit 3 – Group Performance Workshop

**Half Term 2**

- Unit 12 – Contemporary Dance Technique
- Unit 3 – Group Performance Workshop

**Half Term 3**

- Unit 12 – Contemporary Dance Technique
- Unit 3 – Group Performance Workshop (Set task released)

**Half Term 4**

- Unit 3 – Group Performance Workshop

**Half Term 5**

- Unit 3 – Group Performance Workshop

**Half Term 6**

- Unit 3 – Group Performance Workshop

<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> <li>• Mock Assessments of technique classes and performance pieces to improve technique and performance quality for assessment.</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, New Adventures, trips to the theatre to watch professional repertoire</li> <li>• Provide suitable dance technique classes and professional repertoire for students to watch and interact with as part of homework/IL.</li> <li>• Students work with professional dancers in class - Unit 2 – The life of a professional dancer</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 and companies in relation to units covered.</li> <li>• Interview professional dancers from specific companies</li> <li>• Provide clear educational pathways for students to move onto in Dance and Performing Arts – BA Hons/Professional Vocational training</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> <li>• The Performing Arts industry</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 two-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 and written logbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Reference to the success criteria across the components.</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 and example answers for exam units.</li> </ul>