Department: Dance (BTEC Level 1/2 Tech Award in Performing arts)	Year 9

Plan Of Learning For The Year – Introduce the basic structure and format for PSA (Pre-Set Assessment) for Component 2

Half Term 1
- Introduction to different styles of dance, stylistic qualities, safety in dance and basic analysis of performance

Half Term 2
- Dance Analysis – Identifying strengths, weaknesses and targets in performance using self, peer and teacher assessment.

Half Term 3
- Video analysis in Performance – Learning set repertoire

Half Term 4
- Developing set repertoire through set creative tasks

Half Term 5
- Performing repertoire with a chosen theme. Using video analysis to aid progression.

Half Term 6
- Roles and responsibilities in performance

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
- 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.	- 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.	- 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
- Stereotyping in Dance. - Training and how to improve dance technique and performance qualities.	- 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.	- 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.