**Dance**

**KS3**

The aim – to perform dances using advanced dance techniques in a range of dance styles and forms.

The students will focus on the following skills:

* Being able to respond to different stimuli and styles of dance
* Understand how to use relationships, actions, dynamics and space in their choreography
* Be able to choreograph and develop a motif
* Learn set motifs delivered by the teacher
* Be able to perform in front of an audience

Homework will be a mixture of spellings or testing their understanding of dance terminology.

Assessment will be through their choreography and performance as well as testing their understanding of dance terminology and appreciation.

**Key Stage 4 Year 9**

In year 9 students begin to study BTEC Level 2 Tech Award in Performing Arts (Dance). Students look at developing interpretative and physical skills used in a live performance because we believe that these skills are important for preparing for any future courses within the Performing Arts Industry. While studying Dance students will develop and gain knowledge in how to perform the movement used in dance styles such as Musical theatre, Contemporary, Street Dance and Physical Theatre. All students who study dance are encouraged to perform in the Annual Dance Evening.

**Key Stage 4 (Years 10 & 11)**

Students will learn how to plan, develop and organise a Dance performance in a variety of contexts throughout the two years. The BTEC course is divided up into three units.

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| Component | Title | Assessment Method | Weighting |
| 1 | **Exploring the Performing Arts**  Aim: get a taste of what it’s like to be a professional actor, dancer or musical theatre performer.  • explore performance styles, creative intentions and purpose  • investigate how practitioners create and influence what’s performed  • discover performance roles, skills, techniques and processes. | Internally assessed assignments | 30% |
| 2 | **Developing skills and techniques in the performing Arts**  Aim: develop skills and techniques in the chosen discipline(s) of acting, dance and musical theatre.  • take part in workshops, classes and rehearsals  • gain physical, interpretative, vocal and rehearsal skills  • apply these skills in performance  • reflect on their progress, their performance and how they could improve. | Internally assessed assignments | 30% |
| 3 | **Performing to a brief**  Aim: consider how practitioners adapt their skills for different contexts and put this into practice in a performance.  • use the brief and previous learnings to come up with ideas  • build on their skills in classes, workshops and rehearsals  • review the process using an ideas and skills log  • perform a piece to their chosen audience  • reflect on their performance in an evaluation report. | Externally assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. | 40% |

**Key Stage 5 (Years 12 & 13 – 6th Form)**

In Key Stage 5, our students follow the BTEC Level 3 Extended Certificate in Performing Arts. The BTEC course is designed for people who are passionate about a range of Performing Arts. This course is mainly practical, and you will learn through practical workshops and performances. This course is equivalent to one A-Level and is a two-year course.

Units include –

Investigating Practitioners’ work (externally assessed)

Developing Skills and Techniques for Live Performance

Group Performance Workshop (externally assessed)

Plus, one other unit from a range of Performing Arts genres (Unit chosen will be Dance)

This course is designed to prepare students for a vast range of jobs in the Arts performing front or backstage. BTEC Level 3 courses are valued by employers and higher education (Universities, colleges and accredited Performing Art schools.) It also provides students with the opportunity to develop a range of skills and techniques, personal skills and attributes which are all essential for working life in general.

Dance Industry Links

The Bourne Academy is part of the Associate Schools programme for Pavilion Dance. This link allows students access to free theatre trip performances, working with professional artists and having regular visits from the staff from Pavilion Dance who mentor, and support students interested in the industry. Students are encouraged to visit the centre and are given opportunities to work in the theatre. A number of our students perform with local Dance Companies such as Missfit.

Regular theatre trips take place to a number of venues in the local area and further afield such as the Mayflower, Southampton and London. We work closely with AUB who offer a Dance degree programme and visit the students to keep them up to date with the industry.

Where Can Dance Lead You?

There are so many different kinds of career routes available in the arts. It’s not just about being a performer – you could create work, manage the productions, work backstage, front of house or do something completely different. Here are just some of the jobs out there for artistic types:

Dancer, Choreographer, Producer, Project Manager, Stage Manager, Technician, Lighting Designer, Sound Designer, Artistic Director, Venue Manager, Marketing and Promotion, Community Dance Practitioner, Dance Teacher, Physical Theatre Performer, Front of House, Box Office Management, Tour Manager, Dance Policy Maker, Fundraising, Sponsorship and Development Dance/Arts Officer (within a local council context) Rehearsal Director, Arts Administration, Event Manager, Party Planner, Press and Public Relations, Television, Musical Theatre, Festival Manager, International Festivals, Filmmaker, Dance Lecturer, Special Effects, Pyrotechnics, Wig Maker, Costume Designer, Prop Management, Dance Journalist and Director.

Did you know…?

• Businesses are more likely to hire someone with a theatre degree as opposed to a business degree, because a theatre background suggests that someone can sell themselves and their products.

• Around 180, 000 people work in the performing arts industry across the UK.

• A dance degree is not necessary to proceed in the dance world.

• Dancers pursue other dance-related professions after they can no longer perform professionally, so you don’t have to completely change career when that time comes. Please email the Subject Leader [lindseymurphy@thebourneacademy.com](mailto:lindseymurphy@thebourneacademy.com) if you have any questions about the curriculum or about your child’s progress during the year.