New Line Learning Academy
Believe and Achieve

Dance Intent	Year 10

*The Performing Arts department aims to deliver outstanding lessons that promote confidence, creativity, teamwork, and communication skills. We pride ourselves on promoting the school's ethos of **'Believe and Achieve'** and aim to develop pupils' resilience. As well as focusing on these key life skills, pupils will also develop specialised skills within each discipline of dance, drama, and music. These skills are mastered through a personalised learning approach for all pupils and the wide range of performance opportunities the department has to offer.*

The Dance department aims to deliver a curriculum that enables pupils to experience a wide range of styles of dance as well as developing their physical technique and expressive skills. Pupils are given opportunities to develop their choreographic and collaborative skills through creative tasks and projects. Pupils are encouraged to attend Dance and Performing Arts clubs to extend their learning outside the classroom and further develop their versatility and confidence as dancers. This is encouraged to enable students to access more easily Key Stage 4 Performing arts and Dance courses, additional Dance qualifications and post-16 courses in Dance and the Performing arts.

Term 1 and Term 2
Topic/Theme/Enquiry

Component 1- Exploring the performing Arts

Big Picture
What are the main ideas and big questions in this topic?

In Component 1, students develop an understanding of how professional dance work is created and communicated to an audience. They will explore Kate Prince, ZooNation and Message In A Bottle, considering how choreography, dance styles, music and production elements are combined to tell a story.

Students will investigate how Prince uses dance theatre influenced by hip-hop culture to communicate ideas about family, displacement, immigration, resilience, love and hope. They will consider the intentions behind the work and how movement can communicate character, relationships and emotion without spoken dialogue. Message In A Bottle uses Sting's music to tell the story of three siblings forced to leave their home following an attack.

Key questions include:

How can dance be used to tell a story?
How does choreography communicate character and relationships?
Why has the choreographer selected particular movements and styles?
How do music and production elements support the narrative?
What effect does the work have on its audience?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

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Students will develop knowledge and understanding of:

- Kate Prince, ZooNation and their influences
- the narrative, themes and creative intentions of *Message In A Bottle*
- hip-hop-influenced dance theatre and narrative dance
- how movement communicates character, relationships and emotion
- the use of Sting's music to support atmosphere and storytelling
- the contribution of dancers, choreographers, directors and designers
- how set, costume, lighting, sound and projection support the work.

Through practical workshops, students will explore:

- actions, space, dynamics and relationships
- gesture, motif, repetition and development
- unison, canon, formations and group interaction
- levels, pathways, direction and spatial awareness
- musicality, rhythm, timing and phrasing
- characterisation and communication through movement
- generating, rehearsing and refining choreography
- recording and evaluating practical exploration.

Key vocabulary

Practitioner, repertoire, choreographer, choreography, dance theatre, hip hop, narrative, creative intention, purpose, stimulus, motif, gesture, dynamics, musicality, phrasing, unison, canon, formation, levels, pathways, characterisation, relationships, production elements, rehearsal, refinement and evaluation.

Pre-Requisite Knowledge *What have we already learned that will help us with this topic?*	**Pitch Up** *How will we challenge ourselves?*
Students have developed relevant dance knowledge and practical skills throughout KS3. Previous schemes of work have introduced them to different dance styles, choreographic devices and the use of actions, space, dynamics and relationships. Students will already have experience of learning and performing movement phrases, working collaboratively, responding to a stimulus and communicating ideas through dance. This knowledge will help them identify Kate Prince's stylistic qualities and practically explore the methods used to create Message In A Bottle.	Students will be challenged to move beyond describing what happens in the performance and analyse how and why creative choices have been made. Higher-level responses will consistently consider: • How does this movement communicate meaning? • Why has Kate Prince selected this style or technique? • What does the movement reveal about the characters? • How does the music influence the choreography? • What effect does the moment have on the audience? Throughout Component 1, students will be challenged to: • connect choreography, music and production elements • analyse how dance communicates narrative, relationships and emotion • use detailed examples from *Message In A Bottle*

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	• compare different moments and creative choices • evaluate the effectiveness of the choreography • use dance terminology confidently and accurately • support written analysis through practical exploration.

Wider Framework

How does this learning connect to future topics and bigger goals?

Component 1 provides the knowledge and understanding that underpin future learning within the BTEC Performing Arts Dance pathway. By exploring Kate Prince and Message In A Bottle, students learn how professional choreographers generate ideas, develop movement and communicate meaning.

This knowledge will be applied in Component 2, where students reproduce professional dance repertoire and develop their technical and performance skills. It will also support Component 3, where they respond creatively to a Pearson-set brief and create an original performance.

Beyond the qualification, students develop creativity, communication, teamwork, research and analytical skills. The component also introduces possible careers in performance, choreography, dance teaching, direction, design and the wider creative industries. Pearson identifies researching professional work, reproducing repertoire and responding to stimuli as central skills developed across the qualification.

Curriculum Hinterland

What wider knowledge will deepen our understanding of this topic?

To deepen their understanding, students will explore the history and cultural importance of hip-hop dance and how it developed as a form of identity, expression and storytelling. They will consider how ZooNation combines influences from hip-hop culture, musical theatre and narrative dance to make stories accessible to broad audiences.

Students will also investigate the social issues within Message In A Bottle, including conflict, forced migration, displacement and the search for safety. This will help them understand how dance can raise awareness of real-world issues while communicating universal ideas about family, resilience and hope.

Students will consider the collaborative nature of professional dance. The production involved specialists in choreography, dramaturgy, music, set, costume, lighting, video and sound, demonstrating how different creative roles contribute to a unified performance.

Authentic connections

How does this topic connect to real life, careers, other subjects and important values?

The Dance curriculum links significantly to the PE National Curriculum, promoting pupils to have a healthy and active lifestyle.
Students will develop transferrable life skills such as the ability to present themselves, creativity (independently and collaboratively) and the ability to work as an ensemble.
They will be looking at using historical contexts of pop culture to support knowledge of the Performing Arts industry.
The students will be working as an ensemble in a whole-class piece to improve their social abilities.
Students will be raising their self-esteem through learning how to present themselves and performing as a class.

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The dance curriculum can powerfully link to social, emotional, and mental health (SEMH) by nurturing skills and personal growth relevant beyond the studio. Dance develops discipline, creativity, teamwork, and confidence. At the same time, engaging in dance supports SEMH by offering an expressive outlet for emotions, reducing stress, and building resilience and self-esteem.
The dance curriculum provides a strong foundation for careers in the performing arts industry, equipping students with technical skills in movement, choreography, and performance, as well as knowledge of staging, production, and artistic expression. Beyond preparing dancers, choreographers, or teachers, the curriculum fosters transferable skills valuable in any job, such as discipline, time management, teamwork, communication, creativity, and resilience.

Resources *What books, websites, videos and materials will support our learning?*	**Assessment** *How will we show what we know, remember and can apply?*
• https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html • https://zoonation.co.uk/learn/resource/message-in-a-bottle-resource-pack/ • https://www.sadlerswells.com/on-tour/current-productions/message-in-a-bottle/ • https://www.nationaltheatre.org.uk/artists/kate-prince/	Component 1 is a Pearson-set, non-exam internal assessment. It is marked by the centre and externally moderated by Pearson. It is worth 60 marks and is completed in approximately 12 hours of supervised assessment. Task 1: Investigating professional dance work — 24 marks Students will investigate: the stylistic qualities of Message In A Bottle its narrative, themes, purpose and creative intentions Kate Prince and ZooNation's influences the dance and performance skills required the roles and responsibilities involved in creating the production

	how the work connects to the theme provided by Pearson. Task 2: Exploring professional processes — 36 marks Students will practically explore and explain: how Kate Prince and her collaborators generate ideas movement and choreographic techniques how movement material is developed and taught rehearsal and refinement processes how choreography, music and production elements are combined the stages involved in creating a professional dance production. Students will submit an individual PowerPoint portfolio containing written analysis, research, production images, annotated photographs, choreographic notes, rehearsal reflections and embedded or linked video evidence of practical workshops.
Term 3, 4 and 5 Topic/Theme/Enquiry	**Component 2- Developing skills and techniques**

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Big Picture

What are the main ideas and big questions in this topic?

In Component 2, students develop their dance skills by learning, rehearsing and performing an extract from a selected piece of professional repertoire. They will explore how dancers use technical, physical, performance and interpretative skills to reproduce the choreographer's style and communicate meaning to an audience.

Students will learn how professional dancers prepare for rehearsals, respond to feedback, refine movement and maintain focus and discipline throughout the creative process.

Key questions include:

- How can we reproduce choreography accurately?
- What technical skills are required by the selected style?
- How can movement communicate mood, meaning and intention?
- How do timing, dynamics and musicality improve performance?
- How can feedback and reflection help us develop?

Zoom In

What knowledge, skills and key vocabulary will we learn step by step?

Students will explore the choreographer, style, context and intentions of the selected professional repertoire. They will learn how to:

- warm up and cool down safely
- learn and recall choreography
- rehearse independently and as an ensemble
- respond to corrections and feedback
- set targets and monitor progress
- refine movement for a final performance.

Students will develop:

- **Technical skills:** posture, alignment, balance, coordination, control, flexibility, strength, stamina, extension and accuracy
- **Performance skills:** focus, expression, projection, energy, confidence and commitment
- **Interpretative skills:** musicality, timing, dynamics, phrasing, mood, character and communication
- **Spatial skills:** formations, levels, pathways, directions, spacing and relationships.

Key vocabulary

Professional repertoire, choreographer, choreography, style, genre, technical skills, performance skills, interpretative skills, alignment, posture, balance, coordination, control, extension, accuracy, musicality, timing, phrasing, dynamics, projection, spatial awareness, formation, unison, canon, rehearsal, feedback, refinement and evaluation.

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<table>
<tr><td> </td><td>Pre-Requisite Knowledge
What have we already learned that will help us with this topic?</td><td> </td><td>Pitch Up
How will we challenge ourselves?</td></tr>
<tr><td colspan="2">Students will build upon the knowledge developed during Component 1 through their study of Kate Prince, ZooNation and Message In A Bottle. They have explored how professional choreographers use movement, music, dance style and production elements to communicate narrative and meaning.

Previous KS3 learning has also introduced students to actions, space, dynamics, relationships, choreographic devices and ensemble performance. They will now apply this knowledge with greater accuracy, control and independence when reproducing professional repertoire.</td><td colspan="2">Students will be challenged to move beyond simply remembering the choreography and perform it with accuracy, control, expression and a clear understanding of the choreographer’s intentions.
Higher-level practical work will consistently consider:
• Am I performing the movement accurately?
• Am I demonstrating the correct stylistic qualities?
• How am I using dynamics and musicality?
• What meaning, mood or character am I communicating?
• How have I applied feedback to improve?
Throughout Component 2, students will be challenged to:
• demonstrate consistent technical control
• reproduce complex movement accurately
• maintain timing and spatial awareness
• perform confidently with energy and commitment
• communicate the style and intentions of the repertoire
• respond independently to corrections
• evaluate progress using detailed examples
• set specific and achievable improvement targets.</td></tr>
<tr><td> </td><td>Wider Framework
How does this learning connect to future topics and bigger goals?</td><td> </td><td>Curriculum Hinterland
What wider knowledge will deepen our understanding of this topic?</td></tr>
<tr><td colspan="2">Component 2 allows students to apply the knowledge gained in Component 1 through the practical reproduction of professional dance repertoire. They will develop the technical, performance and rehearsal skills needed to work confidently as dancers.

This learning directly supports Component 3, where students respond to a Pearson-set brief and apply selected dance skills and techniques to an original workshop performance. Component 2 also develops transferable skills such as discipline, resilience, teamwork, communication, organisation and responding positively to feedback.</td><td colspan="2">Students will explore the history, cultural origins and development of the selected dance style. They will investigate the choreographer’s background, influences and creative intentions, considering how these have shaped the professional repertoire.

Students will also develop knowledge of safe dance practice, including warming up, cooling down, hydration, injury prevention and the importance of correct alignment and technique.</td></tr>
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	Exploring professional rehearsal practices, costume, music, lighting and staging will help students understand how dancers, choreographers and production teams collaborate to create a successful performance.

Authentic connections
How does this topic connect to real life, careers, other subjects and important values?

The Drama curriculum links significantly to the English National Curriculum, promoting pupils to develop skills in oracy and textual understanding, as well as performance. Through the exploration of a range of different contexts and cultures, pupils are encouraged to understand and appreciate the perspective of others. Through regular group work and collaboration, pupils will be encouraged to be respectful of other's ideas.

The drama curriculum can play a vital role in supporting social, emotional, and mental health (SEMH) by offering students a safe space to express feelings, explore different perspectives, and build empathy. Through role-play, storytelling, and collaborative work, drama helps students process emotions, develop self-awareness, and strengthen communication skills. It boosts confidence and resilience, giving young people tools to cope with challenges both inside and outside of school. Engaging in drama can reduce anxiety, promote a sense of belonging, and empower students to find their voice, making it a valuable contributor to overall well-being.

The drama curriculum lays a strong foundation for careers in the performing arts industry, preparing students for paths such as acting, directing, stage management, playwriting, and drama teaching. It also develops highly transferable skills like communication, creativity, teamwork, problem-solving, and confidence, which are invaluable in any profession. Whether students pursue work in media, law, education, public relations, or business, the skills honed through drama—such as presenting ideas clearly, thinking creatively under pressure, and collaborating effectively—equip them for success in a wide range of careers.

Resources
What books, websites, videos and materials will support our learning?

https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html

https://rambert.org.uk/classroom/support/plan/lesson-templates-linking-to-resources/rehearsing-movement-for-a-contemporary-dance-performance/lesson-plan-rehearsing-for-a-performance/

https://www.onedanceuk.org/resources

https://www.sadlerswells.com/digital-stage/

Assessment
How will we show what we know, remember and can apply?

Component 2 is a Pearson-set, internally assessed component that is marked by the centre and externally moderated. It is worth **60 marks** and is completed in approximately **15 hours of supervised assessment**. Students complete three connected tasks based on selected professional repertoire.

Task 1: Preparing for performance

Students will submit:

- research on the selected dance, choreographer and style
- video evidence of milestone rehearsals
- evidence of technical and performance skills development
- annotated choreography, movement notes or formation diagrams
- evidence of feedback and subsequent improvements.

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	Pearson requires rehearsal video evidence for performers, which may be supported by written, audio, visual or annotated material. **Task 2: Final performance** Students will submit: • a video recording of the final performance of the selected professional dance repertoire. Students will be assessed on their technical accuracy, control, musicality, performance quality, interpretation and ability to communicate the stylistic qualities and intentions of the work. **Task 3: Review** Students will submit: • milestone reviews and personal target setting • a final evaluation of the rehearsal process and performance • identified strengths, areas for development and future targets.

Term 6 (Year 10) *Term 1 and 2 (Year 11)* Topic/Theme/Enquiry		**Developing Choreographic Skills (Comp 3 preparation)**

Big Picture
What are the main ideas and big questions in this topic?

In this unit, students prepare for Component 3 by learning how to create an original dance performance in response to a brief or stimulus. They will explore how dancers generate, develop, structure and refine movement for a specific purpose and target audience.

Students will experiment with different dance styles, choreographic devices and performance approaches. They will learn how movement, music, dynamics, formations and relationships can be combined to communicate a clear message or creative intention.

Key questions include:

How can a stimulus inspire movement?

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What is the purpose of our performance?
Who is our target audience?
Which dance style is most appropriate?
How can choreography communicate meaning?
How can feedback improve our work?

Zoom In
What knowledge, skills and key vocabulary will we learn step by step?

Students will learn how to:

- interpret a brief, theme or stimulus
- identify purpose, target audience and creative intention
- research a topic and select appropriate ideas
- generate movement through improvisation and practical exploration
- create and develop movement motifs
- use repetition, variation, contrast and highlights
- apply unison, canon, formations and transitions
- explore actions, space, dynamics and relationships
- structure choreography with a clear beginning, development and ending
- select music that supports the intention and atmosphere
- apply technical and performance skills
- collaborate, rehearse and refine choreography
- review progress and evaluate the final performance.

Key vocabulary
Brief, stimulus, purpose, target audience, creative intention, choreography, motif, repetition, development, variation, contrast, unison, canon, formations, transitions, pathways, levels, dynamics, relationships, musicality, phrasing, structure, climax, collaboration, refinement and evaluation.

Pre-Requisite Knowledge
What have we already learned that will help us with this topic?

Students will build upon their previous experience of learning, creating and performing dance at KS3. They will already have explored actions, space, dynamics and relationships, as well as basic choreographic devices such as unison, canon and repetition.

Pitch Up
How will we challenge ourselves?

tudents will be challenged to move beyond creating a simple sequence of movements and produce choreography that is original, developed and clearly connected to the stimulus.
Higher-level work will consistently consider:

Knowledge gained through Components 1 and 2 will also support this unit. Students can draw upon their understanding of professional choreographers, dance styles, rehearsal processes and technical and performance skills. They will now begin to apply this knowledge more independently when creating original choreography.	• Why have we selected this movement? • How does it communicate our intention? • What should the audience think or feel? • How have we developed our movement motifs? • Which choreographer or style has influenced our work? • How can we improve the clarity and impact of the dance? Throughout the unit, students will be challenged to: • explore several movement ideas before selecting the strongest • develop motifs rather than simply repeating them • combine choreographic devices effectively • create clear contrasts, transitions and climactic moments • demonstrate control, accuracy and musicality • contribute independently to group choreography • respond constructively to feedback • justify and evaluate creative choices using specific examples.
Wider Framework *How does this learning connect to future topics and bigger goals?*	**Curriculum Hinterland** *What wider knowledge will deepen our understanding of this topic?*
his unit prepares students directly for Component 3 by developing the knowledge, skills and independence required to respond to a Pearson-set brief. Students will practise researching a theme, identifying a target audience, creating a performance concept and developing original choreography. It brings together the practitioner knowledge developed in Component 1 and the technical, performance and rehearsal skills developed in Component 2. Students will become more confident in creating their own movement rather than reproducing existing professional repertoire. Beyond the qualification, the unit develops creativity, teamwork, communication, leadership, resilience, organisation and problem-solving. These skills support progression to further study in Dance, Performing Arts and the wider creative industries.	o deepen their understanding of choreography, students will explore how dance can be used to entertain, educate, raise awareness, tell stories and challenge an audience's viewpoint. Students will investigate a range of dance styles and choreographers, including contemporary dance, hip hop, dance theatre and commercial dance. They will consider how different styles use movement, music and production elements to communicate meaning. Students will also explore how choreography can be inspired by: • images and photographs • music and sound • poems and written text • objects and props • social and cultural issues • locations and historical events • emotions and personal experiences. This wider knowledge will help students create informed, sensitive and meaningful choreography rather than relying on basic or predictable movement ideas.

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Authentic connections

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- https://rambert.org.uk/classroom/support/plan/lesson-templates-linking-to-resources/introducing-a-stimulus-based-choreographic-brief/lesson-plan-introducing-a-choreographic-brief
- https://www.onedanceuk.org/resources/stardust-developing-choreography-ks4-5-and-youth-companies-working-with-15-yrsplus
- https://www.sadlerswells.com/digital-stage/making-moves-2026

Assessment

How will we show what we know, remember and can apply?

Students will complete a series of practical and written activities across the two-term unit. These tasks will mirror the skills required for Component 3 without forming part of the final external assessment.

Task 1: Responding to a stimulus

Students will:

- research a given theme or topic
- identify a purpose and target audience
- generate and explain initial choreographic ideas

	• select an appropriate dance style • identify practitioner or repertoire influences • record their ideas in a planning document or PowerPoint. **Task 2: Developing choreography** Students will provide: • video evidence of movement exploration • examples of created and developed motifs • milestone performance videos • movement notes, diagrams or choreographic plans • evidence of their individual contribution • rehearsal reviews and target setting. **Task 3: Mock workshop performance** Students will create and perform an original group dance in response to a practice brief. They will be assessed on: • communication of ideas and creative intentions • use of choreographic devices • technical accuracy and control • dynamics, musicality and performance quality • formations, spacing and transitions • collaboration, focus and commitment • suitability for the purpose and target audience. **Task 4: Evaluation** Students will complete a final evaluation considering: • how successfully the performance responded to the brief • the effectiveness of the choreographic process

	• their individual contribution to the group • their technical and performance skills • how feedback was used • strengths, areas for improvement and future targets.