New Line Learning Academy
Believe and Achieve

Dance Intent	Year 11

*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 2
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?
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?

New Line Learning Academy
Believe and Achieve

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.
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.

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:

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

New Line Learning Academy
Believe and Achieve

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?*		**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://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		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.

New Line Learning Academy
Believe and Achieve

Term 3, 4 and 5 Topic/Theme/Enquiry	**Component 3- Responding to a brief**

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

In Component 3, students respond to a brief and stimulus provided by Pearson. Working collaboratively, they will choreograph, rehearse and perform an original dance for a chosen target audience.

Students will explore how movement, choreographic devices, structure, music and performance skills can communicate a clear message or creative intention. The theme will change each year, so students must be able to interpret unfamiliar stimuli and make independent creative decisions.

Key questions include:

How can a stimulus inspire movement?
What message do we want to communicate?
Who is our target audience?
Which dance style is most appropriate?
How can choreography communicate meaning?

- How can we refine our work to increase its impact?How successfully does the final performance meet the brief?

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

tudents will learn how to:

- interpret the brief, stimulus and performance requirements
- identify a purpose, target audience and creative intention
- research the theme and generate movement ideas
- select an appropriate dance style and practitioner influence
- create and develop movement motifs
- use repetition, variation, contrast and development
- use unison, canon, formations, levels and transitions

- explore actions, space, dynamics and relationships
- structure choreography with a clear beginning, development and ending
- select music that supports the mood and intention
- apply technical, physical and performance skills
- collaborate, rehearse and refine choreography
- evaluate individual and group contributions.

Key vocabulary

Brief, stimulus, target audience, purpose, creative intention, choreography, motif, development, repetition, variation, contrast, unison, canon, formations, transitions, pathways, levels, dynamics, relationships, musicality, phrasing, structure, climax, practitioner influence, collaboration, 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 will build upon the knowledge and skills developed in Components 1 and 2. Their exploration of Kate Prince and Message In A Bottle has developed their understanding of how professional choreographers use movement, music, narrative and production elements to communicate meaning. Through Component 2, students have developed technical, physical, interpretative and performance skills by learning and reproducing professional repertoire. They will now apply these skills more independently when creating original choreography.	Students will be challenged to move beyond creating a simple sequence of movements and produce choreography that is original, purposeful and clearly connected to the stimulus. Higher-level work will consistently consider: • Why have we selected this movement? • How does it communicate our intention? • How will the target audience interpret it? • How have we developed the original motif? • How have practitioner influences shaped our work? • What impact do the music, structure and dynamics create? Throughout Component 3, students will be challenged to: • explore several ideas before selecting the strongest • create original and developed movement material • use choreographic devices effectively • demonstrate confident technical and performance skills • create clear contrasts, transitions and climactic moments • contribute independently to group choreography • respond constructively to feedback • evaluate decisions using detailed practical examples.

New Line Learning Academy
Believe and Achieve

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?*
Component 3 brings together all the knowledge and skills developed throughout the qualification. Students apply their understanding of professional choreography from Component 1 and the technical and rehearsal skills developed in Component 2 to an original performance. This component prepares students for further study in Dance and Performing Arts by developing choreography, performance, research, collaboration and evaluation skills. It also develops transferable skills such as creativity, teamwork, resilience, leadership, communication and working to deadlines. Component 3 is the qualification's synoptic component, meaning students must combine and apply learning from across the course.	Students will explore how dance can be created for different purposes, including to entertain, educate, raise awareness, tell a story or challenge an audience's viewpoint. They will investigate a range of dance styles and choreographers to understand how contrasting approaches can influence original work. This may include contemporary dance, hip hop, dance theatre, street dance and physical theatre. Students will also explore how different stimuli can inspire choreography, including: images and photographs music and sound poems and written text objects and props social or cultural issues locations, events and personal experiences. Research into the theme will help students create informed, respectful and meaningful choreography rather than relying on basic or stereotypical ideas.

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.

New Line Learning Academy
Believe and Achieve

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?*	**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://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 •	Component 3 is an externally assessed synoptic component, set and marked by Pearson. It is worth 60 marks and contributes 40% of the final qualification. Students respond to a Pearson-set brief and stimulus by creating a group workshop performance for a selected audience. Activity 1: Developing ideas Students will explain: their interpretation of the brief and stimulus the purpose and target audience their performance concept and chosen dance style the intended structure and creative intentions practitioner or repertoire influences their individual contribution to the group's ideas.

	Activity 2: Developing dance skills and choreography Students will explain: the technical and performance skills they selected the movement and choreographic devices they used how motifs were developed and refined how feedback influenced their decisions their individual contribution to rehearsals and choreography. Activity 3: Workshop performance Students will submit a video of their completed group dance performance. They will be assessed on: communication of ideas and intentions technical accuracy and control

	dynamics, musicality and performance quality effective use of choreographic devices focus, energy, concentration and commitment collaboration and interaction with other dancers. Activity 4: Evaluation Students will evaluate: how successfully the dance responded to the brief the effectiveness of the rehearsal and choreographic process their own contribution to the group their technical and performance strengths areas for improvement the overall impact of the final performance. The Pearson brief is normally released in January, allowing approximately 12 weeks for the development and rehearsal of the workshop performance. The final written assessment is completed under supervised conditions during the May/June assessment series.

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