

# Dance Learning Journey

Experience a wide range of fun and exciting projects that teach you valuable skills in the Dance studio, **understanding** different skills and techniques and how they can be used.

## OSCA VALUES

- OPPORTUNITY
- SCHOLARSHIP
- COMPASSION
- ASPIRATION

- Create
- Evaluate
- Analyse
- Apply
- Understand
- Remember

**Sandwell Spotlight**  
Students have easy access to Birmingham Ormiston Academy (BOA), the only free performing arts specialist college outside of London and sister college to the nationally renowned Brit School.

**Pursue further education in Performing Arts:**  
A Level Dance  
Btec Performing Arts

- C3 Communicating ideas through **performance**
- C2 Working effectively with others
- C1 Skills and techniques

- B1 **Demonstrate** how to select and **develop** skills and techniques that are needed to realise **A1** **Understand** how to **respond** to a brief through discussion and practical exploration activities

- AO1 Understand how to respond to a brief
- AO2 Select and develop skills and techniques in response to a brief
- AO3 Apply skills and techniques in a workshop performance in response to a brief
- AO4 Evaluate the development process and outcome in response to a brief

**Sandwell Spotlight**  
**Ambition 8 of Sandwell's Vision 2030** is to promote local entertainment. As part of this course student will visit local performance spaces.

**YEAR 11**

**BTEC Tech Award in Performing Arts Component 2**

Learners will **participate** in workshops and classes to develop performance and/or design, and interpretative skills and techniques appropriate to the selected discipline, for example acting, dance, musical theatre; and style, for example physical theatre, jazz dance and concept musical with reference to existing repertoire.

Learners must track their progress during this component, **reflecting** on their development of skills and working practices in workshops, through to rehearsals and performances.

**BTEC Tech Award in Performing Arts Component 3**

**Learning aim A:**  
Develop skills and techniques for performance

**A1 Development of performance/design and interpretative skills**

**A2 Develop skills and techniques during the rehearsal process**

Learners will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles and repertoire.

**Learning aim C:**  
Review own development and contribution to the performance

**C2 Review** own application of skills and techniques in/for performance

**C1 Review** own development of skills and techniques in/for performance

**Skills:** Timing, accuracy, energy, formation, facial expression, choreographing, improvisation, dynamics, choreographic devices and intention, theatre design

Learners will **explore** and **participate** in workshops and classes to develop their knowledge and **understanding** of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.

Is a team player but can confidently learn independently to achieve

**Learning aim B:** Apply skills and techniques in rehearsal and performance

Learners will **examine** live and recorded performances in order to develop their **understanding** of practitioners' work in one or more of acting, dance and musical theatre, with reference to influences, outcomes and purpose.

**B2 Application of skills and techniques in/for performance**

Learners will **apply/realise** skills and techniques during the performance of existing repertoire.

**Sandwell Spotlight**  
**Ambition 1 of Sandwell's Vision 2030** is to improve and broaden vocational studies

**Skills:** Contemporary Technique, Jazz Technique, Street Dance skills and technique, Costume/Theatre design

**BTEC Tech Award in Performing Arts Component 1**

**YEAR 10**

KS4

Learners may **participate** as a performer and/or designer in one or more of the following performance disciplines: acting, dance and musical theatre.

**B1 Processes used in development, rehearsal and performance**

Always be tolerant and accepting of different people, points of views and beliefs.

Learners will gain a **practical** appreciation of practitioners' work in using existing performance material in acting, dance or musical theatre and how they may **respond** to or treat a particular theme or issue, how they **use/interpret/modify** a pre-existing style, and how they communicate ideas to their audience through stylistic qualities.

**A2 Practitioners' roles, responsibilities and skills**

**Evaluate and Appreciate the work of dance practitioners**

**Understand** the history of and development of a professional work.

**Understand** the similarities and differences between Physical Theatre and Contemporary Dance

Be driven to achieve, aim high and dream big.

**Devising: Physical Theatre**

**YEAR 9**

**Sandwell Spotlight**  
Too many Sandwell children live in deprived households – and this restricts social mobility from one generation to the next. Studying a range of different styles of performance increases our students cultural capital and provides opportunities that more privileged areas have.

**Apply** choreographic skills through the use of the Contemporary style

Is a team player but can confidently learn independently to achieve

**Applying Skills to Contemporary**

**Skills:** Chairs duets, Round-by-through, lifts/Balances, story telling through dance, stimuli

**Create original work showing key practitioners' concepts**

**Evaluate** the impact of key conventions in acting for screen

**Apply key stylistic features to enforce the purpose of the genre**

**Learn world dance techniques**

**Create movement material honoring the history and features of each world dance style**

**Understand and remember** the key features of the genre

**Explore** a variety of performance disciplines outside of dance

**Perform** as an ensemble

**Professional Works**

**Skills:** Unison, timing, duet work, choreography, Characterisation, energy

**Sandwell Spotlight**  
6-10% of Sandwell are part of the LGBTQIA+ community- scheme aims to irradiate harmful stereotypes in the musical theatre industry

Develop confidence through participation in a wide range of activities within the curriculum

**Evaluate** the work of dance practitioners through a given style/technique

**World Dance**

**Skills:** Jazz Technique, Fosse technique, balance, pirouettes, leaps

**Evaluate** own ability to perform world dance techniques

**Explore** different types of world dance styles

**Understand** the history and background of different styles/techniques within Dance.

**Assess** different stimuli to create own choreography

**Create** original work

**Remember** choreography and **apply** key stylistic features

**Use** stylized movement from different dance styles to **create** a routine

**Remember** key choreographic devices

**Apply** a range of techniques into choreography to further engage the audience and provoke thought about the routine

**Remember** new Dance terminology

**Create** original work

**YEAR 8**

Use **evaluative** language to **critique** the work of others

**Analyse** existing characters

**Apply** new techniques through performance

**Create** movement material that consists of Street stylistic features

Showing tolerance and acceptance of different people, points of views and beliefs.

Is a team player but can confidently learn independently to achieve

**Applying Skills to Street Dance**

**Skills:** Accumulative Canon, Fragmentation, Dynamics, Street Technique.

**Develop** knowledge and use of Choreographic and Performance Devices as well as Contemporary dance skills

**Understand and apply** a range of performance and choreographic skills to dance as an effective ensemble

**Choreograph** in the style of Musical Theatre.

**Understand and analyse** the elements of Musical Theatre.

**Skills:** Movement Memory, Timing, Posture, Alignment, Unison, Canon, Projection, Focus, Levels, Directions.

**Remember** new Dance terminology

**Apply** key stylistic features throughout movement

**Create** original work

**Creating From A Stimulus**

**Skills:** Choreographing, Devising, Canon, Mirroring, Unison, stimulus interpretation.

**Evaluate** the work of others

**Remember** key choreographic devices

**Apply** a range of techniques into choreography to further engage the audience and provoke thought about the routine

**Remember** new Dance terminology

**Apply** key stylistic features throughout movement

**Create** original work

**World Dance**

**Skills:** Movement Memory, Timing, Formation, Musicality, Contemporary technique, Street Dance technique

**Understand** the history and background of different styles/techniques within Dance.

**Assess** different stimuli to create own choreography

**Create** original work

**Remember** choreography and **apply** key stylistic features

**Use** stylized movement from different dance styles to **create** a routine

**Remember** key choreographic devices

**Apply** a range of techniques into choreography to further engage the audience and provoke thought about the routine

**Remember** new Dance terminology

**Apply** key stylistic features throughout movement

**Create** original work

**Exploring Genres**

**Skills:** Choreographing, Devising, Canon, Mirroring, Unison, stimulus interpretation.

**Evaluate** the work of others

**Remember** key choreographic devices

**Apply** a range of techniques into choreography to further engage the audience and provoke thought about the routine

**Remember** new Dance terminology

**Apply** key stylistic features throughout movement

**Create** original work

**Sandwell Spotlight**  
**'Vision 2030'** is a local initiative. It has been identified that Sandwell people have less healthy lifestyles than the national average. Studying a range of genres can improve the fitness and stamina of our young people due to the different demands.

**Training the body as a tool for expression. Actions speak louder than words.**

KS3