

Barr Beacon School Curriculum Overview (2025 – 2026)

Dance School Intent: Our curriculum provides pupils with the knowledge and experiences which will interest and empower them to thrive in the workplace and make informed contributions to our democratic society

Dance Curriculum intent: In the Dance Department, we strive to create versatile dancers who appreciate different cultures and who are confident in making informed, creative decisions within their choreography.

Curriculum rationale: The Dance curriculum has been designed to develop and capture pupil's creativity. We want pupils at Barr Beacon to experience a broad range of dance styles, techniques and processes in their curriculum. Exploring a variety of dance styles and practitioners to develop knowledge that will interest and empower them in their Dance. Our curriculum map strives to build on pupil's confidence and resilience when creating performance work. All sections of the curriculum allow pupils to gain not only the knowledge of practical skills but also the experiences and this is what our whole school statement promotes. Our beacon values help support the Dance curriculum, in particular Be yourself, Consideration for other and Own what you do. The teaching staff supports pupils' creative intentions and have developed projects that hold interesting and engaging topics for pupils in today's society.

KS4 Dance BTEC – Completed over two years building on what base knowledge students have learnt at KS3. Students explore 3 components. Component 1: Exploring the Performing Arts is an internal theory component where students explore a range of different repertoires and how they are created. Component 2: Developing Skills and Techniques in the Performing Arts is an internal component that focuses on the development of practical skills whilst students evaluate their progress. Component 3: Responding to a Brief is an external assessment that requires students to create their own group choreography. Students are required to write about their ideas and skills developments. Students will then evaluate their performance at the end of the assessment.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Year 10 BTEC Performing Arts Dance Component 1: Exploring the Performing Arts Students will study three professional practitioners and analyse how repertoire is created through a series of practical and theory lessons. They will design a research journal which contains their findings. Assessment from January - April			Year 10 BTEC Performing Arts Dance Introduction to Component 2: Developing Skills and Techniques in the Performing Art Students will participate in a range of technique classes and learn a 2 minute piece of repertoire. Students will reflect on their progress throughout the component.		
Year 11	11 Year 11 BTEC Performing Arts Dance Component 2: Developing Skills and Techniques in the Performing Art Students will participate in a range of technique classes and learn a 2 minute piece of repertoire. Students will reflect on their progress throughout the component. Assessment from September - December			Year 11 BTEC Performing Arts Dance Component 3: Responding to a Brief Students will choreograph and perform in their own performance piece in line with a set brief provided by the examination board (Pearson). Assessment from January - May		