

Key: \*Bold writing shows development or progression from previous year. \*Underline shows cross-over of key concepts with other end-points

Faculty: Open Faculty				Subject: Dance				
End points	Year 6	Year 7	Year 8		Year 9	Year 10	Year 11	
To have developed a range of literacy skills to evaluate and analyse pieces of work from different styles, genres and cultures.					Development of performance/design and interpretative skills  Design skills needed by designers relevant to the performance discipline, such as  Develop skills and techniques during the rehearsal process	Professional practitioners' performance material, influences, creative outcomes and purpose  Dance styles such as ballet, contemporary, jazz, tap, urban, international  Creative stylistic qualities, to include: -treatment of theme/issue -production elements -form/structure/narrative -response to stimulus - style/genre -contextual influences - collaboration with other practitioners -influences by other practitioners.	Skills and techniques Demonstrating effective use of performance skills and effective realisation of design skills and techniques in a workshop performance to the target audience.  Skills may include: vocal skills physical skills design skills interpretative skills: showing time and place, presenting a character, creating humour or emotion.  If performing, demonstrating and sustaining in performance the following skills: -energy -focus -concentration -commitment.	



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Develop a			Development of	Design skills needed by	Understand how to
range of			performance/design	designers relevant to	respond to a brief
presenting			and interpretative	the performance	through discussion
skills and.			skills	discipline, such as	and practical
The ability to					exploration activities
set SMART			Design skills needed by	Develop skills and	Demonstrate how to
targets from			designers relevant to	techniques during the	select and develop
evaluating their			the performance	rehearsal process	skills and techniques
own work.			discipline, such as		that are needed to
				Application of skills and	realise the creative
			Develop skills and	techniques during	ideas in response to a
			techniques during the	rehearsal	brief
			rehearsal process		
				Application of skills and	Skills may include:
			Application of skills	techniques in/for	vocal skills
			and techniques during	performance	physical skills
			rehearsal		design skills
				Review own	interpretative skills:
			Application of skills	development of skills	showing time and
			and techniques in/for	and techniques in/for	place, presenting a
			performance	performance	character, creating
					humour or emotion.
			Review own	Review own application	
			development of skills	of skills and techniques	If performing,
			and techniques in/for	in/for performance	demonstrating and
			performance		sustaining in
					performance the
			Review own		following skills:
			application of skills		<u>-energy</u>
			and techniques in/for		<u>-focus</u>
			performance		<u>-concentration</u>
					<u>-commitment</u> .
					Evaluating the
					development process
					and workshop
					performance outcome



To be able to apply strong powers of self-expression, both written and in performance, whilst improving their			Purpose and its influence on stylistic qualities, to include: to educate	• Purpose and its influence on stylistic qualities, to include:
apply strong powers of self- expression, both written and in performance, whilst improving their			influence on stylistic qualities, to include:	influence on stylistic qualities, to include:
apply strong powers of self- expression, both written and in performance, whilst improving their			influence on stylistic qualities, to include:	influence on stylistic qualities, to include:
powers of self- expression, both written and in performance, whilst improving their			qualities, to include:	qualities, to include:
expression, both written and in performance, whilst improving their				
both written and in performance, whilst improving their			to educate	_
and in performance, whilst improving their				to educate
performance, whilst improving their			to inform	to inform
whilst improving their			to entertain	to entertain
improving their			to provoke	to provoke
			to challenge viewpoints	to challenge
			to raise awareness	viewpoints to raise
physical and			to celebrate.	awareness
interpretive				to celebrate.
skills.				
				Communicating ideas
				through performance
Have an			Practitioners' roles,	Practitioners' roles,
understanding			responsibilities and skills	responsibilities and
of the roles and				skills
rsponsibilities			Processes used in	
involved in			development, rehearsal	Processes used in
performance			and performance	development,
l ·			·	rehearsal and
			Techniques and	performance
			approaches used in	-
			performance	Techniques and
			•	· · · · · · · · · · · · · · · · · · ·
			Techniques such as:	
			•	•
				Techniques such as:
			-technical rehearsal	-rehearsal –
			-dress rehearsal	production
			-performance	-technical rehearsal
			-post-performance	-dress rehearsal
			evaluation/review.	-performance
			Techniques such as: -rehearsal – production -technical rehearsal	approaches used in performance  Techniques such as: -rehearsal –

WFA Progression Map - planning for knowledge/skills etc to build & accumulate sequentially over time						WESTON FAVELL ACADEMY		
						-post-performance evaluation/review.		
						Working effectively with others		