

## **Composite: Component 1 - Exploring the Performing Arts (Dance)**

Year 10

In this Component, students explore how professional performance work is created, helping them develop the confidence and understanding needed to **thrive** as creative learners. They study the roles and responsibilities of performers and production specialists, including dancers, musical theatre performers and designers working in areas such as lighting, sound, set, props, costume and makeup. By examining a variety of professional performances and styles, learners gain a broad insight into the industry and begin to discover where their own strengths and passions lie.

Students also take part in practical exploration, allowing them to experience first-hand how ideas are developed and communicated to an audience. Through observing existing repertoire and experimenting with different techniques, they learn how professionals rehearse, collaborate and refine their work. This practical and inclusive approach helps every learner feel that they **belong** within the subject, regardless of their starting point or preferred role.

Throughout the component, students build a strong understanding of the processes and practices that bring performances to life. They develop skills in research, communication, creativity and teamwork — all essential qualities that extend far beyond the studio or stage. These transferable skills support students to **achieve** success in future Level 2 or Level 3 qualifications, as well as in wider academic and vocational pathways.

### **Learning Outcomes**

By the end of this component, students will be able to:

- A.** Investigate how professional performance or production work is created
- B.** Demonstrate understanding of the skills, techniques and approaches used in performance

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## **Composite: Component 2: Developing Skills and Techniques in the Performing Arts (Dance)**

Year 10

In this component, learners develop the practical skills and techniques needed to perform in dance. Through working with existing repertoire and learning how to recreate and interpret professional material, students gain the confidence and knowledge they need to **thrive** as creative and expressive individuals.

Students have the opportunity to specialise as a performer, on the dance pathway. Through regular workshops and classes, learners develop important technical, practical and interpretative skills. This practical, supportive environment helps students feel that they **belong** within the performing arts, no matter their previous experience or chosen discipline.

Rehearsals form a central part of this component. Students learn to work collaboratively, applying professional processes to bring performance material to life. They build discipline, creativity and resilience as they engage with the rehearsal and design process. Alongside this, learners regularly review their progress, reflecting on their strengths and identifying areas for development. This reflective practice encourages students to take ownership of their learning and supports them to **achieve** their personal goals.

Beyond developing artistic skill, this component also prepares students for their future pathways. The ability to communicate effectively, work as part of a team, solve problems creatively and respond to feedback are valuable skills that extend into every subject and career path. Whether learners choose to progress to Level 3 Performing Arts or explore other vocational or academic routes, this component equips them with the confidence and capabilities needed to thrive beyond the classroom.

### **Learning Outcomes**

By the end of the component, students will be able to:

- **A:** Use rehearsal, production or design processes effectively
- **B:** Apply performance or design skills and techniques in a final realisation
- **C:** Review and evaluate their own development and application of skills

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**Composite: Component 3 Preparation: Creating choreography and working with a stimulus (Dance)**

Year 10

In this topic, students explore a range of dance styles such as contemporary, jazz, hip-hop, ballet and commercial. By working with different techniques and performance qualities, learners begin to **thrive** as they build confidence, creativity and strong movement skills.

Students also study the work of professional choreographers to understand how dance communicates ideas, emotions and stories. This helps them feel they **belong** within the wider creative world and gives them insight into how professional repertoire is developed.

This topic brings together the knowledge and skills learned in **Component 1** (understanding professional work) and **Component 2** (developing performance and design skills). Through practical workshops and exploration, students apply what they have learned so far and continue building the skills they need to **achieve** their full potential in future components.

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