



DANCE ENDPOINTS

AN AMBITIOUS CURRICULUM

By the end of Year 11, students in Set 2 will be able to:	By the end of Year 11, students in Set 1 will be able to:
Ballet 1. Demonstrate basic traditional ballet technique, including barre, centre practice, adage, pirouettes, allegro, and basic batterie exercises. 2. Apply floor barre work to improve foot strength and correct placement. 3. Use Progressive Ballet Technique to enhance alignment, strength, and flexibility. Jazz 4. Maintain core strength and flexibility through targeted strength and stretch routines. 5. Demonstrate basic jazz technique in commercial and Mattox styles. Tap 6. Perform basic tap steps, rhythms, and amalgamations with clear timing. 7. Execute pick-ups and wing preparations on two feet. 8. Perform basic time steps with accuracy. Contemporary 9. Demonstrate foundational techniques from Martha Graham and Horton methods. 10. Create and develop movement through improvisation and basic choreography. 11. Apply motif development in short dance phrases.	Ballet 1. Demonstrate more advanced traditional ballet technique, including refined barre, centre practice, adage, pirouettes, allegro, and batterie. 2. Apply floor barre and placement techniques to support advanced movement execution. 3. Perform ballet repertoire with stylistic accuracy. 4. Apply advanced Progressive Ballet Technique for performance preparation. Jazz 5. Maintain and extend flexibility and strength through advanced core work. 6. Perform technical jazz with precision in commercial, Broadway, lyrical, and Mattox styles. Tap 7. Execute advanced time steps with speed and rhythmic clarity. 8. Demonstrate English and American tap styles with stylistic differences. 9. Perform speed work, rhythm, musicality, pick-ups, wings, turning steps, and toe-to-heel clips at performance level. 10. Apply show choreography for stage performance. Contemporary 11. Demonstrate advanced Martha Graham and Horton techniques. 12. Use improvisation to create original movement material.

By the end of Year 11, students in Set 2 will be able to:	By the end of Year 11, students in Set 1 will be able to:
	13. Produce choreography and performance work with thematic and expressive depth. 14. Apply storytelling through movement in performance pieces.

The dance curriculum is more ambitious than the National Curriculum as it delivers a structured, progressive programme across ballet, jazz, tap, and contemporary styles that blends technical mastery with artistic development. From the outset in Set 1, students build a strong foundation in traditional ballet technique, core strength, jazz foundations, tap rhythms, and contemporary methods such as Martha Graham and Horton, while also developing improvisation, choreography, and motif work—skills not explicitly detailed in the National Curriculum. By Set 2, this foundation expands into advanced technique, stylistic breadth, and performance readiness, including mastery of ballet repertoire, multiple jazz genres, English and American tap distinctions, and contemporary storytelling through movement. The inclusion of industry-specific methods such as Progressive Ballet Technique, Broadway jazz, lyrical jazz, and show choreography, alongside a focus on performance craft, genre authenticity, and self-expression, ensures that students achieve a level of technical and creative expertise that prepares them for vocational training or professional pathways, far exceeding the broad performance aims of the National Curriculum.