

Year 9 GCSE Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Introduction to the GCSE Dance Course</p> <p>Performance:</p> <ul style="list-style-type: none"> Safe practice TEMP skills Contemporary technique <p>Appreciation:</p> <ul style="list-style-type: none"> Safe practice (during performance and during the rehearsal process) <p>TEMP skills (definitions, why we need them in dance, how do we improve over time)</p>	<p>Introduction to the GCSE Dance Anthology</p> <p>Professional work 1 – A Linha Curva</p> <p>Performance:</p> <ul style="list-style-type: none"> Group performance developing TEMP skills through a fusion of dance styles <p>Appreciation:</p> <ul style="list-style-type: none"> A Linha Curva analysis <p>6 mark questions</p>	<p>Introduction to choreography</p> <p>Choreography:</p> <ul style="list-style-type: none"> Practical workshops on choreography <p>Appreciation:</p> <ul style="list-style-type: none"> Section A of the written paper (responding to a stimulus) <p>What steps do professional choreographers take when putting together a routine?</p>	<p>Shadows</p> <p>Choreography:</p> <ul style="list-style-type: none"> Using the choreographic principles learnt to devise a quartet using the stimulus of Shadows <p>Performance:</p> <ul style="list-style-type: none"> Developing TEMP skills relating to choreographic intent <p>Appreciation:</p> <ul style="list-style-type: none"> Shadows analysis 6 and 12 mark questions 	<p>Within Her Eyes</p> <p>Performance:</p> <ul style="list-style-type: none"> TEMP skills <p>Choreography:</p> <ul style="list-style-type: none"> Developing contact material to enhance the choreographic intent of Within Her Eyes <p>Appreciation:</p> <ul style="list-style-type: none"> Within her Eyes analysis 6 and 12 mark questions <p>Looking at different relationships and how dance can portray these. How is this a love story with a twist?</p>	<p>Group choreography (mock)</p> <p>Choreography</p> <ul style="list-style-type: none"> Past choreography question Group choreography (2-5 dancers) <p>Appreciation:</p> <ul style="list-style-type: none"> Section B of the written paper
Key skills and concepts	<p>Knowledge and understanding of safe practice during performance and during the rehearsal process.</p> <p>Practically developing technical, expressive, mental and physical skills through contemporary technique.</p>	<p>Learning the key terminology for analysing a professional work.</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach</p> <p>What Brazilian influences are seen in A Linha Curva? How has capoeira, contemporary and samba been developed? Analysing the relationships between the men and women.</p> <p>Practically exploring A Linha Curva – fusion of dance styles and focus on expressive skills</p>	<p>Exploring responding to different stimuli.</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> A,S,D,R Choreographic devices Structure and form Aural setting <p>Choreographic intent</p> <p>Exploring different stimuli from a wide range of sources; geographical, historical, political</p>	<p>Applying choreographic principles to create a quartet.</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach</p> <p>Practically exploring Shadows</p> <p>Working together as a quartet using characterisation to identify different roles of a family.</p> <p>How is a set produced? How are costumes made to suit the character of the dancer? What influences are used to show the choreographic intent?</p>	<p>Developing contact work through a performance in a duet</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach</p>	<p>Developing choreographing a group dance to a stimulus</p> <p>Applying the choreographic processes and approaches together as a group</p>

Key Stage 4 Subject Timeline Year 9 to 11

Subject: GCSE Dance Exam Board: AQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End points	Students will be able to perform two set phrases in a contemporary dance style. Students will be able to answer questions based on safe practice and physical skills.	Students will be able to perform a group routine based on the professional work A Linha Curva. Students will be able to answer questions based on the analysis of the professional work A Linha Curva.	Students will be able to choreograph and perform a solo based on a stimulus. Students will be able to answer questions based on performance and choreography.	Students will be able to choreograph and perform a quartet based on the professional work Shadows. Students will be able to answer questions relating to the analysis of Shadows.	Students will be able to perform a duet based on the professional work Within Her Eyes. Students will be able to answer questions relating to the analysis of Within Her Eyes.	Students will be a part of choreographing a group routine based on a list of stimuli. Students will be able to answer questions based on both performance and choreography and the three professional works studied.
Assessments	1 hour written paper (safe practice and TEMP skills) Set phrase 1 (physical, expressive and mental skills) Set phrase 2 (technical skills)	1 hour written paper (A Linha Curva) Group performance (A Linha Curva)	1 hour written paper (Section A) Solo choreography (responding to a stimulus)	1 hour written paper (Shadows) Performance in a quartet (Shadows) GCSE Dance Performance Evening	1 hour written paper (Within Her Eyes) Performance in a duet (Within Her Eyes)	1 hour 30 minutes written paper (all sections) Group choreography PPE theory paper PPE practical (quartet, duet and group choreography)

Year 10 GCSE Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Emancipation of Expressionism</p> <p>Performance: Emancipation of Expressionism group performance</p> <p>Appreciation: Emancipation of Expressionism analysis</p>	<p>Emancipation of Expressionism & contemporary technique</p> <p>Performance: Technique work on contemporary dance</p> <p>Appreciation: Emancipation of Expressionism</p>	<p>Infra and Set Phrase 1</p> <p>Performance: Set Phrase 1 'Breathe'</p> <p>Choreography: Infra trio</p> <p>Appreciation: Infra and Section B of the paper</p>	<p>Infra and Set Phrase 2</p> <p>Performance: Set Phrase 2 'Shift'</p> <p>Choreography: Infra trio</p> <p>Appreciation: Infra and Section B of the paper</p>	<p>Artificial Things and Performance in a duet/trio</p> <p>Performance: Duet/trio</p> <p>Choreography: Duet/trio</p> <p>Appreciation: Artificial Things</p>	<p>Artificial Things and Performance in a duet/trio</p> <p>Performance: Duet/trio</p> <p>Choreography: Duet/trio</p> <p>Appreciation: Artificial Things</p>
Key skills and concepts	<p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach.</p> <p>Practically exploring Emancipation of Expressions focusing on the development of TEMP skills. #</p> <p>Exploring different dance styles outside of 'contemporary'. Are there any contemporary influences in hip hop? How has this been developed?</p>	<p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach.</p> <p>Developing contemporary technique in preparation for learning the set phrases.</p>	<p>Developing contemporary technique and TEMP skills through performance of set phrase 1 'Breathe'.</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach.</p> <p>Developing choreographic skills of responding to a stimulus in a trio.</p> <p>What performance skills are recognised as a professional dancer?</p>	<p>Developing contemporary technique and TEMP skills through performance of set phrase 2 'Shift'.</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach.</p> <p>Developing performance skills within a trio.</p>	<p>Developing choreographic processes of responding to a stimulus in preparation for the choreography paper.</p> <p>Developing TEMP skills through the performance of a duet/trio.</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach.</p> <p>Artificial Things is an inclusive dance company. Exploring how movement is adapted to suit all dancers.</p>	<p>Developing choreographic processes of responding to a stimulus in preparation for the choreography paper.</p> <p>Developing TEMP skills through the performance of a duet/trio.</p> <p>Knowledge and understanding of the features of production, performance environment, choreographic intent and content and choreographic approach.</p>
End points	<p>Students will be able to perform a group routine based on the professional work Emancipation of Expressionism.</p>	<p>Students will be able to demonstrate contemporary technique through the performance of a short phrase.</p> <p>Students will be able to answer questions based on the analysis of Emancipation of Expressionism.</p>	<p>Students will be able to perform Set Phrase 1 (Breathe).</p> <p>Developing skills of confidence and resilience. Ensuring practice and rehearsal methods of are used to develop these key skills.</p>	<p>Students will be able to perform Set Phrase 2 (Shift).</p> <p>Students will be able to perform a trio based on the professional work Infra.</p> <p>Students will be able to answer questions based on the analysis of Infra and the analysis of their own performance in both set phrases and their trio performance.</p>	<p>Students will be able to perform half of a duet/trio based on a choreographic intent.</p> <p>Students will be able to answer questions based on the analysis of the professional work Artificial Things.</p>	<p>Students will be able to perform a duet/trio based on a choreographic intent.</p> <p>Students will be able to answer questions based on the analysis of the professional work Artificial Things.</p>

Key Stage 4 Subject Timeline Year 9 to 11

Subject: GCSE Dance Exam Board: AQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Performance in a group – Emancipation of Expressionism	1 hour written paper (Section C Emancipation of Expressionism)	Performance of Set Phrase 1 (Breathe) Short written assessment of Section B (Physical, Expressive, Technical and Mental skills shown in Breathe)	1 and a half hour written paper (Section A, B and C) Performance in a trio Performance of Set Phrase 2 (Shift)	Performance of half of duet/trio Section B questions on duet/trio performance (1 hour)	Performance of duet/trio 1 hour Section A, B and C

Year 11 GCSE Dance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>Set Phrases and Duet/trio</p> <p>Performance: Recap set phrases and duet/trio</p> <p>Appreciation: Section B style questions</p>	<p>Set Phrases, Duet/trio and choreography</p> <p>Professional works revision</p> <p>Performance: Set phrases and duet/trio assessment</p> <p>Choreography: Choreography paper</p> <p>Appreciation: Revision of costume, set design d lighting of all professional works</p>	<p>Choreography</p> <p>Professional works revision</p> <p>Choreography: Choreography paper</p> <p>Appreciation: Revision of aural setting, choreographic content</p> <p>Comparing the differences in each professional work. Adding own interpretations and opinions.</p>	<p>Choreography</p> <p>Section A, B and professional works revision</p> <p>Choreography: Final assessment of choreography unit</p> <p>Appreciation: Revision of Section A, B and C</p> <p>Performing to an audience pre assessment. Understanding the process of a professional dancer.</p>	<p>Theory revision</p> <p>Section A – Questions on responding to a stimulus and performance/choreography knowledge</p> <p>Section B – Questions on own performance and choreography</p> <p>Section C – Professional works</p>	EXAMS
Key skills and concepts	<p>Refine and perfect TEMP skills in preparation for final assessment of the two set phrases and the duet/trio performance.</p> <p>Develop the ability to structure and answer long answer questions based on performance of the set phrases and duet/trio performance.</p>	<p>Develop choreographic skills of researching, improvising and generating movement material.</p> <p>Develop the ability to structure and answer 12 mark questions on the features of production of the professional works.</p>	<p>Develop choreographic skills of selecting movement material, choreographic devices and structure and form and refining and rehearsing for performance.</p> <p>Develop the ability to structure and answer 12 mark questions on the features of production of the professional works.</p>	<p>Develop choreographic skills of selecting movement material, choreographic devices and structure and form and refining and rehearsing for performance.</p> <p>Revision of Section A and B of the theory paper.</p>	<p>Revision of all Sections of the written paper.</p>	
End points	<p>Students will be able to perform both set phrases and their performance in a duet/trio.</p> <p>Students will be able to answer Section B style questions based on the set phrases and duet/trio.</p>	<p>Students will perform both set phrases and their performance in a duet/trio for their final assessment.</p> <p>Students will be able to answer a mock paper on all sections.</p>	<p>Students will be able choreograph a routine based on an externally set stimulus. Students will be able to choreograph half-three quarters of their routine.</p> <p>Students will be able to answer questions based on the professional works.</p>	<p>Students will have completed their choreography for their final assessment.</p> <p>Students will be able to answer questions on all sections of the written paper.</p>	<p>Students will be able to successfully structure and answer longer mark questions particularly focusing on the interpretations.</p>	

Key Stage 4 Subject Timeline Year 9 to 11

Subject: GCSE Dance Exam Board: AQA

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessments	Mock assessment of set phrases	PPE 1 and a half hour written paper (all sections) Final practical exam of set phrases and duet/trio performance.	Mock assessment of choreography. 1 hour written paper.	Final practical exam of choreography. 1 hour written paper.	1 and a half hour written paper.	

Careers

Cultural Capital

Inclusion/diversity