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| **Exam board: AQA GCSE Dance (9-1)** **Course breakdown:****Component 1: Performance and choreography 60%****Component 2: Dance appreciation 40%**

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|  | **Year 9** | **Year 10** | **Year 11** |
| **Autumn 1** **7 weeks** | Young Men (7 x 50 minutes)* Dance appreciation: Analysing the professional work ‘Young Men’ performed by BalletBoyz.
* Students will analyse: themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development.

Winter showcase performance (7 x 100 minutes)* Contemporary technique:
* students will develop their physical skills including: flexibility, extension and coordination through a variety of performance based exercises. They will be used to create a performance piece for the winter showcase with the stimulus of Young Men.
 | A Linha Curva (7 x 50 minutes)* Dance appreciation: students will study the set work **A Linha Curva**.
* Themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development, 6 mark written response.

Set Phrases performance piece (7 x 100 minutes)* Set phrases and expressive skills: students will develop 2 set phrases into a performance piece using A Linha Curva as inspiration.
* Physical skills, technical skills, mental and expressive skills
 | Shadows (7 x 50 minutes)* Dance appreciation: students further study the set work **Shadows**, building on their knowledge from year 10.
* Practice 12-mark written response
* Comparative written response

Performance in a duet/trio (7 x 100 minutes)* Duet/trio performance (practical): students refine and perform their year 10 duet/trio. **This is filmed and sent to AQA.**
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| **Autumn 2****7 weeks** | Safe practice (7x100 minutes) * Safe practice: students will explore safe practice in dance.
* Warm-up, cool- down, hydration, nutrition, safe execution.

Winter showcase performance (7 x 100 minutes)* Contemporary technique: Performance piece for the Winter Showcase.

- students will build their physical skills such as flexibility, extension and coordination through a variety of performance based exercises. They will be used to create a performance piece for the winter showcase with the stimulus of Young Men.  |  Infra (7x100 minutes)* Dance appreciation: students will study the set work **Infra.**
* Themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development, 6 mark written response.

Set phrases performance piece (7 x 100 minutes)* Continue with the A Linha Curva performance piece. An element of choreography is included in this term. - ---
* Physical skills, technical skills and expressive skills.
 | A Linha Curva (7 x 50 minutes* Dance appreciation: students further study the set work **A Linha Curva,** building on their knowledge from year 10.
* Practice 12-mark written response
* Comparative written response

Group choreography (7 x 100 minutes)* Students are given the choreography paper to answer.
* Responding to a stimulus, choreographic intent.
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| **Spring 1**1. **weeks**
 | Theory (6 x 50 minutes)* Relationship, action, dynamic, spatial content. Students will develop their knowledge, understanding and skills for choreography.
* Lead and follow, mirror, accumulation, contact, formations, accelerate, decelerate, floor work, elevation, transfer of weight, gesture, levels, pathway, direction.

Group choreography (6 x 100 minutes)* Choreography: students will create a performance in response to an exam style question, that they will perform to their peers.
* Working and responding to a stimulus, improvisation, motif and motif development
 | Artificial things (6 x 50 minutes)* Dance appreciation: students will study the set work **Artificial Things**
* Analyse and interpret: Themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development. Practice 6 mark written response.

Set phrases (6 x 100 minutes)* Students are to learn sections of the set phrase ‘Breathe’ and ‘Flux’

Replicate phrase with accuracy and a focus on physical, expressive and technical skills.  | Infra (6 x 50 minutes)* Dance appreciation: students further study the set work **Infra,** building on their knowledge from year 10.
* Practice 12-mark written response
* Comparative written response

Group choreography (6 x 100 minutes)* Choreography students refine and perform their choreography. **This is filmed and sent to AQA.**
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| **Spring 2****6 weeks**  | Theory (6 x 50 minutes)* Dance analysis: Using the professional work ‘**The Lion King’** students will analyse and interpret the work, using their findings to support their practical choreographies.

Students will analyse: themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development. Practical (6 x 100 minutes)* Choreography: students will create a performance in response to an exam style question, that they will perform to their peers.
* Working and responding to a stimulus, improvisation, motif and motif development
 | Within Her Eyes (6 x 50 minutes)* Dance appreciation: students will study the set work **Within Her Eyes.**
* Analyse and interpret: Themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development, use of camera. Practice 6 mark written response.

Group choreography Mock (6 x 100 minutes)* Students are given a short choreography task in preparation for component 1 choreography paper released in Yr. 11 Autumn term.
* Working with a stimulus, motif development, role of a choreographer, choreographic devices, choreographic intent
 | Artificial things (6 x 50 minutes)* Dance appreciation: students further study the set work **Artificial Things,** building on their knowledge from year 10.
* Practice 12-mark written response
* Comparative written response

Set Phrase Flux (6 x 100 minutes)* Set phrases and expressive skills (Flux): students will refine and perform their first set phrase.  **This is filmed and sent to AQA.**
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| **Summer 1****6 weeks**  | Target setting (6 x 50 minutes)* Self-evaluation: students will complete a log book, setting targets and reflecting on their current practice within their practical lessons.
* Target setting, self-assessment, peer-assessment, action plans, rehearsal process.

Set study (6 x 100 minutes)* Expressive skills through the taught set studies and creation of their own set study. Students will learn and perform a segment of a set phrase taught by their teacher. They will create their own set phrase demonstrating their understanding of the contemporary technique.

-Solo work, improvisation, physical skills, technical skills | Emancipation of expressionism (6 x 50 minutes)* Dance appreciation: students will study the set work **Emancipation of Expressionism.**
* Analyse and interpret: Themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development. Practice 6 mark written response.

Performance in a duet/trio (6 x 100 minutes)* Duet/trio performance: students will choreograph a duet/trio using Shadows as inspiration.
* Using the skills developed in autumn term 1 such as performance, technical and expressive skills.
 | Emancipation of Expressionism (6 x 50 minutes)* Dance appreciation: students further study the set work **Emancipation of expressionism and Within Her Eyes,** building on their knowledge from year 10.
* Practice 12-mark written response
* Comparative written response

Set Phrase Breathe (6 x 100 minutes)* Set phrases and expressive skills (Breathe): students will refine and perform their second set phrase. **This is filmed and sent to AQA.**
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| **Summer 2 6 weeks**  | Target setting (6 x 50 minutes)* Self-evaluation: students will complete a log book, setting targets and reflecting on their current practice within their practical lessons.
* Target setting, self-assessment, peer-assessment, action plans, rehearsal process.

Set study (6 x 100 minutes)* Expressive skills through the taught set studies and creation of their own set study. Students will learn and perform a segment of a set phrase taught by their teacher. They will create their own set phrase demonstrating their understanding of the contemporary technique.
* Solo work, improvisation, physical skills, technical skills
 | Shadows (6 x 50 minutes)* Dance appreciation: students will study the set work **Shadows.**
* Themes, choreographic intent, costume, set design, aural setting, lighting design, key motifs and motif development, 6 mark written response.

Performance in a duet trio (6 x 100 minutes)* Duet/trio performance: students will choreograph a duet/trio using Shadows as inspiration.
* Using the skills developed in autumn term 1 such as performance, technical and expressive skills.
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| **Assessment** | * Class based practical assessments throughout the year which are recorded (please see school assessment calendar for more information).
 | * Internal exam based questions and practical assessments throughout year focused on set works and practical assessments.
* Students sit a full GCSE practice paper in the Summer term.
 | * Internal exam based questions and practical assessments throughout year focused on set works and practical assessments.
* Practical assessment is made up of filmed pieces throughout the year (60% of final grade).
* 1 hour 30-minute written paper in June assessing year 9-11 content. This is externally assessed (40% of overall grade).
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NC: perform dances using advanced dance techniques with a range of dance styles and forms.