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

NC: perform dances using advanced dance techniques with a range of dance styles and forms.