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| **KAA Curriculum Overview** | | **Dance** | | **Year 11** | | **EOY Exam** | **Sequencing and Progression** | |
| **Rationale** | | | | | | **Practical assessment 60%** –   * GCSE NEA * Component 1: Duet/Trio taken throughout Year 11 * Component 1: Set Phrases taken throughout Year 11 * Component 1: Choreography taken throughout Year 11   **Theory assessment** **40%–**   * GCSE Examination * Component 2: Written Paper taken in June/July   *K:\Curriculum\Dance\1) Curriculum\4) GCSE Dance\2) Cohorts\2020-2022\Exam Paperwork* | The performance and choreographic elements throughout the SOW builds on the skills learnt throughout Year 10 and are now applied to NEA throughout the year.  The appreciation of professional works throughout the SOW builds on the knowledge learnt throughout Year 10 and are now applied to their GCSE examination at the end of the year. | On completion of Year 11 students have the opportunity to study A Level Dance where they will further develop their performance and choreography skills as well as their theoretical knowledge of dance. |
| *Autumn Term;*  Students will also develop their knowledge of the technical skills, physical skills and performance skills whilst working collaboratively with their teacher to rehearse and refine the set phrase ‘Scoop’ set by the AQA GCSE Dance exam board. Students will also recap and rehearse the set phrase ‘Breathe’ ready for assessment at the end of term. Students will also develop their knowledge of the choreographic process by choosing a stimulus given by the AQA exam board, creating themes, creating motifs using suitable ASDR, choosing appropriate music, including choreographic devices and choosing suitable structuring devices. Students will refine and rehearse their choreographies for assessment at the end of term.  Students will develop and enhance their analytical skills by describing, analysing and evaluation the professional work ‘Infra’. Students will learn the key facts which relate to the work as well as look at describing and analysing the set, lighting, costume, accompaniment and choreography of the piece.  *Spring Term*;  Students will continue develop their knowledge of the choreographic process by choosing a stimulus given by the AQA exam board, creating themes, creating motifs using suitable ASDR, choosing appropriate music, including choreographic devices and choosing suitable structuring devices. Students will refine and rehearse their choreographies for assessment at the end of term.  Students will develop and enhance their analytical skills by describing, analysing and evaluation the professional work ‘Artificial Things’. Students will learn the key facts which relate to the work as well as look at describing and analysing the set, lighting, costume, accompaniment and choreography of the piece.  *Summer term;*  Students will revise for the GCSE component 2 written exam. Students will revisit section A (hypothetical choreographic work, physical skills, expressive skills, mental skills and safe practice), section B (evaluation of their own work) and section C (6 professional work)  Students will take part in revision lessons, walking/talking mocks as well as complete practice exam questions. This will prepare them for their written examination in Summer Term 2. | | | | | |
| **Term** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | **Sum 1** | **Sum 2** |
| **Link to MTP Overview** |  | |  | |  |  |  |  |
| **Topic studied & Fertile Question** | *If something is set should it be changed?*  Practical;  Continue Component 1: Set Phrases   * Recap and rehearse Set Phrase 1 * Start teaching Set Phrase 2 with a focus on: * Action content * Dynamic content * Spatial content * Refine performance of technical and performance skills and musicality and timing of 105bpm * Rehearse ready for examination at the end of the term   Theory;   * No theory lessons this term, due to focus on practical component. | | *How do you bring a stimulus to life?*  Practical;  Start Component 1: Choreography   * Explore exam questions set by AQA * Begin the process of creating solo material: * Appropriate action content * Dynamic and spatial content * Motif and motif development * Structure * Climax * Find appropriate accompaniment for chosen question   Theory;   * Set work 5: Infra * Key facts and information about the professional work. * Choreographer, Dates, Choreographic intent * Exploration of the constituent features including description and analysis * Set, Costume, Lighting, Accompaniment, Movement, Use of dancers | | *What’s the recipe for a successful chorography?*  Practical;  Continue Component 1: Choreography   * Development of choreography with use of: * Structure * Transitions * Climax and highlights * Choreographic devices * Accuracy in answering the question through choreography and performance skills   Theory;   * Set work 6: Artificial Things * Key facts and information about the professional work. * Choreographer, Dates, Choreographic intent * Exploration of the constituent features including description and analysis * Set, Costume, Lighting, Accompaniment, Movement, Use of dancers | *How do I know if I am performance ready?*  Practical;  Continue Component 1: Choreography   * Refine and rehearse solo/group choreography based on chosen exam question * Exploration and development of: * Technical and expressive skills * Role/theme * Use of accompaniment * Safe practice * Refine performance of in answering the question through choreography and performance skills * Rehearse ready for examination at the end of the term   Theory;   * No theory lessons this term, due to focus on practical component. | *Are you ready for your GCSE written exam?*  Practical;  No theory lessons this term, due to focus on theory component.  Theory;   * Review own work from Component 1 and apply to exam questions: * Choreographic process * Choreography * Technical and performance skills * Rehearsal techniques * Review and revise the six set works with a focus on choreographer, dates, choreographic intent, movement/motif and constituent features; * Artificial Things * A Linha Curva * Emancipation of Expressionism * Infra * Shadows * Within Her Eyes * Practice exam questions | N/A |
| **Adjustments following last assessments / evaluation.** |  | |  | |  |  |  |  |
| **Key knowledge and skills students need to have gained by the end of the unit** | * Understand how to demonstrate accuracy of technical, physical and expressive skills when working as a soloist in the set phrase * Understand the assessment criteria for the AQA GCSE set phrase performance task * Understand what make effective rehearsal * Understand how to implement feedback form peers, teachers and self-assessment * Identify the key features and skills used in each of the set phrases * Identify the similarities and differences between ‘Breath’ and ‘Shift’ * Be able to perform as a soloist for under AQA NEA exam conditions. | | * Understand what a stimulus is and demonstrate how a stimulus can be used to create themes and motifs using appropriate ASDR * Effectively use a range of choreographic devices and appropriate structuring devices * Use an appropriate aural setting * Perform a piece of choreography in groups which are based on the AQA GCSE Dance stimuli * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Identify the key facts of the professional work Infra * Identify how the choreographic intention of Infra is shown in both the choreography and constituent features * Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in Infra | | * Understand what a stimulus is and demonstrate how a stimulus can be used to create themes and motifs using appropriate ASDR * Effectively use a range of choreographic devices and appropriate structuring devices * Use an appropriate aural setting * Perform a piece of choreography in groups which are based on the AQA GCSE Dance stimuli * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Identify the key facts of the professional work Artificial Things * Identify how the choreographic intention of Artificial Things is shown in both the choreography and constituent features * Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in Artificial Things | * Demonstrate an understanding of what makes an effective rehearsal * Apply the rehearsal process to your solo choreography * Effectively use a range of choreographic devices and appropriate structuring devices * Use an appropriate aural setting * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Use analytical skills to justify decision about how the elements in the students’ choreographies related to the choreographic intent * Use self-evaluation skills to improve own work and answer questions from section B of the GCSE Dance written paper | * Know dance terminology and be able to apply it in different context * Be able to state how you would use a stimulus to create a choreography * Evaluate the performance skills used in the set phrases and duo/trio tasks * Use analytical skills to justify decision about how the elements in the students’ choreographies related to the choreographic intent * Use self-evaluation skills to improve own work and answer questions from section B of the GCSE Dance written paper * Identify the key facts of all the professional work * Identify how the choreographic intention of all the professional works is shown in both the choreography and constituent features * Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in all the professional works | N/A |
| **How is understanding assessed at the end of the unit?** | Throughout the unit student’s complete homework. This is set once a week and are a series of exam questions based on the content learnt in theory lessons aimed to identify students’ understanding and any possible misunderstandings.  A summative practical assessment (100%) takes place at the end of term. Students must perform their choreography in a group. Students are assessed on the following;   * Demonstration of physical skills and attributes safely * Demonstration of technical skills accurately and safely * Demonstration of expressive skills | | Throughout the unit student’s complete homework. This is set once a week and are a series of exam questions based on the content learnt in theory lessons aimed to identify students’ understanding and any possible misunderstandings.  A summative practical assessment (60%) takes place at the end of term. Students must perform their choreography in a group. Students are assessed on the following;   * Selection and use of appropriate action and dynamic content to realise choreographic intent * Selection and use of appropriate spatial content (and relationship content where appropriate) to realise choreographic intent * Selection and use of appropriate structuring devices and form to realise choreographic intent * Selection and use of appropriate choreographic devices to realise choreographic intent * Selection and use of appropriate aural setting (and performance environment where appropriate) to realise choreographic intent   Students must also complete a written assessment (40%) in which the following is assessed;   * Knowledge and understanding of performing skills. * Knowledge and understanding of choreographic processes. * Critical appreciation of own work. * Critical appreciation of professional works. (A Linha Curva, Shadows, within Her Eyes, Emancipation of Expressionism and Infra) | | Throughout the unit student’s complete homework. This is set once a week and are a series of exam questions based on the content learnt in theory lessons aimed to identify students’ understanding and any possible misunderstandings.  A summative practical assessment (60%) takes place at the end of term. Students must perform their choreography in a group. Students are assessed on the following;   * Selection and use of appropriate action and dynamic content to realise choreographic intent * Selection and use of appropriate spatial content (and relationship content where appropriate) to realise choreographic intent * Selection and use of appropriate structuring devices and form to realise choreographic intent * Selection and use of appropriate choreographic devices to realise choreographic intent * Selection and use of appropriate aural setting (and performance environment where appropriate) to realise choreographic intent   Students must also complete a written assessment (40%) in which the following is assessed;   * Knowledge and understanding of performing skills. * Knowledge and understanding of choreographic processes. * Critical appreciation of own work. * Critical appreciation of professional works. (A Linha Curva, Shadows, within Her Eyes, Emancipation of Expressionism, Infra and Artificial Things) | Throughout the unit student’s complete homework. This is set once a week and are a series of exam questions based on the content learnt in theory lessons aimed to identify students’ understanding and any possible misunderstandings.  A summative practical assessment (100%) takes place at the end of term. Students must perform their choreography in a group. Students are assessed on the following;   * Selection and use of appropriate action and dynamic content to realise choreographic intent * Selection and use of appropriate spatial content (and relationship content where appropriate) to realise choreographic intent * Selection and use of appropriate structuring devices and form to realise choreographic intent * Selection and use of appropriate choreographic devices to realise choreographic intent * Selection and use of appropriate aural setting (and performance environment where appropriate) to realise choreographic intent | Throughout the unit student’s complete homework. This is set once a week and are a series of exam questions based on the content learnt in theory lessons aimed to identify students’ understanding and any possible misunderstandings.  A summative a written assessment (100%) in which the following is assessed;   * Knowledge and understanding of performing skills. * Knowledge and understanding of choreographic processes. * Critical appreciation of own work. * Critical appreciation of professional works. (A Linha Curva, Shadows, within Her Eyes, Emancipation of Expressionism, Infra and Artificial Things) | N/A |