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| **KAA Curriculum Overview** | | **Dance** | | **Year 12** | | **EOY Exam** | **Sequencing and Progression** | |
| **Rationale** | | | | | | **Practical assessment 50% –**   * Physical/Technical skills * Spatial elements * Dynamic elements * Interpretive/Performance skills (timing/musicality) * Interpretive/Performance skills (focus, projection, emphasis, expression)   **Theory assessment 50%–**   * Rambert Dance Company (formerly Ballet Rambert) (1966-2002) * Set work Rooster (1991) * American Jazz Dance (1940-1975)   K:\Curriculum\Dance\1) Curriculum\5) A Level Dance\2) Cohorts\2017-19\A Level\Exam Video | The performance and choreographic elements throughout the SOW builds on the fundamental skills learnt throughout KS3 and KS4 and are now applied to the AQA A Level Dance exam format.  The appreciation of dance companies, historical dance alongside professional works throughout the SOW builds on the knowledge learnt through theoretical studies at GCSE Dance. | In Year 13, students will continue to develop their performance and choreographic skills to complete their practical examination in the Spring Term.  Students will also be expected to expand on their practical demonstration of physical and expressive skills so that they can perform effectively.  Students will also be expected to expand on their uses pf choreographic process, developing ideas from set stimuli into practical pieces.  The analytical skills needed throughout the year when analysing the set works will be instrumental when analysing the final set work ‘Singin’ in the Rain’ in Year 13. |
| *Autumn Term;*  Students will develop their technical and performance skills through practically engaging in a range of contemporary and classical techniques, focusing on the stylistic features of each and how these differ from one another. Students will also develop their choreographic skills through using stimuli to create dance, with a focus on motif, motif development, transitions and structure and choreographic devices. Students will develop their appreciative skills by looking at the compulsory area of study ‘Rambert 1966-2002’. They will study the historical context of the company along with featured practitioners and professional works associated with Rambert.  *Spring Term*;  Students will develop their performance skills through the creation of the quartet performance which will focus on the idea of survival instincts. Students will also develop their choreographic skills by exploring the three questions set by AQA for Year 13 that year, looking at ways they can interpret them using the skills learnt last term to start to create a group piece of choreography. Students will develop their appreciative skills by looking at the compulsory area of study set work ‘Rooster’. They will analyse each section of the work and its importance in the development of Rambert and Christopher Bruce.  *Summer term;*  Students will develop their performance skills through the rehearsal and refinement of the quartet performance which will focus on the idea of survival instincts. Students will also continue develop their choreographic skills by exploring the three questions set by AQA for Year 13 that year. Students will also begin the creation of their solo in the style of the chosen practitioner Christopher Bruce. Students will develop their appreciative skills by looking at the optional area of study ‘American Jazz Dance 1940-1975’. They will study the historical context of the company along with featured practitioners and professional works associated with American Jazz Dance. | | | | | |
| **Term** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | **Spring 2** | **Sum 1** | **Sum 2** |
| **Link to MTP Overview** |  | |  | |  |  |  |  |
| **Topic studied & Fertile Question** | *What makes a dance artist?*  Practical (Performance);   * Introduction to ASDR in dance * Development of technique and performance skills * Explore a range of Genres: * Contemporary: Cunningham, Graham, Ballet * Introduction to contact work   Practical (Choreography);   * Introduction to choreography: * Motif and motif developments * Different stimuli * Different accompaniment * Structure and climax * Look at a variety of starting points to choreography: * Music/poetry/text/theme/visual * Types accompaniment and music dance relationships   Theory;   * History of Rambert (1966-2002) * Practitioner 1 Christopher Bruce: Biography, style and influences * Bruce works analysis: Ghost Dances/Swansong * Practitioner 2 Richard Alston: Biography, style and influences * Alston works analysis: Soda Lake/Pulcinella | | *How can you bring an idea to life through movement?*  Practical (Performance);   * Start choreography of quartet * Pick a stimulus and develop ideas around the starting point with a focus on: ASRD content * In relation to the chosen stimulus: Create a motif, develop motif, explore contact work   Practical (Choreography);   * Explore exam questions set by AQA for current Year 13s * Begin the process of creating group material: Appropriate action, dynamic and spatial content * Motif and motif development * Structure * Climax * Find appropriate accompaniment for chosen question   Theory;   * Practitioner 3 Robert North: Biography, style and influences * North works analysis: Lonely Town Lonely Street/Death in the Maiden * Exam technique and 25 mark essay planning and structure: * Key works of Rambert * Directors of Rambert * Practitioners of Rambert | | *Movement verses meaning, what’s more important?*  Practical (Performance);   * Start choreography of quartet * Pick a stimulus and develop ideas around the starting point with a focus on: ASRD content * In relation to the chosen stimulus: Create a motif, develop motif, explore contact work   Practical (Choreography);   * Continue group choreography based on Year 13s exam questions * Development of choreography with use of: Structure, transitions, climax and highlights, choreographic devices * Refinement of chosen ASDR in relation to chosen question * Incorporation of contact work and manipulation   Theory;   * Analysis of set work Rooster (1991) * Introduction and key facts * Sectional analysis of all eight episodes * Key themes * Key action, dynamic, spatial and relationship content * Key motifs * Music and dance connection | *If it’s not broken, why fix it?*  Practical (Performance);   * Continue choreography of quartet * Development of choreography with use of: Structure, transitions, climax and highlights, choreographic devices * Accuracy of technical and performance skills   Practical (Choreography);   * Continue group choreography based on Year 13s exam questions * Development of choreography with use of: Structure, transitions, climax and highlights, choreographic devices * Refinement of chosen ASDR in relation to chosen question * Incorporation of contact work and manipulation   Theory;   * Bruce in relation to Rooster: * Movement/Choreographic style, influences, choreographic approach * Similarities and differences to Bruce’s works: Ghost Dances/Swansong * Exam technique and 25 mark essay planning and structure: * ASDR, constituent features | *How do I know if I am performance ready?*  Practical (Performance);   * Continue choreography of quartet * Development of choreography with use of: Structure, transitions, climax and highlights, choreographic devices * Accuracy of technical and performance skills   Practical (Choreography);   * Refine and rehearse group choreography based on Year 13s exam questions * Exploration and development of: * Appropriate action, dynamic and spatial content * Constituent features * Use of accompaniment * Use of dancers and technical/performance skills   Theory;   * American Jazz Dance (1940-1975) * Practitioner 1 Jerome Robbins: Biography, style and influences * Robbins works analysis: Fancy Free/West Side Story * Practitioner 2 Bob Fosse: Biography, style and influences * Fosse works analysis: Pyjama Game/Cabaret | *Does style define us?*  Practical (Performance);   * Refine and rehearse quartet * Exploration and development of: * Technical and performance skills * Safe practice and contact work * Relationships with other dancers * Communication of choreographic intent   Practical (Performance);   * Start solo performance in the style of a chosen practitioner from an area of study: Christopher Bruce * Workshop style of chosen practitioner: action, dynamics and spatial content * Analysis of choreographic/movement style * In the style of: Create a motif and develop motif   Theory;   * Practitioner 3 Gene Kelly: Biography, style and influences * Kelly works analysis: An American in Paris/On The Town * Exam technique and 25 mark essay planning and structure: * Key works of American Jazz Dance * Practitioners of American Jazz Dance |
| **Adjustments following last assessments / evaluation.** |  | |  | |  |  |  |  |
| **Key knowledge and skills students need to have gained by the end of the unit** | * Demonstrate an understanding choreography is * Demonstrate an understanding of the choreographic process * Perform a range of contemporary and classical dance styles * Demonstrate an understanding of the stylistic features of each style * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Understand the historical context of Rambert and associated practitioners * Effectively describe and analyse professional works from the compulsory area of study * Use appropriate subject specific language throughout verbal and written work | | * Demonstrate an understanding of the questions set by AQA * Apply the choreographic process to your group choreography * Understand how to perform as a group * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Understand the historical context of Rambert and associated practitioners * Effectively describe and analyse professional works from the compulsory area of study * Use appropriate subject specific language throughout verbal and written work | | * Apply the choreographic process to your group choreography * Understand how to perform as a group * Demonstrate safety and awareness when performing in a group * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Effectively describe and analyse the set work Rooster * Understand it’s significance in the compulsory area of study * Effectively describe and analyse sections from Rooster * Use appropriate subject specific language throughout verbal and written work | * Apply the choreographic process to your group choreography * Understand how to perform as a group * Demonstrate safety and awareness when performing in a group * Effectively use feedback to improve the performance of others and own work * Use appropriate subject specific language throughout lessons and feedback * Effectively describe and analyse the set work Rooster * Understand it’s significance in the compulsory area of study * Effectively describe and analyse sections from Rooster * Use appropriate subject specific language throughout verbal and written work | * Demonstrate an understanding of what makes an effective rehearsal * Apply the rehearsal process to your group choreography * Understand how to rehearse as a group * Demonstrate technical and performance skills when performing * Understand the context of American Jazz Dance and associated practitioners * Effectively describe and analyse professional works from the optional area of study * Use appropriate subject specific language throughout verbal and written work | * Demonstrate an understanding of what makes an effective rehearsal * Understand how to rehearse as a group * Perform a solo in the style of a named practitioner using a range of stylistic features * Understand how to show the practitioners stylistic features throughout your performance * Understand the context of American Jazz Dance and associated practitioners * Effectively describe and analyse professional works from the optional area of study * Use appropriate subject specific language throughout verbal and written work |
| **How is understanding assessed at the end of the unit?** | Throughout the unit student’s complete homework. This is set twice 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 (50%) takes place at the end of term. Students must perform their solo performance. Students are assessed on the following;   * Physical/Technical skills * Spatial elements * Dynamic elements * Interpretive/Performance skills (timing/musicality) * Interpretive/Performance skills (focus, projection, emphasis, expression)   Students must also complete a written assessment (50%) in which the following is assessed;   * Rambert Dance Company (formerly Ballet Rambert) 1966–2002 | | Throughout the unit student’s complete homework. This is set twice 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 (50%) takes place at the end of term. Students must perform their quartet performance and group choreography. Students are assessed on the following;  Performance;   * Physical/Technical skills * Spatial elements * Dynamic elements * Interpretive/Performance skills (timing/musicality) * Interpretive/Performance skills (focus, projection, emphasis, expression)   Choreography;   * Selection of the movement components * Manipulation of the movement components * Structuring of movement material * Use of other constituent features including aural setting (and physical setting where appropriate) * Use of other constituent features: dancers   Students must also complete a written assessment (50%) in which the following is assessed;   * Rambert Dance Company (formerly Ballet Rambert) (1966-2002) | | Throughout the unit student’s complete homework. This is set twice 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 (50%) takes place at the end of term. Students must perform their quartet performance and group choreography. Students are assessed on the following;  Performance;   * Physical/Technical skills * Spatial elements * Dynamic elements * Interpretive/Performance skills (timing/musicality) * Interpretive/Performance skills (focus, projection, emphasis, expression)   Choreography;   * Selection of the movement components * Manipulation of the movement components * Structuring of movement material * Use of other constituent features including aural setting (and physical setting where appropriate) * Use of other constituent features: dancers   Students must also complete a written assessment (50%) in which the following is assessed;   * Rambert Dance Company (formerly Ballet Rambert) (1966-2002) * Set work Rooster (1991) | Throughout the unit student’s complete homework. This is set twice 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 (50%) takes place at the end of term. Students must perform their quartet performance and group choreography. Students are assessed on the following;  Performance;   * Physical/Technical skills * Spatial elements * Dynamic elements * Interpretive/Performance skills (timing/musicality) * Interpretive/Performance skills (focus, projection, emphasis, expression)   Choreography;   * Selection of the movement components * Manipulation of the movement components * Structuring of movement material * Use of other constituent features including aural setting (and physical setting where appropriate) * Use of other constituent features: dancers   Students must also complete a written assessment (50%) in which the following is assessed;   * Rambert Dance Company (formerly Ballet Rambert) (1966-2002) * Set work Rooster (1991) | Throughout the unit student’s complete homework. This is set twice 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 (50%) takes place at the end of term. Students must perform their group choreography. Students are assessed on the following;  Choreography;   * Selection of the movement components * Manipulation of the movement components * Structuring of movement material * Use of other constituent features including aural setting (and physical setting where appropriate) * Use of other constituent features: dancers   Students must also complete a written assessment (50%) in which the following is assessed;   * Rambert Dance Company (formerly Ballet Rambert) (1966-2002) * Set work Rooster (1991) * American Jazz Dance (1940-1975) | Throughout the unit student’s complete homework. This is set twice 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 (50%) takes place at the end of term. Students must perform their quartet performance. Students are assessed on the following;  Performance;   * Physical/Technical skills * Spatial elements * Dynamic elements * Interpretive/Performance skills (timing/musicality) * Interpretive/Performance skills (focus, projection, emphasis, expression)   Students must also complete a written assessment (50%) in which the following is assessed;   * Rambert Dance Company (formerly Ballet Rambert) (1966-2002) * Set work Rooster (1991) * American Jazz Dance (1940-1975) |