

KAA Curriculum Overview	Dance	Year 10	EOY Exam	Sequencing and Progression		
<p>Rationale</p> <p><i>Autumn Term;</i> Students will develop their technical, physical, expressive and mental skills through learning a series of phrases focusing on the ASDR content of each phrase and developing their contemporary technique. 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.</p> <p>Students will develop their appreciative skills through understanding how to write about dance and their own work, focusing on how to be a safe dancer; technical, performance and expressive skills and how these apply to their own practice. Students will also be expected to write about the choreographic process, definitions of choreographic and structuring devices and how they can be used effectively, describing motifs they have created and developed and evaluating their own work.</p> <p><i>Spring Term;</i> Students will develop their knowledge of the technical skills, physical skills and performance skills whilst working collaboratively with their teacher to create a duet/trio in relation to the AQA GCSE Dance guidelines. The duet/trio will include set movement given by the exam board and will be based on the theme manipulation and control and show the choreographic intent.</p> <p>Students will develop and enhance their analytical skills by describing, analysing and evaluation the professional works 'A Linha Curva' and 'Shadows'. 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.</p> <p><i>Summer term;</i> Students will develop their knowledge of the technical skills, physical skills and performance skills whilst working collaboratively with their teacher to create a duet/trio in relation to the AQA GCSE Dance guidelines. The duet/trio will include set movement given by the exam board and will be based on the theme manipulation and control and show the choreographic intent. 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 'Breathe' set by the AQA GCSE Dance exam board. The set phrase is 30 seconds long and must be perform with accuracy.</p> <p>Students will develop and enhance their analytical skills by describing, analysing and evaluation the professional works 'Within Her Eyes' and 'Emancipation of Expressionism'. 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.</p>			<p>Practical assessment 60% –</p> <ul style="list-style-type: none"> • Demonstration of physical skills and attributes safely to reflect the choreographic intent • Demonstration of technical skills accurately and safely to reflect the choreographic intent • Demonstration of expressive skills to reflect the choreographic intent <p>Theory assessment 40%–</p> <ul style="list-style-type: none"> • 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 and Emancipation of Expressionism) <p><i>K:\Curriculum\Dance\1 Curriculum\4) GCSE Dance\2) Cohorts\2020-2022\Exam Paperwork</i></p>	<p>The performance and choreographic elements throughout the SOW builds on the fundamental skills learnt throughout KS3 and are now applied to the AQA GCSE Dance exam format.</p> <p>The appreciation of professional works throughout the SOW builds on the knowledge learnt through practical lesson at KS3 where students study three of the GCSE set works.</p>	<p>In Year 11, students will continue to develop their performance and choreographic skills to complete their NEA components.</p> <p>Students will also be expected to expand on their practical demonstration of physical, expressive and mental skills so that they can perform effectively.</p> <p>Students will also be expected to expand on their uses pf choreographic process, developing ideas from set stimuli into practical pieces.</p> <p>The analytical skills needed throughout the year when analysing the set works will be instrumental when analysing further dance works such as 'Infra' and 'Artificial Things' in Year 11.</p>	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	<p><i>What's more important technique or performance?</i></p> <p>Practical;</p> <ul style="list-style-type: none"> • Introduction to ASDR in dance • Development of dance technique • Development of physical and expressive skills • Exploration of a range of genres: • Contemporary, Ballet, Street Dance <p>Theory;</p> <ul style="list-style-type: none"> • Introduction to GCSE Dance • Safe practice in dance (dancer/environment) • Action, space, dynamics and relationships (Technical skills) • Physical, expressive and mental skills • Physical and expressive skills exercises 	<p><i>How can you create an interesting dance?</i></p> <p>Practical;</p> <ul style="list-style-type: none"> • Introduction to choreography: • Motif and motif developments • Choreographic devices • Structure and climax • Look at a variety of starting points to choreography: Music/poetry/text/theme/visual • The use of accompaniment in dance • Exploration of how to choreograph a group dance and work within a group <p>Theory;</p> <ul style="list-style-type: none"> • The choreographic process and rehearsal techniques • Different stimuli in dance: Music/poetry/text/theme/visual • Motif and motif development • Choreographic devices and climax • Structures in dance • Accompaniment • Choreographic use of dancers 	<p><i>How do you dance with other people?</i></p> <p>Practical;</p> <p>Start Component 1: Duet/Trio</p> <ul style="list-style-type: none"> • Pick a stimulus and develop ideas around the starting point with a focus on: • The two set phrases being used • Action, Dynamic and Spatial content • In relation to the chosen stimulus: • Create a motif • Develop motif • Explore contact work <p>Theory;</p> <ul style="list-style-type: none"> • Set work 1: A Linha Curva • 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 	<p><i>How do you dance with other people?</i></p> <p>Practical;</p> <p>Continue Component 1: Duet/Trio</p> <ul style="list-style-type: none"> • Development of choreography with use of: • Structure • Transitions • Climax and highlights • Further contact work • Choreographic devices • Accuracy of the intention of the through technical and performance skills <p>Theory;</p> <ul style="list-style-type: none"> • Set work 2: Shadows • 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 	<p><i>Are you ready to perform?</i></p> <p>Practical;</p> <p>Continue Component 1: Duet/Trio</p> <ul style="list-style-type: none"> • Exploration and development of: • Technical skills and performance skills • Safe practice • Contact work • Relationships with other dancers • Refine performance of intention through technical and performance skills • Rehearse ready for examination at the end of the term <p>Theory;</p> <ul style="list-style-type: none"> • Set work 3: Within Her Eyes • 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 	<p><i>If something is set should it be changed?</i></p> <p>Practical;</p> <p>Start Component 1: Set Phrases</p> <ul style="list-style-type: none"> • Start teaching Set Phrase 1 with a focus on: • Action content • Dynamic content • Spatial content • Develop accuracy of: • Technical skills and performance skills • Musicality and timing at 105bpm • Develop confidence as a solo performer and explore how to dance as a soloist <p>Theory;</p> <ul style="list-style-type: none"> • Set work 4: Emancipation of Expressionism • 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

Adjustments following last assessments / evaluation.						
Key knowledge and skills students need to have gained by the end of the unit	<ul style="list-style-type: none"> • Demonstrate an understanding what technical, performance and expressive skills are • Understand the differences between each skills and their importance in dance • Demonstrate an ability to use a range of technical, performance and expressive skills in performance • Perform a range of phrases in a Contemporary dance style • Understand how to write about dance and your own practice • Effectively use feedback to improve the performance of others and own work • Use appropriate subject specific language throughout lessons and feedback 	<ul style="list-style-type: none"> • Understand what a stimulus is • Demonstrate how a stimulus can be used to create themes and motifs using appropriate ASDR • Effectively use a range of choreographic devices • Effectively use appropriate structuring devices • Use an appropriate aural setting • Perform a piece of choreography in groups which are based on a previous AQA GCSE Dance stimuli • Understand how to write about dance and your own practice • Effectively use feedback to improve the performance of others and own work • Use appropriate subject specific language throughout lessons and feedback 	<ul style="list-style-type: none"> • Understand how to demonstrate accuracy of technical, physical and expressive skills when working in a trio • Show a range of dance relationships when working in a duet/trio including contact work • Demonstrate the choreographic intention of manipulation and control within a performance • Demonstrate safe practice when working in a trio • Understand the assessment criteria for the AQA GCSE duet/trio performance task • Identify the key facts of the professional work A Linha Curva • Identify how the choreographic intention of A Linha Curva is shown in both the choreography and constituent features • Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in A Linha Curva 	<ul style="list-style-type: none"> • Understand how to demonstrate accuracy of technical, physical and expressive skills when working in a duet/trio • Show a range of dance relationships when working in a trio including contact work • Demonstrate the choreographic intention of manipulation and control within a performance • Demonstrate safe practice when working in a duet/trio • Understand the assessment criteria for the AQA GCSE duet/trio performance task • Identify the key facts of the professional work Shadows • Identify how the choreographic intention of Shadows is shown in both the choreography and constituent features • Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in Shadows 	<ul style="list-style-type: none"> • Understand how to demonstrate accuracy of technical, physical and expressive skills when working in a trio • Demonstrate the choreographic intention of manipulation and control within a performance • Understand the assessment criteria for the AQA GCSE duo/trio performance task • Understand what make effective rehearsal • Understand how to implement feedback form peers, teachers and self-assessment • Identify the key facts of the professional work Within Her Eyes • Identify how the choreographic intention of Within Her Eyes is shown in both the choreography and constituent features • Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in Within Her Eyes 	<ul style="list-style-type: none"> • 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 facts of the professional work Emancipation of Expressionism • Identify how the choreographic intention of Emancipation of Expressionism is shown in both the choreography and constituent features • Be able to describe and analyse the set, lighting, costume, accompaniment and movement used in Emancipation of Expressionism
How is understanding assessed at the end of the unit?	<p>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.</p> <p>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;</p> <ul style="list-style-type: none"> • Demonstration of physical skills and attributes safely • Demonstration of technical skills accurately and safely • Demonstration of expressive skills <p>Students must also complete a written assessment (40%) in which the following is assessed;</p> <ul style="list-style-type: none"> • Knowledge and understanding of performing skills. 	<p>Throughout the unit student's complete homework. 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Students are assessed on the following;</p> <ul style="list-style-type: none"> • 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 <p>Students must also complete a written assessment (40%) in which the following is assessed;</p> <ul style="list-style-type: none"> • Knowledge and understanding of performing skills. 	<p>Throughout the unit student's complete homework. 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(A Linha Curva) 	<p>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.</p> <p>A summative practical assessment (60%) takes place at the end of term. Students must perform their choreography in a group. 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| | | <ul style="list-style-type: none">• Knowledge and understanding of choreographic processes.• Critical appreciation of own work. | | | | |
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