

**Key Stage 4
GCSE DANCE:
Y10 'Roadmap'**

Curriculum Intent – Studying GCSE Dance will encourage students to; learn to choreograph, perform and appreciate dance as an art form as well as inform their development as creative and artistic individuals, broadening their aesthetics, social and cultural experience through a holistic engagement within dance.



Term 1

Term 2

Term 3

JUNE - OCT

NOV - DEC

JAN - FEB

FEB - APR

APR - MAY

MAY - JUL

Topics that you will study in Y10

Responding to a stimulus; how to use a stimulus for choreography.

Physical Skills; posture, alignment, balance and coordination etc.

Expressive Skills; projection, focus, spatial awareness, facial expressions and musicality etc.

Mental Skills; movement memory, commitment, concentration, confidence, systematic repetition and mental rehearsal etc.

Motif and Motif Development; developing a motif using action, space, dynamics and relationships.

Choreographic devices; motif and development, repetition etc.

Action content; travel, gesture, elevation, turn and stillness etc.

Spatial content; pathways, levels, directions, size of movements, patterns and spatial design etc.

Dynamic content; fast/slow, sudden/sustained, strong/light and flowing/abrupt etc.

Relationship content; mirroring, action reaction, accumulation, complement and contrast, counterpoint and contact etc.

Timing and rhythm; notation, syncopation and accents etc.

Moving in a stylistically way; different styles of dance.

Structure and form; e.g. binary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence and transitions.

Choreographic processes; researching, improvising, generating, selecting, developing, structuring, refining and synthesising.

Safe working practises during performance; Safe execution of dance content and appropriate dancewear including; footwear, hairstyle and absence of jewellery

Safe working practises (process); Warming up, Cooling down, Nutrition, Hydration.

Professional Works; Choreographic Intentions; mood(s), meaning(s), idea(s), theme(s) and style(s).

Staging/set; e.g. projection, furniture, backdrop and features of these such as colour and shape

Properties; size, shape, materials, how used etc.

Dancers; number and gender

Lighting; e.g. colour, placement, direction, type, angles etc.

Costume features; colour, material, shape, line and how they identify dancers or gender, sculpt the body and enhance the action content.

Aural Setting; e.g. type, spoken word, silence, body percussion, style and musical elements such as; tone.

Dance for camera; placement, angle, proximity and special effects.

A Linha Curva; Choreographic devices, choreographic content, structuring devices and form, choreograph intentions, performance environments, staging/set design, properties, dancers (number and gender), lighting, costume and aural setting.

All categories will be explored and then applied to the choreographic intent. Professional works will be compared in these different areas in preparation for 12 mark questions.

Emancipation of Expressionism; Choreographic devices, choreographic content, structuring devices and form, choreograph intentions, performance environments, staging/set design, properties, dancers (number and gender), lighting, costume and aural setting.

All categories will be explored and then applied to the choreographic intent. Professional works will be compared in these different areas in preparation for 12 mark questions.

Assessments

Homeworks 1 - 4

(Responding to a stimulus exam questions, physical skills quiz, expressive skills - YouTube task and motif task).

Homeworks 5 - 7

(Action/space/dynamics task, relationship poster and rhythm and timing preparation task)

Homeworks 8 - 11

(Structuring devices programme note, diet analysis, Breathe 6 mark question and revision)

Key assessment 1: End of Unit Test (Section A & B)

Homeworks 12 - 14

(Design your own staging task, research different types of lighting and duet 6 mark question)

Key Assessment 2: End of Unit Test (Sections A & B)

Homeworks 15 - 17

('A Linha Curva' research task, structure analysis, 12 mark question on lighting and aural setting)

Homework 18 - 20

('E of E' Hip Hop style research task, 'E of E' structure analysis and 12 mark comparison question)

Key Assessment 3: End of Year Test (Sections A, B & C)

Enrichment Opportunities

- Engage within the SIS tasks to help you revise
- Complete past paper questions and use mark schemes which you can find on Brightspace
- Attend the Dance session for practical after School
- Engage with the additional resources on Brightspace
- Engage in any workshops hosted by external providers.

Expectations

To challenge yourself physically, socially, creatively and mentally to achieve your personal best. To ask questions, be inquisitive and reflect on your own and others' learning; to improve your own work as well as supporting your peers around you. To be organised, independent and responsible learners; completing your homework on-time and to a standard that you are proud of. To be a confident and resilient learner who works effectively as part of a team and contributes to class discussions; offering different perspectives.

Assessment

The homework that you complete will be assessed and recorded on Brightspace using the 1-9 criteria. You will also be assessed in 3 Key Assessments within Year 10, timings of which can be found above. In lessons we will also be assessing your knowledge through question and answer, self, peer and teacher assessment.