

**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

1.1 Responding to a stimulus: how to use a stimulus for choreography.

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

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

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

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

1.2.5 Timing, rhythm and style; notation, syncopation and accents different styles of dance etc.

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

1.3.2 Choreographic devices; motif and development, repetition etc.

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

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

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

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

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

1.8 Safe working practices (during performance); Safe execution of dance content and appropriate dancewear including; footwear, hairstyle and absence of jewelry. **(Process);** Warming up, Cooling down, Nutrition, Hydration.

Key Assessment: Breathe Practical. Theory Key Assessment (Section A)

2.0 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.

3.1 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

3.2 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.

Key Assessment: Mock exam (Section A, B and C)

Enrichment Opportunities

- Engage with homework tasks to help you revise.
- Complete past paper questions and use mark schemes which you can find on SharePoint.
- Attend the Dance session for practical after school.
- Engage with the additional resources on SharePoint.

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.

**Key Stage 4
GCSE DANCE:
Y11 '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

July - Oct

Nov - Dec

Jan - Feb

Feb - Apr

Apr - May

May - Jun

3.3 Within Her Eyes;

Choreographic devices, choreographic content, structuring devices and form, choreograph intentions, performance environments, staging/set design, properties, dancers (number and gender), lighting, costume, aural setting and dance for camera.

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.

3.4 Shadows;

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.

Assessment: Breathe and Shift (Nov)
Duet (Dec)

3.5 Artificial Things;

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.

Key Assessment: Mock exam (full paper)

3.6 Infra; 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.

Assessment: Choreography (Apr)

Revision of Section A; The knowledge and understanding of choreographic processes and performing skills. The use of past paper questions and mark schemes focusing on exam technique and timings.

Revision of Section B; Critical appreciation of own work based on the set phrases, duet/trio performance and choreography.

Revision of Section C; Critical appreciation of professional works and the comparison of these between each professional work.

Students to complete individual revision using the following key resources; past papers and mark schemes, individual end of unit/year assessments, AQA Dance glossary and all key resources on Brightspace.

Students to create summary sheets for all key areas in Section C including; Choreographic devices, choreographic content, structuring devices and form, performance environments, staging/set design, properties, dancers, lighting, costume, aural setting and dance for camera (WHE only).

Assessment: Exam paper (June)

Enrichment Opportunities

- Engage with homework tasks to help you revise.
- Complete past paper questions and use mark schemes which you can find on SharePoint.
- Attend the Dance session for practical after school.
- Engage with the additional resources on SharePoint.

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.