

GCSE Dance

Year 11

Scheme of Learning 2025 - 2026

Subject leader: Sophie Nunn

Topics by term	Topic overview for Year 11					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	AO1 / AO3 Skills for Performance – Review AO1/AO3 Skills for Performance: Set Phrase	AO1 / AO3 Skills for Performance- Review AO2/AO3 Choreography – Research/Generate	AO1 /AO3 Skills for Performance- Review AO2/AO3 Choreography – Generate/Develop	AO3 Skills for Performance- Review AO2/AO3 Choreography – Select/Structure/Refine	AO3 Skills for Performance- Review AO4 Written Paper - Review	

	<p>(Breathe/Shift) – Review</p> <p>AO1/AO3 Duet Composition – Create</p> <p>Examination: Component 1: Set Phrases</p> <p>Homework Focus: Section C – booklet / Practical Tasks</p> <p>Events: Open Evening Performance / Primary School Outreach</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Dance Club - Choreography Club – Support in Y11 Exam work - Dance studio available at lunchtime/ after school to 	<p>AO1/AO3 Duet Composition – Develop and Refine</p> <p>Examination: Component 1: Duet Composition</p> <p>November Mocks: Written Paper</p> <p>Homework Focus: Section C – booklet / Practical Tasks</p> <p>Events: Danceathon – Fundraising Event / Christmas Fundraising Bake Sale</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Dance Club - Choreography Club – Support in Y11 Exam work - Dance studio available at lunchtime/ after school to 	<p>January Mocks: Written Paper</p> <p>Homework Focus: Section C – booklet / Practical Tasks</p> <p>Events: West End Theatre Trip / KS3 workshop – GCSE to deliver to pupils</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Dance Club - Choreography Club – Support in Y11 Exam work - Dance studio available at lunchtime/ after school to explore own creativity / 	<p>Examination: Component 1:Choreography</p> <p>Homework Focus: Section C – booklet / Practical Tasks</p> <p>Events: Dance Showcase – at Gulbenkian Theatre</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Dance Club - Choreography Club – Support in Y11 Exam work - Dance studio available at lunchtime/ after school to explore own creativity / 	<p>Examination: Component 2: Written Paper</p> <p>Homework Focus: Section C – booklet / Practical Tasks</p> <p>Events: External Workshop</p> <p>Further Development:</p> <ul style="list-style-type: none"> - Dance Club - Choreography Club – Support in Y11 Exam work - Dance studio available at lunchtime/ after school to explore own creativity / 	
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	<p>explore own creativity / rehearse class material</p> <ul style="list-style-type: none"> - Dance Leader Initiative <p><u>Week 3 Assessment: AO1 Performance – Solo Examination</u></p>	<p>explore own creativity / rehearse class material</p> <ul style="list-style-type: none"> - Dance Leader Initiative <p><u>Week 3 Assessment: AO1 Performance – Duet Composition / AO3/AO4 Mock Written Exam</u></p>	<p>rehearse class material</p> <ul style="list-style-type: none"> - Dance Leader Initiative <p><u>Week 3 Assessment: AO2 Choreography / AO3/AO4 Written Paper</u></p>	<p>rehearse class material</p> <ul style="list-style-type: none"> - Dance Leader Initiative <p><u>Week 3 Assessment: AO2 Choreography</u></p>	<p>rehearse class material</p> <ul style="list-style-type: none"> - Dance Leader Initiative <p><u>Week 3 Assessment: AO3/AO4 Written Paper</u></p>	
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
	<p>In Year 10, students engaged with all six anthology works through a combination of practical and theoretical study. Practically, they explored key motifs and choreographic styles from each work, developing their understanding of performance and choreographic intent. Theoretically, students analysed</p>	<p>In Year 10, students engaged with all six anthology works through a combination of practical and theoretical study. Practically, they explored key motifs and choreographic styles from each work, developing their understanding of performance and choreographic intent. Theoretically, students analysed each piece in depth, focusing on the physical setting,</p>	<p>In Year 10, students engaged with all six anthology works through a combination of practical and theoretical study. Practically, they explored key motifs and choreographic styles from each work, developing their understanding of performance and choreographic intent. Theoretically, students analysed each piece in depth, focusing on the physical setting, lighting, music,</p>	<p>In Year 10, students engaged with all six anthology works through a combination of practical and theoretical study. Practically, they explored key motifs and choreographic styles from each work, developing their understanding of performance and choreographic intent. Theoretically, students analysed each piece in depth, focusing on the physical setting, lighting, music, costume, and thematic content. This dual</p>	<p>In Year 10, students engaged with all six anthology works through a combination of practical and theoretical study. Practically, they explored key motifs and choreographic styles from each work, developing their understanding of performance and choreographic intent. Theoretically, students analysed each piece in depth, focusing on the physical setting, lighting, music, costume, and thematic content. This dual</p>	

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	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	Why are we teaching this now?	
	We are focusing on duet composition in Year 11 Term 1/2 to consolidate and elevate the performance and choreographic skills developed throughout Year 10. During Year 10, students explored both performance techniques and choreographic principles, laying a strong foundation	We are focusing on duet composition in Year 11 Term 1/2 to consolidate and elevate the performance and choreographic skills developed throughout Year 10. During Year 10, students explored both performance techniques and choreographic principles, laying a strong foundation in	The key focus in Terms 3 and 4 is choreography, which is a significant component of the GCSE Dance assessment, marked out of 40. This section evaluates students' creativity, originality, and their ability to apply the full range of choreographic knowledge and skills developed in Terms 1	The key focus in Terms 3 and 4 is choreography, which is a significant component of the GCSE Dance assessment, marked out of 40. This section evaluates students' creativity, originality, and their ability to apply the full range of choreographic knowledge and skills developed in Terms 1 and 2. By dedicating	Term 5 is dedicated to revision, with all practical components of the course completed by this point in preparation for the written examination. This allows students to focus fully on consolidating their theoretical knowledge, revisiting key terminology, refining their understanding of professional works,	

	<p>in expressive movement, spatial awareness, and creative structuring. By engaging in duet work at the start of Year 11, students are challenged to apply these skills collaboratively, developing their ability to communicate intention, respond to a partner, and refine their work through rehearsal and feedback. This project not only deepens their understanding of choreographic devices and performance dynamics but also prepares them for formal assessment, with the final duet performance filmed by December for moderation purposes.</p>	<p>expressive movement, spatial awareness, and creative structuring. By engaging in duet work at the start of Year 11, students are challenged to apply these skills collaboratively, developing their ability to communicate intention, respond to a partner, and refine their work through rehearsal and feedback. This project not only deepens their understanding of choreographic devices and performance dynamics but also prepares them for formal assessment, with the final duet performance filmed by December for moderation purposes.</p>	<p>and 2. By dedicating two terms to this element, students have the time and space to refine their ideas, structure their work effectively, and respond to feedback. Choreography is filmed at the end of Term 4 or the start of Term 5 to ensure it is completed within the examination year, in line with assessment requirements. Additionally, as students are required to discuss and evaluate their own choreography in Section B of the written paper, this extended focus allows for meaningful reflection and supports the development of analytical and evaluative skills alongside practical work.</p> <p>The written paper content, which</p>	<p>two terms to this element, students have the time and space to refine their ideas, structure their work effectively, and respond to feedback. Choreography is filmed at the end of Term 4 or the start of Term 5 to ensure it is completed within the examination year, in line with assessment requirements. Additionally, as students are required to discuss and evaluate their own choreography in Section B of the written paper, this extended focus allows for meaningful reflection and supports the development of analytical and evaluative skills alongside practical work.</p> <p>The written paper content, which underpins all practical elements of the course,</p>	<p>and preparing for Section B, where they must analyse and evaluate their own choreography. With the practical workload complete, students can approach the written paper with confidence and clarity, ensuring they are well-prepared for all aspects of the final assessment.</p> <p>The written paper content, which underpins all practical elements of the course, is embedded consistently throughout lessons to ensure students are continually reviewing and applying theoretical knowledge. This includes key areas such as the five basic body actions, safe practice, physical, technical, mental, and expressive skills, as well as choreographic devices, structures, types of accompaniment, and</p>	
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	<p>Set phrases are also explored during Term 1 to ensure students are familiar with the movement material that will be a key focus in Terms 2, 3, and 5. Although filming of set phrases and duet performances must take place within the official examination year and cannot be recorded in advance, introducing and rehearsing the material early ensures it remains fresh in students' minds. This approach allows students to build confidence, refine their technique, and deepen their understanding of the required content well ahead of formal assessment, supporting both</p>	<p>Choreography is introduced in Term 2 to give students the opportunity to research and explore initial ideas before committing to a final concept. This approach allows them to engage fully with the choreographic process over two terms, ensuring they have sufficient time to experiment with movement, structure, and intention. By not rushing into final choreography, students can develop more thoughtful and original work, while also building confidence in their creative decision-making. This extended timeline supports deeper learning and leads to more refined and meaningful final pieces.</p>	<p>underpins all practical elements of the course, is embedded consistently throughout lessons to ensure students are continually reviewing and applying theoretical knowledge. This includes key areas such as the five basic body actions, safe practice, physical, technical, mental, and expressive skills, as well as choreographic devices, structures, types of accompaniment, and performance environments. These concepts are not taught in isolation but are integrated into practical tasks to reinforce understanding and application. Additionally, content from Sections B and C of the written paper is revisited regularly</p>	<p>is embedded consistently throughout lessons to ensure students are continually reviewing and applying theoretical knowledge. This includes key areas such as the five basic body actions, safe practice, physical, technical, mental, and expressive skills, as well as choreographic devices, structures, types of accompaniment, and performance environments. These concepts are not taught in isolation but are integrated into practical tasks to reinforce understanding and application. Additionally, content from Sections B and C of the written paper is revisited regularly through targeted homework tasks and in-lesson knowledge review activities. This approach ensures that</p>	<p>performance environments. These concepts are not taught in isolation but are integrated into practical tasks to reinforce understanding and application. Additionally, content from Sections B and C of the written paper is revisited regularly through targeted homework tasks and in-lesson knowledge review activities. This approach ensures that students are well-prepared to analyse, evaluate, and articulate their understanding of both their own work and professional dance works in the written examination</p>	
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	<p>their creative and technical development.</p> <p>The written paper content, which underpins all practical elements of the course, is embedded consistently throughout lessons to ensure students are continually reviewing and applying theoretical knowledge. This includes key areas such as the five basic body actions, safe practice, physical, technical, mental, and expressive skills, as well as choreographic devices, structures, types of accompaniment, and performance environments. These concepts are not taught in isolation but are</p>	<p>The written paper content, which underpins all practical elements of the course, is embedded consistently throughout lessons to ensure students are continually reviewing and applying theoretical knowledge. This includes key areas such as the five basic body actions, safe practice, physical, technical, mental, and expressive skills, as well as choreographic devices, structures, types of accompaniment, and performance environments. These concepts are not taught in isolation but are integrated into practical tasks to reinforce</p>	<p>through targeted homework tasks and in-lesson knowledge review activities. This approach ensures that students are well-prepared to analyse, evaluate, and articulate their understanding of both their own work and professional dance works in the written examination</p>	<p>students are well-prepared to analyse, evaluate, and articulate their understanding of both their own work and professional dance works in the written examination</p>		
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AQA GCSE Dance

Specification o References	Big questions	Topic area: main Items and optional learning objectives All: grades 1-3 Most: grades 4-6 Some: grades 7-9 Examples	Outcomes	Key Terms/ concepts Literacy Numeracy	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE)
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Term 1 – Term 6

AO1	Skills for Performance – 5BBA / Skills						
Term 1	Students were introduced to and developed physical, technical, expressive, and mental skills for performance in Year 9. In Year 10, this unit will continue to build on that foundation, revisiting these skills to develop greater consistency while introducing further challenge. Students will be expected to apply and refine these skills consistently in their practical work, with relevant theory also revisited and reinforced.						
	<ol style="list-style-type: none"> 1. What is Dance? 2. What transferrable skills can you develop through Dance? 3. What careers are there in the Dance Industry? 4. What are the 5 basic body actions? 5. What skills are required for a performance? 6. What are physical skills and why are they used in a performance? 	<p>Expectations:</p> <p>All learners will be able to:</p> <ul style="list-style-type: none"> - Identify the 5 basic body actions — <i>jump, turn, travel, gesture, and stillness</i> — and recognise them in practical dance phrases (e.g., a travelling step combined with a turn). 	<p>Area of Study :</p> <p>Fundamentals of movement – physical, expressive, technical and mental</p> <p>Basics of dance; action, space, dynamics and relationships.</p> <p>Exploration of movement, stretching,</p>	<p>Literacy:</p> <p>Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Key foci:</p>	<p>This unit is primarily practical however delivered with theoretical aspects underpinning students’ knowledge. Students are regularly assessed through class-based practical assessments whilst their knowledge and progress is monitored lesson by lesson. Low</p>	<p>Knowledge Organisers</p> <p>Whiteboards and pens</p> <p>Whiteboards</p> <p>Whiteboard pens</p> <p>Music</p> <p>Video camera / Ipad</p> <p>Powerpoint</p>	<p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people’s feelings, thoughts and beliefs.</p>

<p>7. What are expressive skills and why are they used in a performance?</p> <p>8. What are mental skills and why are they used in a performance?</p> <p>9. Explain how your use of skills and attributes contributed to the overall effectiveness of your performance?</p> <p>10. What are technical skills and why are they used in a performance?</p> <p>11. What is a motif?</p> <p>12. How can a motif be developed through action content?</p> <p>13. How can a motif be developed through spatial content?</p> <p>14. How can a motif be developed through dynamic content?</p> <p>15. How can a motif be developed through relationship content?</p>	<ul style="list-style-type: none"> - Define key physical skills such as <i>balance, coordination, strength, flexibility, stamina, posture, and alignment</i>, and identify where they are used in class exercises (e.g., holding balance in an arabesque). - Identify expressive skills such as <i>projection, focus, facial expression, spatial awareness, and musicality</i>, and recognise them in a short performance or duet. - Identify mental skills including <i>concentration, confidence, commitment, rehearsal discipline, and mental rehearsal</i>, and describe how they are applied during rehearsals. - Define technical skills such as <i>action, space, dynamics, relationships, timing,</i> 	<p>mastery of action content, floor work, elevation, travelling and isolated space.</p> <p>Expressive skills; knowledge and understanding both practically and theoretically</p> <p>Components of fitness</p> <p>Recap and development of technical phrases taught</p> <p>Generation and development of movement</p> <p>Introduce dynamic content, spatial content and relationships from didactic approach; exploration of contact work,</p>	<ul style="list-style-type: none"> - Physical skills (BASIC SPEC FM) - Expressive skills (FFPMSS) - Technical Skills (DARRTS) - Mental Skills (MMCCC / MSPRRC) <p>Students will practice writing in full sentences and full paragraphs.</p> <p>Drilling of vocabulary.</p> <p>Numeracy: reference to appropriate terms</p> <ul style="list-style-type: none"> • linear • development of counts • mirroring • creating shapes • reference to counts/action s • manipulation of number 	<p>stakes skills tests will assess theory which supports practical exploration.</p> <p>Learners will be expected to:</p> <ul style="list-style-type: none"> • Perform most lessons – demonstration of phrases to teacher and/or class • Theory lessons – cold calling and direct questioning to start every lesson – recap of skills / subject content / prior learning • Self and peer assess/ reciprocal teaching • Self- evaluate • Implement feedback given • Complete homework tasks • Verbal feedback 	<p>Projector</p> <p>Mirrors</p>	<p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving</p>
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		<p><i>control, and accuracy</i>, and recognise examples of these in set works or class choreography.</p> <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - Describe and demonstrate the 5 basic body actions within a short motif — for example, combining a turn, jump, and still gesture to show contrast or mood. - Explain how physical skills improve the accuracy and quality of performance — for instance, using stamina and control in a phrase from a class-created piece. - Explain how expressive skills help to communicate emotion or character — such as using projection and facial expression to portray joy or tension, 	<p>leading with different body parts, mime to create action, create game pattern in the space.</p> <p>Unpin safe practice in relation to movement content— verbal discussions during practical explorations</p> <p>Students must analyse and evaluate their knowledge and understanding of critical appreciation of own work: -The meaning of relevant performance and choreographic terminology -The contribution of performance and</p>	<ul style="list-style-type: none"> • formations 	<p>provided – implemented - assessed</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ ONGOING PROGRESS WEEK BY WEEK</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Movement material; all to attempt more complex movement however offer alternative action content. • High ability students to devise movement material to teach others • Groupings must be alternated between mixed and ability. • Higher ability students to 	<p>and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another’s work. Students watch one another’s</p>
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		<ul style="list-style-type: none"> - Explain how mental skills support preparation and performance — for example, using focus and commitment to stay synchronised in a group unison section. - Explain how technical skills ensure precision and clarity in movement execution — such as maintaining accurate spatial formations and timing in <i>specific dance works</i> <p style="color: green; margin-top: 10px;"><u>Some learners will be able to:</u></p> <ul style="list-style-type: none"> - Analyse how the 5 basic body actions can be combined and varied to communicate choreographic intention — for instance, using contrasting gestures and stillness to express tension in a contemporary solo. 	<p>choreography to the audiences’ understanding of the choreographic intent. This may include mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s)</p>		<p>facilitate group work</p> <ul style="list-style-type: none"> • Allowing for creativity and individuality in movement material • Higher level questioning • Students to have autonomy to adapt movement content where necessary. 		<p>work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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		<ul style="list-style-type: none">- Evaluate how effective use of physical skills enhances performance impact — for example, how strong posture and flexibility communicate power or fluidity within choreography.- Analyse how expressive skills can be incorporated into a performance.- Reflect on personal use of mental skills and assess how these contribute to performance improvement — for example, explaining how visualisation and rehearsal discipline improved confidence.- Analyse how technical skills enhance choreographic structure and intention — for instance, how changes in dynamics					
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		and relationships between dancers communicate isolation or unity in performance.					
		All learners will be expected to both demonstrate their understanding and discuss and evaluate their work from a theoretical perspective.					

Term 1 – Term 6

AO1/AO3	Skills for Performance – Safe Practice						
	Students were introduced to and practiced safe working practices in Year 9. In Year 10, this unit will build on that foundation, with students expected to continue applying safe practice consistently in their practical work. Relevant theory will also be revisited and reinforced.						
<ol style="list-style-type: none"> 1. What is the correct attire for a dancer? 2. Why does a dancer wear attire appropriate for dance? 3. What is an appropriate environment for a dancer? 4. Why is an appropriate environment needed? 5. What does a warm up consist of? 	<p>Expectations:</p> <p><u>All learners will be able to:</u></p> <ul style="list-style-type: none"> - Identify the key components of safe dance practice, including suitable attire, a safe environment, and proper warm-up and cool-down routines. - Describe why hydration and nutrition are important for 	<p>Area of Study :</p> <ul style="list-style-type: none"> - Components of a warm up / cool down - Mental effects of a warm up and cool down - Example warm ups and cool downs 	<p>Recap expectations of performances in lessons</p> <p>Recap key terms every lesson. Drilling use in starter – key words written every lesson Ex: define all words</p> <p>Skills: Creativity</p>	<ul style="list-style-type: none"> • Performance of phrases / warm up and cool down phrases • Self and peer assessment and reciprocal teaching • Self- evaluation • Feedback – written/verbal • Homework tasks <p>USE LOG BOOKS TO RECORD</p>	<p>Knowledge Organisers (theory lessons)</p> <p>Whiteboards and pens</p> <p>Music</p> <p>Video camera – some lessons</p> <p>Powerpoint – theory and</p>	<p>Inclusive practice.</p> <p>Encouragement of inclusive views particularly when discussing the dancer’s body. Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them.</p>	

<p>6. What are the effects of a warm up? 7. What are the effects of a cool down? 8. What does a dancer's diet look like? – What foods might a dancer require and why? 9. What is hydration and why is it important for a dancer to stay hydrated in a rehearsal/performance? 10. What is technical accuracy? 11. What should a dancer do to reduce their risk to injury?</p>	<p>maintaining energy and preventing injury during dance.</p> <ul style="list-style-type: none"> - Recognize the importance of correct footwear, clothing, and removal of jewellery to ensure safety in practical dance sessions. - Identify and demonstrate a basic warm-up and cool-down sequence appropriate for a short dance rehearsal or performance. <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - Explain how the dance environment (floor, temperature, spacing) can affect performance and injury prevention. - Apply safe practice principles consistently in class and rehearsal, maintaining correct 	<ul style="list-style-type: none"> - Injury process – PRICED - Safe practice; jewellery, environment, alignment and accuracy - Theory / practical exploration - Student led warm ups and cool downs - Safe practice elements explored through technique phrases - Nutrition - Hydration 	<p>Finding link between theory and practice</p> <p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Key foci: spelling Identify and define</p> <p>Key words:</p> <ul style="list-style-type: none"> - Compression - Elevation - Alignment - Accuracy - Attire - Nutrition - Hazards - PRICED - Joint mobilisers - Stretches 	<p>FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Movement material; all to attempt more complex movement however offer alternative action content. • Individual briefs assigned to students during group work • High ability students to devise movement material to teach others – specifically warm up / cool down phrases • Groupings must be alternated between mixed and ability. • Higher ability students to facilitate group work 	<p>practical lessons</p> <p>Projector</p> <p>Booklet – Section A</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p>	<p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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		<p>alignment, posture, and control.</p> <ul style="list-style-type: none"> - Discuss how balanced nutrition and effective hydration contribute to endurance and technical accuracy in dance. - Perform sequences with increasing technical accuracy, showing clear evidence of safe execution and physical awareness. <p><u>Some learners will be able to:</u></p> <ul style="list-style-type: none"> - Analyse how poor practice (e.g., lack of warm-up, incorrect attire, inadequate hydration) can lead to specific injuries or reduced performance quality. - Evaluate their own and others' dance practice to identify risks and suggest strategies for improving safety and technical precision. 		<ul style="list-style-type: none"> - Cardiovascular - Carbohydrates - Vitamins and minerals - Protein - Hydration - Fats <p>Warm Up:</p> <ul style="list-style-type: none"> - Synovial fluid - Increase body temperature - Mentally and physically prepare <p>Cool Down:</p> <ul style="list-style-type: none"> - prevents build up of lactic acid - lowers heart rate <p>Mentally and physically prepares</p> <p>Numeracy:</p> <ul style="list-style-type: none"> - Counts 	<ul style="list-style-type: none"> • Allowing for creativity and individuality in movement material • Higher level questioning – link to theory knowledge • New phrase work; challenge can be adapted according to group 		
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		<ul style="list-style-type: none"> - Design and lead an effective warm-up and cool-down that reflects understanding of physiological and psychological preparation for dance. - Integrate safe practice seamlessly into performance, showing mastery of technique, control, and expressive clarity while maintaining physical well-being. <p>All learners will be expected to both demonstrate their understanding and discuss and evaluate their work from a theoretical perspective.</p>					
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Term 1

<u>AO1</u>	<p><u>Skills for Performance: Set Phrases</u></p> <p>Students must learn how to perform as a solo dancer for approximately one minute. In conjunction with the student, the teacher must select two of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA. The two phrases selected are Breathe and Shift.</p> <p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> - physical skills and attributes safely during performance - technical skills accurately and safely during performance - expressive skills
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- mental skills and attributes during performance.

In the assessed performance, the two phrases must be presented separately (not be linked together), but can be presented in any order. They must be performed to an audible beat of 105 BPM. They may not be performed to any other accompaniment.

<ol style="list-style-type: none"> 1. What action content is used in Breathe? 2. What action content is used in Shift? 3. What dynamic content is used in Breathe? 4. What dynamic content is used in Shift? 5. What spatial content is used in Breathe? 6. What spatial content is used in Shift? 7. How have physical skills contributed to the overall performance of Shift/Breathe? 8. How have technical skills contributed to the overall performance of Shift/Breathe? 	<p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> • physical skills • technical skills applied accurately and safely during performance and rehearsal • expressive skills to communicate theme • mental skills and attributes during performance/process • safe practice executed efficiently <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> • Have an understanding of and be able to demonstrate all actions in the set phrase in front of an audience. • Demonstrate a good level of safe practice. 	<p>Area of Focus: Students must learn and be able to perform accurately the set phrase Breathe:</p> <p>Stage 1: Exploration of phrases focusing specifically on accuracy of content. Students will explore 4 main topic areas through technique exercises and workshops:</p> <ul style="list-style-type: none"> • Analysis of action content • Analysis of spatial content • Analysis of dynamic content • Rehearsal and feedback of movement 	<p>Recap expectations of performances in lessons</p> <p>Recap key terms every lesson</p> <p>Skills: Understanding of rehearsal process, development of movement memory and other mental skills, implementation of feedback, self evaluation – the necessity to continue to always be reviewing work</p> <p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to</p>	<ul style="list-style-type: none"> • Performance every lesson – viewing of phrases to teacher/ class • Self and peer assessment and reciprocal teaching • Self- evaluation • Feedback – written/verbal • Homework tasks • Yellow Feedback Sheets <p>Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Movement material; all to attempt more 	<p>Knowledge Organisers (theory lessons)</p> <p>Whiteboards and pens</p> <p>Music</p> <p>Video camera – some lessons</p> <p>Powerpoint – theory and practical lessons</p> <p>Projector</p> <p>Booklet – Section A</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare</p>	<p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p>
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<p>9. How have expressive skills contributed to the overall performance of Shift/Breathe?</p> <p>10. How have mental skills contributed to the overall performance of Shift/Breathe?</p> <p>11. What are the different ways the performance of the set phrases can be improved?</p>	<p>Most pupils will:</p> <ul style="list-style-type: none"> • be able to identify and perform all actions from the set phrase to an audience. • Demonstrate some actions from the phrase to accurately demonstrating the use of some expressive skills. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to identify and perform the set phrase confidently and accurately demonstrating a clear understanding of movement content and timing. Students will demonstrate a range of expressive skills and physical skills in their work. • They will be able to identify and explain where they need to improve to fulfil the exam criteria. <p>Learning and Stretch Activities:</p>	<p>Stage 2: Students must learn and be able to perform accurately the set phrases focusing specifically on:</p> <ul style="list-style-type: none"> • Physical skills • Technical skills • Mental Skills <p>Stage 3: Students must develop their movement memory and rehearsal process through the development of the following skills:</p> <ul style="list-style-type: none"> • Physical skills • Technical skills • Mental Skills • SPECIFICALLY – Expressive skills <p>Performance quality will be developed and refined through self, peer and teacher feedback.</p>	<p>understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <ol style="list-style-type: none"> 1. Accuracy 2. Timing 3. Expressive skills – specifically focus, musicality, eye line. <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <p>Numeracy: reference to appropriate terms</p> <ol style="list-style-type: none"> 1. linear 2. development of counts 3. creating shapes 	<p>complex movement however offer alternative action content.</p> <ul style="list-style-type: none"> • High ability students to devise movement material to teach others • Groupings must be alternated between mixed and ability. • Higher ability students to facilitate group work • Allowing for creativity and individuality in movement material • Higher level questioning <p>Term 2 <u>Week 3</u> <u>Assessment: A01 – Performance - Breathe</u></p> <p>Term 3</p>	<p>feet and hair tied up.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and</p>
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		Modelling of examples, peer teaching, leading of sessions, supporting weaker student, attempt phrase to alternative music choices to add interest to work.		4. pathways	<p><u>Week 3</u> <u>Assessment: A01 – Performance - Shift</u></p> <p>Term 5 <u>Week 3</u> <u>Assessment: A01 – Performance – Breathe/Shift</u></p>		<p>working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p>
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							<p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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Term 1 – Term 5 REVISION

AO4

Written Paper A Linha Curva

This unit is designed to both practically and theoretically explore A Linha Curva. Students must study **all six** works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. A Linha Curva is one of the set works.

<p>1. How does the lighting contribute to the audience’s understanding of the choreographic intent of A Linha Curva?</p> <p>2. How does the costume contribute to the audience’s understanding of the choreographic intent of A Linha Curva?</p>	<p>Students must know and understand:</p> <ul style="list-style-type: none"> the similarities and differences between the defining characteristics of each dance the contribution of choreography the contribution of performance 	<p>Area of Study:</p> <ul style="list-style-type: none"> Practical exploration Theory exploration to underpin practical <p>Homework:</p> <ul style="list-style-type: none"> Practical tasks 	<p>Recap expectations of performances in lessons</p> <p>Recap key terms every lesson</p> <p>Skills: Evaluation, analysis, explanation,</p>	<ul style="list-style-type: none"> Performance every lesson – viewing of work to teacher/class Self and peer assessment and reciprocal teaching Self- evaluation 	<p>Knowledge Organisers (theory lessons)</p> <p>Whiteboards and pens</p> <p>Music</p>	<p>Students explore a range of dance originating from different backgrounds and cultures. Dancers are also of different backgrounds, gender, age and abilities. Students are encouraged</p>
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<p>3. How does the set design contribute to the audience's understanding of the choreographic intent of A Linha Curva?</p> <p>4. How does the music contribute to the audience's understanding of the choreographic intent of A Linha Curva?</p> <p>5. How does the choreographic approach support our understanding of A Linha Curva?</p> <p>6. How does the aural setting support our understanding of A Linha Curva?</p> <p>7. How does the choreographic content support our understanding of A Linha Curva?</p> <p>8. How does the structure support our understanding of A Linha Curva?</p> <p>9. How does the dance style support our understanding of A Linha Curva?</p>	<ul style="list-style-type: none"> the contribution of features of production to the audience's understanding of the work choreographic intention the purpose or significance of different performance environments in which the dance was created and performed. <p>Styles of Dance explored: samba, contemporary, capoeira, contact</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> Be able to identify key facts relating to the work based on set, lighting, aural setting and costume. Be able to demonstrate and analyse movement examples from the work. 	<ul style="list-style-type: none"> Short answer questions Essay questions <p>Students must study all six works in their entirety and will be able to respond to short answer and extended writing questions.</p> <ul style="list-style-type: none"> Analysis of Staging/set projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials Analysis of Lighting colour, placement, direction, angles etc properties, size, shape, materials 	<p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <ul style="list-style-type: none"> Costume Accompaniment Aural setting Lighting Overall effectiveness 	<ul style="list-style-type: none"> Feedback – written/verbal Homework tasks Yellow Feedback Sheets <p>ASSESSMENT: CREATIVE TASK BASED ON ALC / SHORT ANSWER QUESTIONS Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Support sheets Extension questions; essay questions analysing key components – SECTION C of exam Movement material; all to attempt more complex 	<p>Video camera – some lessons</p> <p>Powerpoint – theory and practical lessons</p> <p>Projector</p> <p>Booklet – Section</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p> <p>Section C Revision Guide</p>	<p>to be inclusive and appreciate work which is different from their norm.</p> <p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p>
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	<p>10. Why has the choreographer made the decisions regarding each component? What is the impact of that decision?</p>	<p>Most pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. • Be able to demonstrate confidently key movement examples from the work and devise their own work based on the dance style. • Be able to identify some similarities and differences between works and provide some explanation of how each component contributes to the overall piece. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the 	<ul style="list-style-type: none"> • Analysis of Costume footwear, masks, make-up and accessories, colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action • Analysis of Aural Setting song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm 	<ul style="list-style-type: none"> • Choreographic intent • Analysis • Evaluation <p>Numeracy: reference to appropriate terms</p> <ul style="list-style-type: none"> - linear shapes, placement and formations - development of counts - creating shapes - pathways - ratio of dancers 	<p>movement however offer alternative action content.</p> <ul style="list-style-type: none"> • High ability students to devise movement material to teach others • Higher ability students to include evaluative comment in explanations commenting on overall effectiveness • Higher level questioning • Tasks rotated – independent / grouped <p>Assessment: ongoing in lesson</p> <p>Formal Assessment: written paper – term 3 / 6</p>		<p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of</p>
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		<p>work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. Students will be able to provide an evaluation and analysis of the explanation they have provided.</p> <ul style="list-style-type: none"> • Devise and demonstrate key movement examples from the work which reflect the dance style of the piece • Confidently compare and contrast similarities and differences of works providing their own analysis on the significance of each component. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading</p>	<ul style="list-style-type: none"> • Analysis of Dance for camera: placement, angle, proximity, special effects • Analysis of action content • Analysis of spatial content • Analysis of choreographic devices • Analysis of dynamic content • Compare and contrast similarities and differences between each work 				<p>others and working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p>
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		of sessions, supporting weaker student, attempt phrase to alternative music choices to add interest to work.					Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students. Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
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Term 1 – 5 REVISION

AO4	Written Paper: Infra						
This unit is designed to both practically and theoretically explore Infra. Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. Infra is one of the set works.							
1. How does the lighting contribute to the audience’s understanding of the choreographic intent of Infra?	Students must know and understand:	Area of Study:	Recap expectations of performances in lessons	• Performance every lesson – viewing of work to teacher/ class	Knowledge Organisers (theory lessons)	Students explore a range of dance originating from different backgrounds and cultures. Dancers are also of different backgrounds, gender, age and abilities. Students are encouraged to be inclusive and appreciate	
2. How does the costume contribute to the audience’s understanding of the choreographic intent of Infra?	<ul style="list-style-type: none"> the similarities and differences between the defining characteristics of each dance the contribution of choreography the contribution of performance the contribution of features of 	<ul style="list-style-type: none"> Practical exploration Theory exploration to underpin practical 	Recap key terms every lesson	• Self and peer assessment and reciprocal teaching	Whiteboards and pens		
3. How does the set design contribute to		Homework:	Skills:	• Self- evaluation	Music		
		<ul style="list-style-type: none"> Practical tasks Short answer questions 	Evaluation, analysis, explanation,	• Feedback – written/verbal	Video camera – some lessons		
			Literacy:				

	<p>the audience's understanding of the choreographic intent of Infra?</p> <p>4. How does the music contribute to the audience's understanding of the choreographic intent of Infra?</p> <p>5. How does the choreographic approach support our understanding of Infra?</p> <p>6. How does the aural setting support our understanding of Infra?</p> <p>7. How does the choreographic content support our understanding of Infra?</p> <p>8. How does the structure support our understanding of Infra?</p> <p>9. How does the dance style support our understanding of Infra?</p> <p>10. Why has the choreographer made the decisions</p>	<p>production to the audience's understanding of the work</p> <ul style="list-style-type: none"> • choreographic intention • the purpose or significance of different performance environments in which the dance was created and performed. <p>Styles of Dance explored: contemporary and ballet</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> • Be able to identify key facts relating to the work based on set, lighting, aural setting and costume. • Be able to demonstrate and analyse movement examples from the work. <p>Most pupils will:</p>	<p>- Essay questions</p> <p>Students must study all six works in their entirety and will be able to respond to short answer and extended writing questions.</p> <ul style="list-style-type: none"> • Analysis of Staging/set projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials • Analysis of Lighting colour, placement, direction, angles etc properties, size, shape, materials 	<p>Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <ul style="list-style-type: none"> • Costume • Accompaniment • Aural setting • Lighting • Overall effectiveness • Choreographic intent • Analysis 	<ul style="list-style-type: none"> • Homework tasks • Yellow Feedback Sheets <p>Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Support sheets • Extension questions; essay questions analysing key components – SECTION C of exam • Movement material; all to attempt more complex movement however offer alternative action content. • High ability students to 	<p>Powerpoint – theory and practical lessons</p> <p>Projector</p> <p>Booklet – Section</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p> <p>Section C Revision Guide</p>	<p>work which is different from their norm.</p> <p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p>
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	<p>regarding each component? What is the impact of that decision?</p>	<ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. • Be able to demonstrate confidently key movement examples from the work and devise their own work based on the dance style. • Be able to identify some similarities and differences between works and provide some explanation of how each component contributes to the overall piece. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, 	<ul style="list-style-type: none"> • Analysis of Costume footwear, masks, make-up and accessories, colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action • Analysis of Aural Setting song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm 	<ul style="list-style-type: none"> • Evaluation <p>Numeracy:</p> <p>reference to appropriate terms</p> <ul style="list-style-type: none"> - linear shapes, placement and formations - development of counts - creating shapes - pathways - ratio of dancers 	<p>devise movement material to teach others</p> <ul style="list-style-type: none"> • Higher ability students to include evaluative comment in explanations commenting on overall effectiveness • Higher level questioning • Tasks rotated – independent / grouped <p>Assessment: ongoing in lesson</p> <p>Formal Assessment: written paper – term 3 / 6</p>	<p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and</p>
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		<p>choreographic content and lighting and explain how these features link to the choreographic intention of the work. Students will be able to provide an evaluation and analysis of the explanation they have provided.</p> <ul style="list-style-type: none"> • Devise and demonstrate key movement examples from the work which reflect the dance style of the piece • Confidently compare and contrast similarities and differences of works providing their own analysis on the significance of each component. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading of sessions, supporting weaker student,</p>	<ul style="list-style-type: none"> • Analysis of Dance for camera: placement, angle, proximity, special effects • Analysis of action content • Analysis of spatial content • Analysis of choreographic devices • Analysis of dynamic content • Compare and contrast similarities and differences between each work 				<p>working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p>
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		attempt phrase to alternative music choices to add interest to work.					Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students. Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
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Term 1 – 5 REVISION

AO4

Written Paper: Emancipation of Expressionism

This unit is designed to both practically and theoretically explore E of E. Students must study **all six** works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. Infra is one of the set works.

1. How does the lighting contribute to the audience's understanding of the choreographic intent of E of E? 2. How does the costume contribute to the audience's understanding of the choreographic intent of E of E?	Students must know and understand: <ul style="list-style-type: none"> the similarities and differences between the defining characteristics of each dance the contribution of choreography the contribution of performance 	Area of Study: <ul style="list-style-type: none"> Practical exploration Theory exploration to underpin practical Homework: <ul style="list-style-type: none"> Practical tasks Short answer questions 	Recap expectations of performances in lessons Recap key terms every lesson Skills: Evaluation, analysis, explanation,	<ul style="list-style-type: none"> Performance every lesson – viewing of work to teacher/class Self and peer assessment and reciprocal teaching Self- evaluation Feedback – written/verbal 	Knowledge Organisers (theory lessons) Whiteboards and pens Music Video camera – some lessons	Students explore a range of dance originating from different backgrounds and cultures. Dancers are also of different backgrounds, gender, age and abilities. Students are encouraged to be inclusive
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	<p>3. How does the set design contribute to the audience's understanding of the choreographic intent of E of E?</p> <p>4. How does the music contribute to the audience's understanding of the choreographic intent of E of E?</p> <p>5. How does the choreographic approach support our understanding of E of E?</p> <p>6. How does the aural setting support our understanding of E of E?</p> <p>7. How does the choreographic content support our understanding of E of E?</p> <p>8. How does the structure support our understanding of E of E?</p> <p>9. How does the dance style support our understanding of E of E?</p>	<ul style="list-style-type: none"> the contribution of features of production to the audience's understanding of the work choreographic intention the purpose or significance of different performance environments in which the dance was created and performed. <p>Styles of Dance explored: contemporary and hip hop</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> Be able to identify key facts relating to the work based on set, lighting, aural setting and costume. Be able to demonstrate and analyse movement examples from the work. 	<p>- Essay questions</p> <p>Students must study all six works in their entirety and will be able to respond to short answer and extended writing questions.</p> <ul style="list-style-type: none"> Analysis of Staging/set projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials Analysis of Lighting colour, placement, direction, angles etc properties, size, shape, materials 	<p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <ul style="list-style-type: none"> Costume Accompaniment Aural setting Lighting Overall effectiveness 	<ul style="list-style-type: none"> Homework tasks Yellow Feedback Sheets <p>ASSESSMENT: CREATIVE TASK BASED ON ALC / SHORT ANSWER QUESTIONS Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Support sheets Extension questions; essay questions analysing key components – SECTION C of exam Movement material; all to attempt more complex movement however offer 	<p>Powerpoint – theory and practical lessons</p> <p>Projector</p> <p>Booklet – Section</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p> <p>Section C Revision Guide</p>	<p>and appreciate work which is different from their norm.</p> <p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p>
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	<p>10. Why has the choreographer made the decisions regarding each component? What is the impact of that decision?</p>	<p>Most pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. • Be able to demonstrate confidently key movement examples from the work and devise their own work based on the dance style. • Be able to identify some similarities and differences between works and provide some explanation of how each component contributes to the overall piece. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the 	<ul style="list-style-type: none"> • Analysis of Costume footwear, masks, make-up and accessories, colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action • Analysis of Aural Setting song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm 	<ul style="list-style-type: none"> • Choreographic intent • Analysis • Evaluation <p>Numeracy: reference to appropriate terms</p> <ul style="list-style-type: none"> - linear shapes, placement and formations - development of counts - creating shapes - pathways - ratio of dancers 	<p>alternative action content.</p> <ul style="list-style-type: none"> • High ability students to devise movement material to teach others • Higher ability students to include evaluative comment in explanations commenting on overall effectiveness • Higher level questioning • Tasks rotated – independent / grouped <p>Assessment: ongoing in lesson</p> <p>Formal Assessment: written paper – term 3 / 6</p>	<p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and</p>
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		<p>work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. Students will be able to provide an evaluation and analysis of the explanation they have provided.</p> <ul style="list-style-type: none"> • Devise and demonstrate key movement examples from the work which reflect the dance style of the piece • Confidently compare and contrast similarities and differences of works providing their own analysis on the significance of each component. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading</p>	<ul style="list-style-type: none"> • Analysis of Dance for camera: placement, angle, proximity, special effects • Analysis of action content • Analysis of spatial content • Analysis of choreographic devices • Analysis of dynamic content • Compare and contrast similarities and differences between each work 				<p>working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p>
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		of sessions, supporting weaker student, attempt phrase to alternative music choices to add interest to work.					Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students. Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
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Term 1 – 5 REVISION

AO4	Written Paper: Within Her Eyes						
This unit is designed to both practically and theoretically explore Within Her Eyes. Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. Within Her Eyes is one of the set works.							
1. How does the lighting contribute to the audience's understanding of the choreographic intent of WHE? 2. How does the costume contribute to the audience's understanding of the choreographic intent of WHE?	Students must know and understand: <ul style="list-style-type: none"> the similarities and differences between the defining characteristics of each dance the contribution of choreography the contribution of performance 	Area of Study: <ul style="list-style-type: none"> Practical exploration Theory exploration to underpin practical Homework: <ul style="list-style-type: none"> Practical tasks Short answer questions 	Recap expectations of performances in lessons Recap key terms every lesson Skills: Evaluation, analysis, explanation,	<ul style="list-style-type: none"> Performance every lesson – viewing of work to teacher/class Self and peer assessment and reciprocal teaching Self-evaluation Feedback – written/verbal 	Knowledge Organisers (theory lessons) Whiteboards and pens Music Video camera – some lessons	Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings,	

<p>3. How does the set design contribute to the audience's understanding of the choreographic intent of WHE?</p> <p>4. How does the music contribute to the audience's understanding of the choreographic intent of WHE?</p> <p>5. How does the choreographic approach support our understanding of WHE?</p> <p>6. How does the aural setting support our understanding of WHE?</p> <p>7. How does the choreographic content support our understanding of WHE?</p> <p>8. How does the structure support our understanding of WHE?</p> <p>9. How does the dance style support our understanding of WHE?</p>	<ul style="list-style-type: none"> the contribution of features of production to the audience's understanding of the work choreographic intention the purpose or significance of different performance environments in which the dance was created and performed. <p>Styles of Dance explored: contact and contemporary</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> Be able to identify key facts relating to the work based on set, lighting, aural setting and costume. Be able to demonstrate and analyse movement examples from the work. 	<p>- Essay questions</p> <p>Students must study all six works in their entirety and will be able to respond to short answer and extended writing questions.</p> <ul style="list-style-type: none"> Analysis of Staging/set projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials Analysis of Lighting colour, placement, direction, angles etc properties, size, shape, materials 	<p>Literacy:</p> <p>Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <ul style="list-style-type: none"> Costume Accompaniment Aural setting Lighting Overall effectiveness 	<ul style="list-style-type: none"> Homework tasks Yellow Feedback Sheets <p>ASSESSMENT: CREATIVE TASK BASED ON ALC / SHORT ANSWER QUESTIONS</p> <p>Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Support sheets Extension questions; essay questions analysing key components – SECTION C of exam Movement material; all to attempt more complex movement however offer 	<p>Powerpoint – theory and practical lessons</p> <p>Projector</p> <p>Booklet – Section</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p> <p>Section C Revision Guide</p>	<p>thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others</p>
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	<p>10. Why has the choreographer made the decisions regarding each component? What is the impact of that decision?</p>	<p>Most pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. • Be able to demonstrate confidently key movement examples from the work and devise their own work based on the dance style. • Be able to identify some similarities and differences between works and provide some explanation of how each component contributes to the overall piece. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, 	<ul style="list-style-type: none"> • Analysis of Costume footwear, masks, make-up and accessories, colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action • Analysis of Aural Setting song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm 	<ul style="list-style-type: none"> • Choreographic intent • Analysis • Evaluation <p>Numeracy: reference to appropriate terms</p> <ul style="list-style-type: none"> - linear shapes, placement and formations - development of counts - creating shapes - pathways - ratio of dancers 	<p>alternative action content.</p> <ul style="list-style-type: none"> • High ability students to devise movement material to teach others • Higher ability students to include evaluative comment in explanations commenting on overall effectiveness • Higher level questioning • Tasks rotated – independent / grouped <p>Assessment: ongoing in lesson</p> <p>Formal Assessment: written paper – term 3 / 6</p>	<p>around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one</p>
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		<p>music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. Students will be able to provide an evaluation and analysis of the explanation they have provided.</p> <ul style="list-style-type: none"> • Devise and demonstrate key movement examples from the work which reflect the dance style of the piece • Confidently compare and contrast similarities and differences of works providing their own analysis on the significance of each component. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading of sessions, supporting</p>	<ul style="list-style-type: none"> • Analysis of Dance for camera: placement, angle, proximity, special effects • Analysis of action content • Analysis of spatial content • Analysis of choreographic devices • Analysis of dynamic content • Compare and contrast similarities and differences between each work 				<p>another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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		weaker student, attempt phrase to alternative music choices to add interest to work.					
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Term 1 – 5 REVISION

AO4	Written Paper: Shadows					
	This unit is designed to both practically and theoretically explore Shadows. Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. Shadows is one of the set works.					
1. How do the constituent features contribute to the audience’s understanding of the work?	Students must know and understand:	Area of Study:	Recap expectations of performances in lessons	• Performance every lesson – viewing of work to teacher/ class	Knowledge Organisers (theory lessons)	Students explore a range of dance originating from different backgrounds and cultures. Dancers are also of different backgrounds, gender, age and abilities. Students are encouraged to be inclusive and appreciate work which is different from their norm.
2. How does the lighting contribute to the audience’s understanding of the choreographic intent of Shadows?	• the similarities and differences between the defining characteristics of each dance	- Practical exploration	Recap key terms every lesson	• Self and peer assessment and reciprocal teaching	Whiteboards and pens	
3. How does the costume contribute to the audience’s understanding of the choreographic intent of Shadows?	• the contribution of choreography	- Theory exploration to underpin practical	Skills: Evaluation, analysis, explanation,	• Self- evaluation	Music	
4. How does the set design contribute to the audience’s	• the contribution of performance	Homework:	Literacy: Language for Learning: Through the activities in this unit pupils will be	• Feedback – written/verbal	Video camera – some lessons	
	• the contribution of features of production to the audience’s understanding of the work	- Practical tasks		• Homework tasks	Powerpoint – theory and practical lessons	
	• choreographic intention	- Short answer questions		• Yellow Feedback Sheets	Projector	Students are encouraged to reflect on the
		- Essay questions		ASSESSMENT: CREATIVE TASK BASED ON ALC /		
		Students must study all six works in their entirety and will be able to respond to				

<p>understanding of the choreographic intent of Shadows?</p> <p>5. How does the music contribute to the audience's understanding of the choreographic intent of Shadows?</p> <p>6. How does the choreographic approach support our understanding of Shadows?</p> <p>7. How does the aural setting support our understanding of Shadows?</p> <p>8. How does the choreographic content support our understanding of Shadows?</p> <p>9. How does the structure support our understanding of Shadows?</p> <p>10. How does the dance style support our understanding of Shadows?</p> <p>11. Why has the choreographer made the decisions regarding each</p>	<ul style="list-style-type: none"> the purpose or significance of different performance environments in which the dance was created and performed. <p>Styles of Dance explored: contemporary</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> Be able to identify key facts relating to the work based on set, lighting, aural setting and costume. Be able to demonstrate and analyse movement examples from the work. <p>Most pupils will:</p> <ul style="list-style-type: none"> Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how 	<p>short answer and extended writing questions.</p> <ul style="list-style-type: none"> Analysis of Staging/set projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials Analysis of Lighting colour, placement, direction, angles etc properties, size, shape, materials Analysis of Costume footwear, masks, make-up and accessories, colour, texture, material, flow, shape, line, weight, 	<p>able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <ul style="list-style-type: none"> Costume Accompaniment Aural setting Lighting Overall effectiveness Choreographic intent Analysis Evaluation <p>Numeracy: reference to</p>	<p>SHORT ANSWER QUESTIONS Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Support sheets Extension questions; essay questions analysing key components – SECTION C of exam Movement material; all to attempt more complex movement however offer alternative action content. High ability students to devise movement material to teach others 	<p>Booklet – Section</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p> <p>Section C Revision Guide</p>	<p>performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through</p>
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	<p>component? What is the impact of that decision?</p>	<p>these features link to the choreographic intention of the work.</p> <ul style="list-style-type: none"> • Be able to demonstrate confidently key movement examples from the work and devise their own work based on the dance style. • Be able to identify some similarities and differences between works and provide some explanation of how each component contributes to the overall piece. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the 	<p>decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action</p> <ul style="list-style-type: none"> • Analysis of Aural Setting song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm • Analysis of Dance for camera: placement, angle, proximity, special effects 	<p>appropriate terms</p> <ul style="list-style-type: none"> - linear shapes, placement and formations - development of counts - creating shapes - pathways - ratio of dancers 	<ul style="list-style-type: none"> • Higher ability students to include evaluative comment in explanations commenting on overall effectiveness • Higher level questioning • Tasks rotated – independent / grouped <p>Assessment: ongoing in lesson</p> <p>Formal Assessment: written paper – term 3 / 6</p>	<p>doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to</p>
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		<p>work. Students will be able to provide an evaluation and analysis of the explanation they have provided.</p> <ul style="list-style-type: none"> • Devise and demonstrate key movement examples from the work which reflect the dance style of the piece • Confidently compare and contrast similarities and differences of works providing their own analysis on the significance of each component. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading of sessions, supporting weaker student, attempt phrase to alternative music choices to add interest to work.</p>	<ul style="list-style-type: none"> • Analysis of action content • Analysis of spatial content • Analysis of choreographic devices • Analysis of dynamic content • Compare and contrast similarities and differences between each work 				<p>build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p>
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							Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
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Term 1 – 5 REVISION

AO4	<p>Written Paper: Artificial Things</p> <p>This unit is designed to both practically and theoretically explore Artificial Things. Students must study all six works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. Artificial Things s is one of the set works.</p>						
<ol style="list-style-type: none"> How does the lighting contribute to the audience’s understanding of the choreographic intent of Artificial Things? How does the costume contribute to the audience’s understanding of the choreographic intent of Artificial Things? How does the set design contribute to the audience’s understanding of the choreographic intent of Artificial Things? How does the music contribute to the audience’s understanding of the 	<p>Students must know and understand:</p> <ul style="list-style-type: none"> the similarities and differences between the defining characteristics of each dance the contribution of choreography the contribution of performance the contribution of features of production to the audience's understanding of the work choreographic intention the purpose or significance of 	<p>Area of Study:</p> <ul style="list-style-type: none"> Practical exploration Theory exploration to underpin practical <p>Homework:</p> <ul style="list-style-type: none"> Practical tasks Short answer questions Essay questions <p>Students must study all six works in their entirety and will be able to respond to short answer and</p>	<p>Recap expectations of performances in lessons</p> <p>Recap key terms every lesson</p> <p>Skills: Evaluation, analysis, explanation,</p> <p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to</p>	<ul style="list-style-type: none"> Performance every lesson – viewing of work to teacher/ class Self and peer assessment and reciprocal teaching Self- evaluation Feedback – written/verbal Homework tasks Yellow Feedback Sheets <p>ASSESSMENT: CREATIVE TASK BASED ON ALC /</p>	<p>Knowledge Organisers (theory lessons)</p> <p>Whiteboards and pens</p> <p>Music</p> <p>Video camera – some lessons</p> <p>Powerpoint – theory and practical lessons</p> <p>Projector</p>	<p>Students explore a range of dance originating from different backgrounds and cultures. Dancers are also of different backgrounds, gender, age and abilities. Students are encouraged to be inclusive and appreciate work which is different from their norm.</p> <p>Students are encouraged to reflect on the</p>	

	<p>choreographic intent of Artificial Things?</p> <p>5. How does the choreographic approach support our understanding of Artificial Things?</p> <p>6. How does the aural setting support our understanding of Artificial Things?</p> <p>7. How does the choreographic content support our understanding of Artificial Things?</p> <p>8. How does the structure support our understanding of Artificial Things?</p> <p>9. How does the dance style support our understanding of Artificial Things?</p> <p>10. Why has the choreographer made the decisions regarding each component? What is the impact of that decision?</p>	<p>different performance environments in which the dance was created and performed.</p> <p>Styles of Dance explored: contemporary</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> • Be able to identify key facts relating to the work based on set, lighting, aural setting and costume. • Be able to demonstrate and analyse movement examples from the work. <p>Most pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the 	<p>extended writing questions.</p> <ul style="list-style-type: none"> • Analysis of Staging/set projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials • Analysis of Lighting colour, placement, direction, angles etc properties, size, shape, materials • Analysis of Costume footwear, masks, make-up and accessories, colour, texture, material, flow, shape, line, weight, decoration and 	<p>understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <ul style="list-style-type: none"> • Costume • Accompaniment • Aural setting • Lighting • Overall effectiveness • Choreographic intent • Analysis • Evaluation <p>Numeracy: reference to</p>	<p>SHORT ANSWER QUESTIONS Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Support sheets • Extension questions; essay questions analysing key components – SECTION C of exam • Movement material; all to attempt more complex movement however offer alternative action content. • High ability students to devise movement material to teach others 	<p>Booklet – Section</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p> <p>Section C Revision Guide</p>	<p>performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people’s feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through</p>
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		<p>choreographic intention of the work.</p> <ul style="list-style-type: none"> • Be able to demonstrate confidently key movement examples from the work and devise their own work based on the dance style. • Be able to identify some similarities and differences between works and provide some explanation of how each component contributes to the overall piece. <p>Some pupils will:</p> <ul style="list-style-type: none"> • Be able to describe key features of the work; set, costume, music, structure, choreographic content and lighting and explain how these features link to the choreographic intention of the work. Students will be able to provide 	<p>how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action</p> <ul style="list-style-type: none"> • Analysis of Aural Setting song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm • Analysis of Dance for camera: placement, angle, proximity, special effects 	<p>appropriate terms</p> <ul style="list-style-type: none"> - linear shapes, placement and formations - development of counts - creating shapes - pathways - ratio of dancers 	<ul style="list-style-type: none"> • Higher ability students to include evaluative comment in explanations commenting on overall effectiveness • Higher level questioning • Tasks rotated – independent / grouped <p>Assessment: ongoing in lesson</p> <p>Formal Assessment: written paper – term 3 / 6</p>	<p>doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to</p>
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		<p>an evaluation and analysis of the explanation they have provided.</p> <ul style="list-style-type: none"> • Devise and demonstrate key movement examples from the work which reflect the dance style of the piece • Confidently compare and contrast similarities and differences of works providing their own analysis on the significance of each component. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading of sessions, supporting weaker student, attempt phrase to alternative music choices to add interest to work.</p>	<ul style="list-style-type: none"> • Analysis of action content • Analysis of spatial content • Analysis of choreographic devices • Analysis of dynamic content • Compare and contrast similarities and differences between each work 				<p>build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p>
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							Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
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Term 2,3 and 4

AO2 / AO3

Choreography

This unit is about choreography and is designed to develop students' ability to create, structure, and communicate dance ideas effectively. The intended outcomes focus on both practical skills and understanding of the choreographic process. By the end of the unit, students should be able to create original, structured, and expressive dance works, applying both technical and creative skills while demonstrating an understanding of the choreographic process.

<ol style="list-style-type: none"> 1. What is a motif? 2. What is a stimuli? 3. What is a choreographic intention and how can it be demonstrated through dance? 4. How can a motif be developed through action content? 5. How can a motif be developed through dynamic content? 6. How can a motif be developed through relationship content? 7. How can a motif be developed through spatial content? 	<p>Expectations:</p> <p><u>All learners will be able to:</u></p> <p>All Learners Will (Foundational Practical Understanding)</p> <p>- Create and perform a short motif based on a given stimuli, demonstrating basic understanding of movement and intention. <i>Example:</i> Perform a 4-8 count motif</p>	<p>Area of Study : Motif Development and Structure</p> <ul style="list-style-type: none"> • Application of devices to DARS – choreography perspective – an amalgamation of the two • Adaptation of phrases – different performance spaces 	<p>Recap expectations of performances in lessons</p> <p>Recap key terms every lesson</p> <p>Recap key terms every lesson. Drilling use in starter – key words written every lesson Ex: define all words</p> <p>Skills: Adapting</p>	<ul style="list-style-type: none"> • Performance every lesson – viewing of phrases to teacher/ class • Self and peer assessment and reciprocal teaching • Self- evaluation • Feedback – written/verbal • Homework tasks • Yellow Feedback Sheets 	<p>Knowledge Organisers (theory lessons)</p> <p>Whiteboards and pens</p> <p>Music</p> <p>Video camera – some lessons</p> <p>Powerpoint – theory and practical lessons</p> <p>Projector</p>	<p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs. Students are encouraged to offer opinions and suggested improvements to a performance</p>
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<p>8. What are choreographic devices and how can they be incorporated into a piece of choreography?</p> <p>9. What are the different performance environments and how can they enhance a performance?</p> <p>10. What are the different types of accompaniment and how can the music enhance a performance?</p> <p>11. What are structuring devices and how can they enhance a performance?</p>	<p>inspired by an object, emotion, or word.</p> <ul style="list-style-type: none"> - Show how a choreographic intention can be expressed in movement through simple actions, dynamics, and spatial use. <i>Example:</i> Use high and low levels to show “fear” or “joy.” - Experiment with developing a motif practically through changes in action, dynamics, relationships, or space. <i>Example:</i> Repeat the motif using slower/faster dynamics or by performing with a partner. - Perform movements in response to different performance environments and types of accompaniment, noticing how these affect execution. 	<ul style="list-style-type: none"> • Unlocking creativity – performance environment foci • Teacher led collaborative choreography development; develop phrase work, develop own phrase work, develop one another’s phrase work • Workshops on each topic • Theory based tasks • Breaking down the accompaniment • Breaking down the structure 	<p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <p>Key foci: spelling Identify and define</p> <p>Performance Environments:</p> <ul style="list-style-type: none"> - end stage - in the round - proscenium arch - site sensitive <p>Structures:</p> <ul style="list-style-type: none"> - Binary - Ternary - Episodic - Arch - Rondo 	<p>Skills must be evident in all areas of practical exam</p> <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Movement material; all to attempt more complex movement however offer alternative action content. • Individual briefs assigned to students • High ability students to devise movement material to teach others • Groupings must be alternated between mixed and ability. • Higher ability students to 	<p>Booklet – Section A</p> <p>Mirrors</p> <p>Students must wear correct dance kit which includes bare feet and hair tied up.</p>	<p>piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <ul style="list-style-type: none"> - Inclusive ethos at the heart of its values. - Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are explored. There is a strong focus through this subject on a positive
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		<p><i>Example:</i> Adapt movement for a small studio versus a larger hall, or to slow vs fast music.</p> <ul style="list-style-type: none"> - Respond to feedback in practical tasks by adjusting movement quality or timing. <i>Example:</i> Modify arm placement or spacing based on teacher or peer observation. <p>Most pupils will be able to:</p> <p>Most Learners Will (Applied Practical Skills)</p> <ul style="list-style-type: none"> - Develop motifs further by combining action, dynamic, spatial, and relationship content, performing them with clarity and control. <i>Example:</i> Link travelling actions with contrasting gestures while 		<ul style="list-style-type: none"> - Beginning, middle and end - Transitions - Logical structure - Narrative - Unity <p>Aural Setting:</p> <ul style="list-style-type: none"> - Song - Spoken word - Orchestral - Instrumental - Silence - Body percussion - Found sound <p>Numeracy: reference to appropriate terms</p> <ul style="list-style-type: none"> • development of counts spatial design 	<p>facilitate group work</p> <ul style="list-style-type: none"> • Allowing for creativity and individuality in movement material • Higher level questioning • New phrase work; challenge can be adapted according to group 		<p>behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills</p>
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		<p>maintaining alignment.</p> <ul style="list-style-type: none">- Incorporate choreographic devices (e.g., repetition, contrast, canon) into short sequences to enhance movement and audience understanding. <i>Example:</i> Perform a canon with a partner motif.- Perform with awareness of performance environment and accompaniment, adjusting movement and timing to suit the space or music. <i>Example:</i> Extend movement to fill the stage or adjust rhythm to match a fast-paced soundtrack.- Demonstrate understanding of structuring devices by performing short phrases with clear beginnings, middles, and endings.					
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		<p><i>Example:</i> Perform a motif that builds from a small gesture to a full-body action and returns to stillness.</p> <ul style="list-style-type: none"> - Experiment with relationships in group work, showing awareness of partner or ensemble spacing. <i>Example:</i> Perform motifs with mirroring or shadowing in duets. <p><u>Some pupils will be able to:</u> Some Learners Will (Refined Practical Performance & Creative Application)</p> <ul style="list-style-type: none"> - Create extended choreography using motifs developed through multiple methods (action, dynamics, relationships, space) with technical accuracy. <i>Example:</i> Combine travelling, gesture, 					
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		<p>and turn motifs into a 16-count phrase.</p> <ul style="list-style-type: none"> - Integrate choreographic and structuring devices creatively to communicate choreographic intention effectively to an audience. <i>Example:</i> Use accumulation and retrograde to build tension or highlight a motif. - Adapt performance in response to different environments, accompaniment, or spatial constraints, showing mature practical decision-making. <i>Example:</i> Change pathways or timing when performing outdoors versus in a studio. - Reflect practically on their own and peers' performances, making adjustments to improve movement quality, 					
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		<p>expressive clarity, and overall impact. <i>Example:</i> Adjust dynamics or facial expression after peer feedback.</p> <ul style="list-style-type: none"> - Combine performance and choreographic skills confidently to present polished work. <i>Example:</i> Perform an original 30-second phrase showing clear intention, varied motifs, and technical accuracy. <p>WILF:</p> <ul style="list-style-type: none"> • Creativity and originality in movement choices. • Understanding of key vocabulary essential. <p>Learning and Stretch Activities:</p> <ul style="list-style-type: none"> • Modelling of examples, peer teaching, leading of sessions. 					
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		<ul style="list-style-type: none"> Higher ability students to teach material to class <p>High expectations to be maintained with regards to high quality work being produced by all.</p>					
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Term 1 and 2

AO1	Component 1: Duet / Trio						
	This unit will see students both devise, develop and perform movement material to a common choreographic intention. A variety of motifs and movements will be taught to students with students being given the opportunity to adapt content allowing for differentiation of ability. The end product of student's work will not be the same and this is intentional. Once students have devised a piece between 3 minutes and a maximum of 5 minutes students will then focus on ensuring the performance element of the exam clearly communicates the choreographic intention of the work.						
How does the action content in your performance piece contribute to the audience's understanding of the performance?	<p>Assessment of the duet/trio performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> physical skills technical skills applied accurately and safely during performance and rehearsal expressive skills to communicate theme mental skills and attributes during performance/process 	<p>Specific Focus: devising</p> <ul style="list-style-type: none"> Unlocking creativity Decision making – each creative choice must link to intention Teacher led collaborative choreography development; specific foci action content, dynamic content, 	Recap expectations of performances in lessons	<p>Recap key terms every lesson</p> <p>Skills: Understanding of rehearsal process, development of movement memory and other mental skills, implementation of feedback, self evaluation – the</p>	<ul style="list-style-type: none"> Performance every lesson – viewing of phrases to teacher/ class Self and peer assessment and reciprocal teaching Self- evaluation Feedback – written/verbal Teacher feedback continuously <p>USE LOG BOOKS TO RECORD</p>	<p>Knowledge Organisers</p> <p>Ipod/music</p> <p>Video camera</p> <p>Powerpoint</p> <p>Mirrors</p>	<p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people's feelings, thoughts and beliefs.</p> <p>Students are encouraged to offer opinions</p>
How does the dynamic content in your performance piece contribute to the audience's understanding of the performance?			Recap key terms every lesson				
How does the spatial content in your performance piece contribute to the							

<p>audience's understanding of the performance?</p> <p>How does the relationship content in your performance piece contribute to the audience's understanding of the performance?</p> <p>How does the use of choreographic devices in your performance piece contribute to the audience's understanding of the performance?</p> <p>How does the use of aural setting and structure in your performance piece contribute to the audience's understanding of the performance?</p>	<p>** duet/trio exam is not based on choreography. Combined approach allows for natural differentiation to occur</p> <p>This term the focus will be on the creation of the piece. Next term, the focus will be on the application of skills to the finished piece.</p> <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> - Devise a duet/trio performance which includes examples of action content, dynamic content and spatial content which relates to a 'common' choreographic intention. Creation of piece will require aid. - Develop an understanding of structure and 	<p>spatial content, relationship content</p> <ul style="list-style-type: none"> • Ways to generate material; tasks varied (independent, group, class), dice, motif sheet • Teach a phrase and dancers recreate and adapt for exam work • Understanding shown both theoretically and practically. • Workshop lessons based on technical skills to ensure implementation occurs. 	<p>necessity to continue to always be reviewing work</p> <p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <ul style="list-style-type: none"> - Technical skills; DARRTS <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <p>Numeracy: reference to</p>	<p>FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Movement material; all to attempt more complex movement however offer alternative action content. • High ability students to devise movement material to teach others • Groupings must be alternated between mixed and ability. • Higher ability students to facilitate group work • Allowing for creativity and individuality in movement material • Higher level questioning 	<p>and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving and communication skills are</p>
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		<p>music through choreographic decision making.</p> <p>Most pupils will:</p> <ul style="list-style-type: none"> - Devise a duet/trio performance which includes creative examples of action content, dynamic content, spatial content and relationship content which relates to a 'common' choreographic intention. - Develop a confident understanding of structure and music through choreographic decision making. - Develop choreographic work through the use of 		<p>appropriate terms</p> <p>linear development of counts</p> <p>creating shapes pathways</p>	<p>Term 1</p> <p>No formal assessment however students will have several progress reviews.</p> <p>Term 2</p> <p>Examination: Component 1: Set Phrases and Duet/Trio Performance</p>	<p>explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline.</p> <p>Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding back and suggesting</p>
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		<p>choreographic devices.</p> <ul style="list-style-type: none"> - Show feedback has been implemented into their work. <p><u>Some pupils will:</u></p> <ul style="list-style-type: none"> - Devise a duet/trio performance which includes creative examples of action content, dynamic content, spatial content and relationship content which relates to a 'common' choreographic intention. Choreography will be highly challenging. - Develop a confident understanding of structure and music through choreographic decision 					<p>improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other.</p> <p>Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p> <p>Value listening and respecting the viewpoint of others.</p> <p>Seek opportunities</p>
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		<p>making. Students will show analysis of how structure and music links to choreographic intention in written work</p> <ul style="list-style-type: none"> - Develop choreographic work through the use of choreographic devices. - Provide and implement feedback consistently throughout the process. - Begin to apply performance skills to the performance in line with the exam criteria. <p>Learning and Stretch Activities: Modelling of examples, peer teaching, leading of sessions, supporting weaker student, attempt phrase to</p>					<p>to build self-confidence.</p> <p>Encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion.</p>
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		alternative music choices to add interest to work.					
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Term 2, 3 and 4

AO2

Component 1: Choreography

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must demonstrate knowledge of technical skills, structure and accompaniment. This unit enables students to create choreographic work for the NEA component of their exam. Students will then use content they devise and develop in the lesson to teach their dancers' in their scheduled rehearsal. Students will use their rehearsal to utilise the skills established in this unit to devise a piece of dance.

<p>What action content demonstrates your choreographic intention?</p> <p>What dynamic content demonstrates your choreographic intention?</p> <p>What spatial content demonstrates your choreographic intention?</p> <p>What relationships content demonstrates your choreographic intention?</p> <p>How has the use of choreographic devices enhanced the choreographic intention of your work?</p> <p>How has the use of structure supported the</p>	<p>Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance.</p> <ul style="list-style-type: none"> A group dance of a minimum of three minutes and a maximum of three and a half minutes for two to five dancers. <p>Which:</p> <ul style="list-style-type: none"> Includes a chosen aural setting Can be in any style or style fusion(s) (as 	<p>Specific Focus: devising</p> <p>Workshops will be delivered in class. Material and content will be devised in class. Students can apply this knowledge during their rehearsals.</p> <ul style="list-style-type: none"> Unlocking creativity Decision making – each creative choice must link to intention Teacher led collaborative choreography 	<p>Recap expectations of performances in lessons</p> <p>Recap checklist each lesson; do students understand vocabulary on checklist -check for definitions and examples</p> <p>Skills: Understanding of rehearsal process, development of movement memory and other mental skills, implementation of feedback, self</p>	<ul style="list-style-type: none"> Teacher feedback Peer feedback Self feedback <p>USE LOG BOOKS TO RECORD FEEDBACK/ACTIVITIES/ONGOING PROGRESS</p> <p>Differentiation:</p> <ul style="list-style-type: none"> Movement material; all to attempt more complex movement however offer alternative action content. High ability students to devise movement 	<p>Knowledge Organisers</p> <p>Whiteboards</p> <p>Whiteboard pens</p> <p>Ipod/music</p> <p>Video camera</p>	<p>Value listening and respecting the viewpoint of others.</p> <p>Seek opportunities to build self-confidence.</p> <p>Encourage collaborative learning in the classroom – in the form of listening and learning from each other and paired discussion.</p> <p>Build competence – every student is good at something, and</p>
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<p>choreographic intention of your performance?</p> <p>How can aural setting contribute to the understanding of a performance?</p>	<p>long as it meets the assessment criteria)</p> <ul style="list-style-type: none"> Communicates their own chosen choreographic intention. <p>Expectations: All pupils will:</p> <ul style="list-style-type: none"> Devise a choreography performance based on a chosen stimulus. Attend weekly rehearsals to support in creating their exam performance. Use some examples of technical skills and choreographic devices. Have a clear starting position and ending position. Produce a dance which uses a piece of music. <p>- Most pupils will:</p>	<p>development; specific foci action content, dynamic content, spatial content, relationship content</p> <ul style="list-style-type: none"> Ways to generate material; tasks varied (independent, group, class), dice, motif sheet Teach a phrase and dancers recreate and adapt for exam work Understanding shown both theoretically and practically. Workshop lessons based on technical skills to ensure 	<p>evaluation – the necessity to continue to always be reviewing work</p> <p>Literacy: Language for Learning: Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to unit. Encourage the use of specific vocabulary.</p> <ul style="list-style-type: none"> Technical skills; DARRTS <p>Students expected to be able to write in full sentences with correct grammar and punctuation when answering short answer questions.</p> <p>Numeracy: reference to</p>	<p>material to teach others</p> <ul style="list-style-type: none"> Groupings must be alternated between mixed and ability. Higher ability students to facilitate group work Allowing for creativity and individuality in movement material Higher level questioning <p>Students will begin this element of their exam as part of their homework in term 1 and 2. Students will rehearse weekly after school. Students will only start to be assessed in term 3.</p> <p>Term 3 Progress review of work</p>	<p>students struggle when connections between their strengths are not obvious or of a clear use.</p> <p>Allow choices to promote self-determination, and deal with the consequences, however minor.</p> <p>Students are encouraged to reflect on the performance and progress of themselves and others. By acting as an audience to others they develop a sense of empathy and respect for other people’s feelings, thoughts and beliefs.</p>
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		<ul style="list-style-type: none"> - Devise a choreography performance based on a chosen stimulus. - Attend weekly rehearsals to support in creating their exam performance. - Use a variety of action content, dynamic content, spatial content and relationship content which all demonstrate the theme of the piece. - Produce a dance which has a clear starting position, ending position and transitions to link the motifs together. - Use a piece of music which appropriately demonstrates the theme of the dance. - Implement feedback into their work and understand how to analyse their own 	<p>implementation occurs.</p> <p>Checklist for choreography:</p> <ul style="list-style-type: none"> - Action content; turns, stillness, travel, jump and gesture - Dynamic content; slow, fast, varied dynamics, jagged, fluid - Relationship content; complementary, contrast, lead and follow, accumulation, mirroring, contact - Spatial content; pathways, size, levels, direction - Choreographic devices; manipulation of number, motif and 	<p>appropriate terms</p> <p>linear development of counts</p> <p>creating shapes pathways</p>	<p>Term 4</p> <p>Examination:</p> <p>Component 1:</p> <p>Choreography</p>	<p>Students are encouraged to offer opinions and suggested improvements to a performance piece whilst being mindful of what is helpful and justified whilst also ensuring not to offend or upset.</p> <p>Inclusive ethos at the heart of its values.</p> <p>Students are regularly working together in groups. Through doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but also others around them. Resilience, problem solving</p>
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		<p>work in short answer questions.</p> <ul style="list-style-type: none"> - Have a clear motif which is developed throughout the dance. - Some pupils will: - Devise a challenging and creative piece of choreography performance based on a chosen stimulus. - Attend weekly rehearsals to support in creating their exam performance. - Use a variety of action content, dynamic content, spatial content and relationship content which all demonstrate the theme of the piece. Choices will be well thought and creative in showing the theme. - Produce a dance which has a range 	<p>development, unison, canon, climax, highlights, repetition, contrast, complementary</p>				<p>and communication skills are explored. There is a strong focus through this subject on a positive behaviour for learning including accepting the opinions and suggestions of others and working together to achieve a high-level performance by the set deadline. Students are encouraged to build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to appreciate one another's work. Students watch one another's work, feeding</p>
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		<p>of structure and form choices.</p> <ul style="list-style-type: none"> - Use a piece of music which appropriately demonstrates the theme of the dance. - Implement feedback into their work and understand how to analyse their own work in short answer questions. - Have a clear motif which is developed throughout the dance. - Students work will be rehearsed well. 					<p>back and suggesting improvements. This is an excellent tool for students to develop their social skills, tolerance and respect for each other. Modelling exemplary behaviour. SHAPE AND STEPS used by staff to promote and model to students.</p> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
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Term 5

A03 / A04

Revision – Written Paper

Students will have one lesson of theory per week between Terms 3 -5. All content would now have been covered. Time will be spent going through each topic with a particular focus on how to answer the question. Students will be tested each lesson through mini quizzes, questioning and drilling to ensure students are confident with content.

Term 3 Foci: Revision of Section A / Section B

- Apply knowledge to exam style questions
- Use Revision guide
- Use knowledge organisers
- Complete past papers
- Section B workbooks

** See big questions from previous topics in SOW

Exam style questions from each topic

1. Skills – definitions, exercises to improve skills, examples of why we need the skill
 - Expressive skills
 - Physical skills
 - Mental Skills
 - Technical Skills
2. Technical Skills breakdown – definitions, movement examples, ways to develop a motif
 - Dynamics Content
 - Action Content
 - Rhythmic Content
 - Relationship Content
 - Timing Content
 - Spatial Content
3. Choreography vocabulary – definitions, how to develop a motif
 - Choreographic approach
 - Choreographic devices
 - Aural setting
 - Performance environments
 - Structure
4. Safe working practices – definitions, examples
 - Warm Up / Cool down
 - Nutrition
 - Safe-execution
 - Dancewear
 - Hydration

5. Physical skill, technical skill, mental skill, expressive skill, structure, aural setting, performance environment, choreographic content – how this refers to **SET PHRASES, DUET/TRIO PERFORMANCE AND CHOREOGRAPHY.**

Term 4 Foci: Revision of Section C

Revision of Section C of paper

- Apply knowledge to exam style questions
- Use Revision guide
- Use knowledge organisers
- Complete past papers

**** See big questions from previous topics in SOW**

Exam style questions from each topic

- A Linha Curva
- Within Her Eyes
- Shadows
- Infra
- Artificial Things
- E of E

Features of production, including:

- **staging/set** eg projection, furniture, structures, backdrop, screen features of these such as colour, texture, shape, decoration, materials
- **lighting** eg colour, placement, direction, angles etc
- **properties** eg size, shape, materials, how used etc
- **costume** (including footwear, masks, make-up and accessories) such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance and sculpt the body and enhance the action
- **dancers** (number, gender)
- **aural settings** eg song, instrumental, orchestral, spoken word, sound natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm
- **dance for camera** eg placement, angle, proximity, special effects

Performance environments, including:

- proscenium arch

Choreographic approaches
Choreographic content, including:

- end stage
- site-sensitive
- in-the-round.

As exemplified in the interview with each choreographer.

- movement content (actions, dynamics, space and relationships) and the knowledge, skills and understanding for choreography specific in [Choreography](#)
- structuring devices and form (binary, ternary, rondo, narrative, etc. beginning/middle/end, unity, logical sequence, transitions)
- choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon).

Choreographic intent, including:

- mood(s)
- meaning(s)
- idea(s)
- theme(s)
- style/style fusion(s).

Revision of all topics

- Apply knowledge to exam style questions
- Essay style questions / short answer questions
- How to... answer the questions
- Revision top tips

Appendix

Year 11	
Term 1 – Theory Lesson Breakdown	
1	Written Paper - Section A Content Review
2	Written Paper - Section B Content Review
3	Written Paper - Section C Content Review
Term 1 – Practical Lesson Breakdown	
1	Skills for Performance - Review
2	Skills for Performance - Review
3	Skills for Performance - Duet Composition (Open Eve Prep)
4	Skills for Performance - Duet Composition (Open Eve Prep)
5	Skills for Performance - Duet Composition (Open Eve Prep)
6	Skills for Performance - Duet Composition (Open Eve Prep)
7	Skills for Performance - Duet Composition
8	Skills for Performance - Duet Composition
9	Skills for Performance - Duet Composition
Exam	Skills for Performance – Set Phrases
Drop Down	Skills for Performance – Set Phrases
Half Term Intervention	Skills for Performance - Duet Composition
Term 2 – Theory Lesson Breakdown	
1	Written Paper - Section A – Application of Knowledge
2	Written Paper - Section B – Application of Knowledge
3	Written Paper - Section B – Application of Knowledge
Extra	Written Paper - Rewatch Anthology Works
Term 2 – Practical Lesson Breakdown	
1	Skills for Performance - Duet Composition
2	Skills for Performance – Duet Composition
3	Skills for Performance – Duet Composition
4	Skills for Performance – Duet Composition
5	Skills for Performance – Duet Composition

6	Skills for Performance – Duet Composition
7	Choreography – Research/Improvise
8	Choreography - Research/Improvise
9	Choreography - Generate
10	Choreography - Generate
11	Choreography – Final Plan (accompaniment/structure/props)
Exam	Skills for Performance - Duet Composition
Drop Down	Choreography
Term 3 – Theory Lesson Breakdown	
1	Choreography – Plan
2	Written Paper - Section C – Application of Knowledge
3	Written Paper - Section C – Application of Knowledge
Term 3 – Practical Lesson Breakdown	
1	Choreography – Action / Dynamic Content
2	Choreography – Action / Dynamic Content
3	Choreography – Choreographic Devices
4	Choreography – Choreographic Devices
5	Choreography – Relationship Content
6	Choreography – Relationship Content
7	Choreography – Spatial Content
8	Choreography – Spatial Content
9	Choreography – Structuring Devices
Exam	Mock Paper
Drop Down	Choreography
Half Term Intervention	Choreography
Term 4 – Theory Lesson Breakdown	
1	Written Paper - Mock
2	Written Paper - Mock Paper Feedback / PIT
3	Written Paper - Mock
Term 4 – Practical Lesson Breakdown	
1	Choreography – Select / Structure / Rehearse
2	Choreography – Action / Dynamic Content

3	Choreography – Action / Dynamic Content
4	Choreography – Relationship Content
5	Choreography – Relationship Content
6	Choreography – Choreographic Devices
7	Choreography – Choreographic Devices
8	Choreography – Spatial Content
9	Choreography – Spatial Content
Exam	Choreography
Drop Down	Choreography
Half Term Intervention	Choreography / Written Paper
Term 5 – Theory Lesson Breakdown	
1	Written Paper - Revision – Section A / Section B
2	Written Paper - Revision – Section C
3	Written Paper - Revision – All Sections
4	6 mark Questions – Choreography Focus
5	6 mark Questions – Trio Focus
6	6 mark Questions – Set Phrase Focus
7	12 mark Questions - Costume / Physical Setting / Lighting
8	12 mark Questions - Accompaniment / Choreographic Content
9	Written Paper - Revision – All Sections
Term 5 – Practical Lesson Breakdown	
1	Exam Preparation – Rehearsal - All
2	Exam Preparation – Rehearsal - All
3	Exam Preparation – Rehearsal - All
Exam	Final Examination
Half Term Intervention	Written Paper

