

GCSE Dance

Year 10

Scheme of Learning 2025 - 2026

Subject leader: Sophie Nunn

Topics by term	Topic overview for Year 10					
	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- Review	AO1 /AO3 Skills for Performance- Review	AO1 /AO3 Skills for Performance- Review	AO1 /AO3 Skills for Performance- Review	AO1 /AO3 Skills for Performance- Review
	AO1/AO2 Choreography – Group - Review	AO1/AO3 Skills for Performance: Set Phrase (Breathe)	AO1/AO3 Skills for Performance: Set Phrase (Shift)	AO1/AO2 Choreography - Group- Review	AO1/AO3 Skills for Performance: Set Phrase (Breathe/Shift) - Review	AO1/AO2 Choreography - Group- Review

	<p>AO1 / AO2/AO4 Written Paper: A Linha Curva</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 explore own creativity / rehearse class material 	<p>AO1 / AO2/ AO4 Written Paper: Infra</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 explore own creativity / rehearse class material 	<p>AO1 / AO2/ AO4 Written Paper: Emancipation of Expressionism</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 / rehearse class material - Dance Leader Initiative 	<p>AO1 / AO2/ AO4 Written Paper: Within Her Eyes</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 / rehearse class material 	<p>AO1 / AO2/ AO4 Written Paper: Shadows</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 / rehearse class material - Dance Leader Initiative 	<p>AO1 / AO2/ AO4 Written Paper: Artificial Things</p> <p>Homework Focus: Section C – booklet / Practical Tasks</p> <p>Events: 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 explore own creativity / rehearse class material
--	--	---	--	---	---	--

	- Dance Leader Initiative <u>Week 3 Assessment: AO1 Performance</u>	- Dance Leader Initiative <u>Week 3 Assessment: AO1 Performance</u>	<u>Week 3 Assessment: AO1 Performance/ AO3 Written Paper</u>	- Dance Leader Initiative <u>Week 3 Assessment: AO2 Choreography</u>	<u>Week 3 Assessment: AO2 Choreography</u>	- Dance Leader Initiative <u>Week 3 Assessment: AO1 Performance / AO2 Choreography / AO3 Written Paper</u>
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
	In Year 9, students developed a foundational knowledge of dance, both practically and theoretically. They built up a repertoire of short sequences and explored key dance fundamentals. This included developing physical skills such as strength, stamina, flexibility, and control through exercises like planks, stretches, and core work; mental skills such as focus, concentration, and spatial awareness during	In Year 9, students developed a foundational knowledge of dance, both practically and theoretically. They built up a repertoire of short sequences and explored key dance fundamentals. This included developing physical skills such as strength, stamina, flexibility, and control through exercises like planks, stretches, and core work; mental skills such as focus, concentration, and spatial awareness during improvisation tasks; expressive skills such as dynamics, use of	In Year 9, students developed a foundational knowledge of dance, both practically and theoretically. They built up a repertoire of short sequences and explored key dance fundamentals. This included developing physical skills such as strength, stamina, flexibility, and control through exercises like planks, stretches, and core work; mental skills such as focus, concentration, and spatial awareness during improvisation tasks; expressive skills such as dynamics, use of gesture, and emotional	In Year 9, students developed a foundational knowledge of dance, both practically and theoretically. They built up a repertoire of short sequences and explored key dance fundamentals. This included developing physical skills such as strength, stamina, flexibility, and control through exercises like planks, stretches, and core work; mental skills such as focus, concentration, and spatial awareness during improvisation tasks;	In Year 9, students developed a foundational knowledge of dance, both practically and theoretically. They built up a repertoire of short sequences and explored key dance fundamentals. This included developing physical skills such as strength, stamina, flexibility, and control through exercises like planks, stretches, and core work; mental skills such as focus, concentration, and spatial awareness during improvisation tasks; expressive skills such as dynamics, use of gesture, and emotional interpretation in	In Year 9, students developed a foundational knowledge of dance, both practically and theoretically. They built up a repertoire of short sequences and explored key dance fundamentals. This included developing physical skills such as strength, stamina, flexibility, and control through exercises like planks, stretches, and core work; mental skills such as focus, concentration, and spatial awareness during improvisation tasks; expressive skills such as dynamics,

	<p>improvisation tasks; expressive skills such as dynamics, use of gesture, and emotional interpretation in performance tasks; and safe practice, including correct warm-up routines and alignment to prevent injury. Students also learned the five basic body actions—jump, turn, travel, gesture, and stillness—and applied these within choreography to develop their skills for performance.</p> <p>For some pupils who began GCSE Dance with little or no prior experience, Year 9 also focused on developing confidence, teamwork, contact</p>	<p>gesture, and emotional interpretation in performance tasks; and safe practice, including correct warm-up routines and alignment to prevent injury. Students also learned the five basic body actions—jump, turn, travel, gesture, and stillness—and applied these within choreography to develop their skills for performance.</p> <p>For some pupils who began GCSE Dance with little or no prior experience, Year 9 also focused on developing confidence, teamwork, contact work, and trust. Year 10 builds on this foundation, allowing students to refine their own dance technique and personal style</p>	<p>interpretation in performance tasks; and safe practice, including correct warm-up routines and alignment to prevent injury. Students also learned the five basic body actions—jump, turn, travel, gesture, and stillness—and applied these within choreography to develop their skills for performance.</p> <p>For some pupils who began GCSE Dance with little or no prior experience, Year 9 also focused on developing confidence, teamwork, contact work, and trust. Year 10 builds on this foundation, allowing students to refine their own dance technique and personal style while exploring a variety of dance styles and anthology works. They continue to</p>	<p>expressive skills such as dynamics, use of gesture, and emotional interpretation in performance tasks; and safe practice, including correct warm-up routines and alignment to prevent injury. Students also learned the five basic body actions—jump, turn, travel, gesture, and stillness—and applied these within choreography to develop their skills for performance.</p> <p>For some pupils who began GCSE Dance with little or no prior experience, Year 9 also focused on developing confidence, teamwork, contact work, and trust. Year 10 builds on this foundation,</p>	<p>performance tasks; and safe practice, including correct warm-up routines and alignment to prevent injury. Students also learned the five basic body actions—jump, turn, travel, gesture, and stillness—and applied these within choreography to develop their skills for performance.</p> <p>For some pupils who began GCSE Dance with little or no prior experience, Year 9 also focused on developing confidence, teamwork, contact work, and trust. Year 10 builds on this foundation, allowing students to refine their own dance technique and personal style while exploring a variety of dance styles and anthology works. They continue to develop their physical, technical, expressive, and mental skills, consolidating what they know and</p>	<p>use of gesture, and emotional interpretation in performance tasks; and safe practice, including correct warm-up routines and alignment to prevent injury. Students also learned the five basic body actions—jump, turn, travel, gesture, and stillness—and applied these within choreography to develop their skills for performance.</p> <p>For some pupils who began GCSE Dance with little or no prior experience, Year 9 also focused on developing confidence, teamwork, contact work, and trust. Year 10 builds on this foundation, allowing students to refine their own dance technique and personal style</p>
--	--	---	--	---	---	--

	<p>work, and trust. Year 10 builds on this foundation, allowing students to refine their own dance technique and personal style while exploring a variety of dance styles and anthology works. They continue to develop their physical, technical, expressive, and mental skills, consolidating what they know and applying it with increasing consistency and sophistication.</p> <p>Year 9, students explored creating their own choreography, for example developing short group sequences using motifs, improvising duets focusing on dynamics and spatial patterns,</p>	<p>while exploring a variety of dance styles and anthology works. They continue to develop their physical, technical, expressive, and mental skills, consolidating what they know and applying it with increasing consistency and sophistication.</p> <p>Year 9, students explored creating their own choreography, for example developing short group sequences using motifs, improvising duets focusing on dynamics and spatial patterns, and composing solos that expressed a theme or emotion. They experimented with combining the five basic body actions—jump, turn, travel,</p>	<p>develop their physical, technical, expressive, and mental skills, consolidating what they know and applying it with increasing consistency and sophistication.</p> <p>Year 9, students explored creating their own choreography, for example developing short group sequences using motifs, improvising duets focusing on dynamics and spatial patterns, and composing solos that expressed a theme or emotion. They experimented with combining the five basic body actions—jump, turn, travel, gesture, and stillness—and applied physical, technical, expressive, and mental skills to bring their ideas to life.</p>	<p>allowing students to refine their own dance technique and personal style while exploring a variety of dance styles and anthology works. They continue to develop their physical, technical, expressive, and mental skills, consolidating what they know and applying it with increasing consistency and sophistication.</p> <p>Year 9, students explored creating their own choreography, for example developing short group sequences using motifs, improvising duets focusing on dynamics and spatial patterns, and composing solos that expressed a theme or emotion. They</p>	<p>applying it with increasing consistency and sophistication.</p> <p>Year 9, students explored creating their own choreography, for example developing short group sequences using motifs, improvising duets focusing on dynamics and spatial patterns, and composing solos that expressed a theme or emotion. They experimented with combining the five basic body actions—jump, turn, travel, gesture, and stillness—and applied physical, technical, expressive, and mental skills to bring their ideas to life.</p> <p>Year 10 have revisited:</p> <ul style="list-style-type: none"> - Choreography - Breathe content Shift content 	<p>while exploring a variety of dance styles and anthology works. They continue to develop their physical, technical, expressive, and mental skills, consolidating what they know and applying it with increasing consistency and sophistication.</p> <p>Year 9, students explored creating their own choreography, for example developing short group sequences using motifs, improvising duets focusing on dynamics and spatial patterns, and composing solos that expressed a theme or emotion. They experimented with combining the five basic body actions—jump, turn, travel,</p>
--	--	--	--	--	---	--

	and composing solos that expressed a theme or emotion. They experimented with combining the five basic body actions— jump, turn, travel, gesture, and stillness —and applied physical, technical, expressive, and mental skills to bring their ideas to life.	gesture, and stillness —and applied physical, technical, expressive, and mental skills to bring their ideas to life. Year 10 have revisited: - Choreography		experimented with combining the five basic body actions— jump, turn, travel, gesture, and stillness —and applied physical, technical, expressive, and mental skills to bring their ideas to life. Year 10 have revisited: - Choreography - Breathe content		gesture, and stillness —and applied physical, technical, expressive, and mental skills to bring their ideas to life. Year 10 have revisited: - Choreography - Breathe content - Shift content
	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?	Why are we teaching this now?
	In Term 1, students will study A Linha Curva in depth. Across the course, students will study six professional works, focusing on costume, lighting, physical setting, aural	In Term 2, students move on to Infra , which provides a stark contrast in style, mood, and choreographic intention. Unlike the lively energy of A Linha Curva, <i>Infra</i> explores emotional	In Term 3, pupils move on to Emancipation of Expressionism , a hip-hop work that presents a completely alternative style compared to the previous repertoire. By this point,	In Term 4, pupils will explore Within Her Eyes , a contemporary duet that focuses heavily on contact work and lifts. By this point in the year, students will have developed the	<i>In Term 5, pupils will study Shadows, a narrative-driven contemporary work exploring family relationships and conflict. By this stage, students have developed strong analytical and practical</i>	Term 6 – Artificial Things <i>"In Term 6, pupils will explore Artificial Things, a contemporary work that combines abstract and emotive choreography with</i>

	<p>setting, and choreographic content. They must understand the creative choices behind each work and how these choices help the audience to interpret the choreographic intention. Students will explore each work both practically, by learning and performing sections of choreography, and theoretically, by analysing the work in detail. Each work represents a different dance style, helping to broaden and enhance pupils' repertoire. In each term, a new work will be introduced, allowing students to develop knowledge and skills progressively across a range of</p>	<p>tension and human relationships through contemporary movement, minimal costumes, urban-inspired physical settings, and subtle lighting. This contrast helps pupils understand how different dance styles use choreographic content, production elements, and movement quality to convey meaning. As with Term 1, students will study Infra both practically—learning motifs, formations, and sequences—and theoretically, analysing how creative choices enhance the audience's understanding of the choreographic intention</p>	<p>students' confidence and skills have developed sufficiently to engage with more complex structures, intricate formations, and energetic movements. Emancipation of Expressionism challenges pupils to refine their technical and expressive skills while exploring street dance aesthetics, dynamic rhythm, and individuality, making it a suitable and engaging focus for the middle of the year.</p>	<p>confidence, strength, and technical skill required to perform lifts safely and effectively, making this work particularly appropriate. The concept of the piece is relatively straightforward, allowing pupils to focus on refining expressive and physical skills without being overwhelmed by complex narrative. Additionally, the timing aligns well with the annual school dance show, providing an opportunity for pupils to apply their learning in a performance context</p>	<p><i>skills, allowing them to tackle the more emotive and character-focused aspects of the choreography. Pupils will explore how movement, physical setting, costume, lighting, and accompaniment work together to convey tension and emotion. The work's narrative structure enables students to develop expressive skills, storytelling through dance, and ensemble coordination, building on the confidence and technical ability gained in earlier terms.</i></p>	<p><i>the use of props and wheelchairs, challenging students to engage with physicality and spatial awareness in new ways. By this point in the year, pupils' performance skills, strength, control, and expressive abilities are well-developed, making them ready to tackle the complexity and physical demands of the work. The focus will be on understanding choreographic intention, analysing creative choices such as costume, lighting, physical and aural setting, and translating these into expressive performance, consolidating the knowledge and skills developed across the year.</i></p>
--	---	---	---	--	--	---

	<p>professional choreography.</p> <p>Pupils will begin the year by exploring A Linha Curva, an upbeat and energetic work. This piece provides a clear and accessible example of how choreographic choices—such as bright costumes, fast-paced movements, dynamic formations, and samba-inspired accompaniment—link directly to the theme of celebration and having fun. It is an excellent concept to start the year, allowing students to engage with both the practical and theoretical elements of choreography while developing an understanding</p>					
--	---	--	--	--	--	--

	of how creative choices communicate meaning to the audience.					
--	--	--	--	--	--	--

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)
-------------------------------	---------------	--	----------	--	-------------------------------------	-----------	---

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. 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>
--	---	---	--	--	---------------------------------	---

		<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>
--	--	---	--	--	--	---

		<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><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>
--	--	---	--	--	---	--	--

		<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 					
--	--	--	--	--	--	--	--

		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>
---	---	--	---	--	--	--

		<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 		
--	--	--	--	--	---	--	--

		<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>					
--	--	--	--	--	--	--	--

Term 2, 3 and 5

<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
------------	--

- 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>
---	---	--	--	--	--	---

<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 Week 3 Assessment: A01 – Performance - Breathe</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>
---	--	--	---	---	---

		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>
--	--	--	--	-------------	---	--	--

							<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>
--	--	--	--	--	--	--	--

Term 1

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>
--	--	--	---	---	---	---

<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>
--	--	---	---	---	---	--

	<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>
--	--	--	--	---	---	--	--

		<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>
--	--	---	--	--	--	--	---

		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.
--	--	--	--	--	--	--	---

Term 2

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>
--	---	--	--	--	--	--	---

	<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>
--	---	--	--	--	--	---

		<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>
--	--	---	--	--	--	--	--

		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.
--	--	--	--	--	--	--	---

Term 3

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
---	---	---	---	--	---	--

<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:</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>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>
---	--	--	--	--	--	--

	<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>
--	--	--	--	---	--	---

		<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>
--	--	---	--	--	--	--	--

		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.
--	--	--	--	--	--	--	---

Term 4

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 	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	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	

<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. 	<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 	<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>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>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 doing so pupils develop a strong understanding of the consequences of their actions and how these can impact not only on themselves but</p>
--	--	---	--	---	---	--

	<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"> • Overall effectiveness • 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>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 build confidence and respect whilst working with individuals who may have differing views or beliefs to them. Students are encouraged to</p>
--	--	--	--	--	--	--

		<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>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> <p>Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.</p>
--	--	---	--	--	--	--	--

		weaker student, attempt phrase to alternative music choices to add interest to work.					
--	--	--	--	--	--	--	--

Term 5

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.

<ol style="list-style-type: none"> How do the constituent features contribute to the audience's understanding of the work? How does the lighting contribute to the audience's understanding of the choreographic intent of Shadows? How does the costume contribute to the audience's understanding of the choreographic intent of Shadows? How does the set design contribute to the audience's 	<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 	<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</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</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>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>
--	--	---	---	--	--	--

	<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>
--	--	--	--	--	--	---

		<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>
--	--	---	--	--	--	--	--

							Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
--	--	--	--	--	--	--	---

Term 6

AO4

Written Paper: Artificial Things

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.

<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>
--	--	---	---	---	--	--	--

		<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>
--	--	--	---	--	--	---

		<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>
--	--	--	--	--	--	--	--

							Active use of STAR and SHAPE to embed good inter-personal relationships and speech and language skills.
--	--	--	--	--	--	--	---

Term 1, 4 and 6

AO2 / AO3	<p>Choreography</p> <p>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.</p>						
<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>	

<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
---	---	---	---	--	--	--

		<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. <p><i>Example:</i> Modify arm placement or spacing based on teacher or peer observation.</p> <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. <p><i>Example:</i> Link travelling actions with contrasting gestures while</p>		<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>
--	--	--	--	---	---	--	--

		<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.					
--	--	---	--	--	--	--	--

		<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, 					
--	--	--	--	--	--	--	--

		<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, 					
--	--	---	--	--	--	--	--

		<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. 					
--	--	---	--	--	--	--	--

		<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>					
--	--	---	--	--	--	--	--

Appendix

Year 10	
Term 1 – Theory Lesson Breakdown – A LINHA CURVA	
1	Written Paper - Watch Work / Key Facts / Costume
2	Written Paper - Physical Setting / Lighting / Accompaniment
3	Written Paper - Movement Content / Exam Questions
Term 1 – Practical Lesson Breakdown	
1	Skills for Performance - Review
2	Skills for Performance – Class Performance (Open Eve Prep)
3	Skills for Performance – Class Performance (Open Eve Prep)
4	Skills for Performance – Class Performance (Open Eve Prep)
5	Skills for Performance – Class Performance (Open Eve Prep)
6	Skills for Performance – Class Performance (Open Eve Prep)
7	Written Paper - A Linha Curva – Choreographic Exploration
8	Written Paper - A Linha Curva – Choreographic Exploration
9	Written Paper - A Linha Curva – Choreographic Exploration
Term 2 – Theory Lesson Breakdown - INFRA	
1	Written Paper - Watch Work / Key Facts / Costume
2	Written Paper - Physical Setting / Lighting / Accompaniment
3	Written Paper - Movement Content / Exam Questions
Extra	Written Paper - Watch Anthology Works
Term 2 – Practical Lesson Breakdown	
1	Skills for Performance - Technique Development
2	Written Paper - Infra – Choreographic Exploration

3	Written Paper - Infra – Choreographic Exploration
4	Written Paper - Infra – Choreographic Exploration
5	Skills for Performance – Breathe - Content Delivery
6	Skills for Performance – Breathe - Content Delivery
7	Skills for Performance – Breathe - Content Delivery
8	Skills for Performance – Breathe - Film
9	Skills for Performance – Breathe - PIT
10	Skills for Performance – Technique Development
11	Skills for Performance – Technique Development
Term 3 – Theory Lesson Breakdown – E OF E	
1	Written Paper - Watch Work / Key Facts / Costume
2	Written Paper - Physical Setting / Lighting / Accompaniment
3	Written Paper - Movement Content / Exam Questions
Term 3 – Practical Lesson Breakdown	
1	Skills for Performance - Review
2	Written Paper - E of E – Choreographic Exploration
3	Written Paper – E of E – Choreographic Exploration
4	Written Paper - E of E – Choreographic Exploration
5	Skills for Performance – Shift - Content Delivery
6	Skills for Performance – Shift - Content Delivery
7	Skills for Performance – Shift - Content Delivery
8	Skills for Performance – Shift - Film
9	Skills for Performance – Shift - PIT
Term 4 – Theory Lesson Breakdown – WITHIN HER EYES	
1	Written Paper - Watch Work / Key Facts / Costume
2	Written Paper - Physical Setting / Lighting / Accompaniment
3	Written Paper - Movement Content / Exam Questions
Term 4 – Practical Lesson Breakdown	
1	Skills for Performance - Review
2	Written Paper - WHE – Choreographic Exploration
3	Written Paper – WHE – Choreographic Exploration
4	Choreography - Class Performance
5	Choreography - Class Performance

6	Choreography - Class Performance
7	Choreography - Class Performance
8	Choreography - Class Performance
9	Choreography – Class Performance
Term 5 – Theory Lesson Breakdown - SHADOWS	
1	Written Paper - Watch Work / Key Facts / Costume
2	Written Paper - Physical Setting / Lighting / Accompaniment
3	Written Paper - Movement Content / Exam Questions
Term 5 – Practical Lesson Breakdown	
1	Skills for Performance - Review
2	Written Paper - Shadows – Choreographic Exploration
3	Written Paper – Shadows – Choreographic Exploration
4	Written Paper - Shadows – Choreographic Exploration
5	Skills for Performance – Set Phrases – Review
6	Skills for Performance – Set Phrases – Review
7	Skills for Performance - Review
8	Skills for Performance - Review
9	Skills for Performance - Review
Term 6 – Theory Lesson Breakdown – ARTIFICIAL THINGS	
1	Written Paper - Watch Work / Key Facts / Costume
2	Written Paper - Physical Setting / Lighting / Accompaniment
3	Written Paper - Movement Content / Exam Questions
Term 6 – Practical Lesson Breakdown	
1	Skills for Performance - Review
2	Written Paper – Artificial Things – Choreographic Exploration
3	Written Paper – Artificial Things – Choreographic Exploration
4	Choreography - Group Choreography
5	Choreography - Group Choreography
6	Choreography - Group Choreography
7	Choreography - Group Choreography
8	Choreography - Group Choreography
9	Choreography - Group Choreography

