

Dance Curriculum: Long Term Plan 2025-26
Oasis Academy Lord's Hill

Brief overview

Year 7 Dance
Around the World

In Year 7, dance appears on the performing arts carousel. Students have 1 hour of Dance per week for 10 weeks. Students are also offered an extra-curricular dance club called Elevate Dance Company and students will have the opportunity to audition dance pieces for the annual Showcase & Dance !

Year 7, students will be given the opportunity to experience and perform in a range of different dance styles including Bollywood, South-East Asian Dance, Capoeira, The Haka & Irish Dance. Students will develop basic performance, choreography and dance appreciation skills. Students will be introduced to the 8 basic dance actions and taught movement motifs in each dance style. Students will then have the opportunity to develop these motifs, by using various choreographic skills, to create their own choreography. Students will perform and provide feedback after each lesson.

Core skills

Performance skills

- Demonstrate a basic understanding and practical appreciation of physical skills; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation
- Demonstrate a basic understanding and practical appreciation of expressive skills; focus, facial expressions, spatial awareness, projection, phrasing, sensitivity to other dancers, musicality, communication of choreographic intent.
 - Demonstrate a basic understanding and practical appreciation of technical skills; actions, space, dynamics, relationships, timing, style, rhythm
 - Demonstrate a basic understanding and practical appreciation of mental skills; confidence, commitment, concentration, movement memory, rehearsal discipline

Choreographic Skills

- Demonstrate a basic understanding and practical appreciation of actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part.
 - Demonstrate a basic understanding and practical appreciation of dynamic content; fast/slow
 - Demonstrate a basic understanding and practical appreciation of spatial content; pathways, levels, directions
 - Demonstrate a basic understanding and practical appreciation relationship content; formations, action & reaction, lead & follow
- Demonstrate a basic understanding and practical appreciation of choreographic processes; generating, selecting, developing, structuring
 - Demonstrate a basic understanding and practical appreciation of choreographic devices; repetition, unison, canon

Leadership – Students will demonstrate good communication skills and will be able to work confidently within a team.

Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others' feelings and emotions.

Analytical/evaluation skills – Identify strengths and areas for improvement within performances.

Creativity- Using initiative and imagination to create movement ideas in the style of dance.

Responsibility - Work independently and recognise the consequences of actions and behaviours in sport and physical activity.

Communication - Communicate effectively with peers using verbal and non-verbal methods.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Title of Lesson	Bollywood	South-East Asian Dance	Capoeira	The Haka	Irish Dance	Choreography	Choreography	Performance	Reflect & Develop
Core Knowledge	<ul style="list-style-type: none"> - Actions- Jump, turn, travel - Movement Motif - Choreographic device- Unison 	<ul style="list-style-type: none"> - Actions- Hastas; use of gesture & balance - Space- levels 	<ul style="list-style-type: none"> - Actions- transference of weight - Working with a partner (H&S) - Dance Relationship- Action & reaction 	<ul style="list-style-type: none"> - Actions- floor work, change body part - Relationships- formation, lead and follow 	<ul style="list-style-type: none"> - Space- pathways & directions - Choreographic Device- Canon & repetition 	<ul style="list-style-type: none"> - Choreographic devices- generating, selecting, developing, structuring 	<ul style="list-style-type: none"> - Dynamics fast/slow - Timing 	<ul style="list-style-type: none"> - Confidence - Posture - Facial expressions - Coordination 	<ul style="list-style-type: none"> - Responding to feedback - Rehearsal Discipline
Assessment	Peer/Self Assessment	Homework	Peer/ Self Assessment	Response marking Homework	Peer/Self Assessment	Homework	Response Marking	Practical Assessment Homework	Response Marking Theory Assessment

Brief overview

Y8 Dance
Pirates of the Caribbean

In Year 8, dance appears on the performing arts carousel. Students have 1 hour of Dance per week for 10 weeks. Students are also offered an extra- curricular dance club called Elevate Dance Company and students will have the opportunity to audition dance pieces for the annual Showcase & Dance Live!

In Year 8, students are given the opportunity to choreograph their own dance in response to a piece of music. Their choreographic intention is inspired by the film Pirates of the Caribbean and the theme song from the soundtrack.

Students will build on their knowledge of performance and choreographic skills from year 7 by working with a group to create their own dance. Students will be taught a main movement phrase which they will develop using a variety of skills & techniques. Students will perform and provide feedback after each lesson.

Core skills

Performance skills

- Demonstrate a developed understanding and practical appreciation of physical skills; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation
- Demonstrate a developed understanding and practical appreciation of expressive skills; focus, facial expressions, spatial awareness, projection, phrasing, sensitivity to other dancers, musicality, communication of choreographic intent.
 - Demonstrate a developed understanding and practical appreciation of technical skills; actions, space, dynamics, relationships, timing, style, rhythm
- Demonstrate a developed understanding and practical appreciation of mental skills; confidence, commitment, concentration, movement memory, systematic repetition, rehearsal discipline, capacity to improve, responding to feedback

Choreographic Skills

- Demonstrate a developed understanding and practical appreciation of actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part.
 - Demonstrate a developed understanding and practical appreciation of dynamic content; fast/slow, flow/abrupt
 - Demonstrate a developed understanding and practical appreciation of spatial content; pathways, levels, directions
 - Demonstrate a developed understanding and practical appreciation relationship content; formations, action & reaction, lead & follow, contact
 - Demonstrate a developed understanding and practical appreciation of choreographic processes; generating, selecting, developing, structuring, refining
 - Demonstrate a developed understanding and practical appreciation of structuring devices; beginning, middle, end
- Demonstrate a developed understanding and practical appreciation of choreographic devices; repetition, unison, canon, motif development, manipulation of number

Leadership – Students will demonstrate good communication skills and will be able to work confidently within a team.

Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others’ feelings and emotions.

Analytical/evaluation skills – Identify strengths and areas for improvement within performances.

Creativity- Using initiative and imagination to create movement ideas in the style of dance.

Responsibility - Work independently and recognise the consequences of actions and behaviours in sport and physical activity.

Communication - Communicate effectively with peers using verbal and non-verbal methods.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Title of Lesson	Set Dance	Choreographic Devices	Creating a Lift	Fight scene	Dynamics	Ending	Spatial Content	Practical Assessment	Reflect & Develop
Core Knowledge	<ul style="list-style-type: none"> - Expectations - Physical Skills; control, extension & mobility. - Rehearse & Formation 	<ul style="list-style-type: none"> - Unison - Canon - Repetition - Motif Development 	<ul style="list-style-type: none"> - Health & Safety - Expressive skills- spatial awareness & sensitivity to others 	<ul style="list-style-type: none"> - rehearsal discipline - Dance Relationships- contact, action & reaction 	<ul style="list-style-type: none"> - Dynamics; fast/slow, flow/abrupt 	<ul style="list-style-type: none"> - generating, selecting, developing, structuring - Musicality 	<ul style="list-style-type: none"> - Spatial Content; pathways, levels, directions - Checklist 	<ul style="list-style-type: none"> - Confidence - Spatial Awareness - control, extension - mobility - musicality 	<ul style="list-style-type: none"> - Responding to feedback - Rehearsal Discipline
Assessment	Teacher Assessment	Homework Peer Assessment	- Peer/ Self Assessment	Response marking Homework	Teacher Assessment Peer/Self Assessment	Homework	Self Assessment Teacher Assessment	Response Marking Homework	Response Marking Theory Assessment

Brief overview

Y9 Dance
Contact Duets

In Year 9, dance appears on the performing arts carousel. Students have 1 hour of Dance per week for 1 school term. Students are also offered an extra-curricular dance club called Elevate Dance Company and students will have the opportunity to audition dance pieces for the annual Showcase & Dance Live!

In Year 9, students work with a partner to choreograph their own duet that focuses on the use of lifts and contact work. Students will use professional dance works as a stimulus and focus on developing their trust and connection with their partner. Students will build on their knowledge of performance and choreographic skills from year 8 and develop their analysis skills of a professional work. Students will be taught key contact movements & lifts which they can develop using a variety of skills & techniques. Students will perform and provide feedback after each lesson.

Core skills

Performance skills

- Demonstrate an adequate understanding and practical appreciation of physical skills; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation
- Demonstrate an adequate understanding and practical appreciation of expressive skills; focus, facial expressions, spatial awareness, projection, phrasing, sensitivity to other dancers, musicality, communication of choreographic intent.
 - Demonstrate an adequate understanding and practical appreciation of technical skills; actions, space, dynamics, relationships, timing, style, rhythm
- Demonstrate an adequate understanding and practical appreciation of mental skills; confidence, commitment, concentration, movement memory, systematic repetition, rehearsal discipline, capacity to improve, responding to feedback

Choreographic Skills

- Demonstrate an adequate understanding and practical appreciation of actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part.
 - Demonstrate an adequate understanding and practical appreciation of dynamic content; fast/slow, flow/abrupt, sudden/sustained
 - Demonstrate an adequate understanding and practical appreciation of spatial content; pathways, levels, directions, size of movement
- Demonstrate an adequate understanding and practical appreciation relationship content; formations, action & reaction, lead & follow, contact, mirroring
- Demonstrate an adequate understanding and practical appreciation of choreographic processes; generating, selecting, developing, structuring, refining
 - Demonstrate an adequate understanding and practical appreciation of structuring devices; transitions, beginning, middle, end
- Demonstrate an adequate understanding and practical appreciation of choreographic devices; repetition, unison, canon, motif development, manipulation of number, contrast

Leadership – Students will demonstrate good communication skills and will be able to work confidently within a partnership

Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others’ feelings and emotions.

Analytical/evaluation skills – Identify strengths and areas for improvement within professional and student performances. Explain what is successful/unsuccessful about a professional, student and self performance.

Creativity- Using initiative and imagination to create contact movement ideas and lifts.

Responsibility – Respond the health & safety procedures and recognise the consequences of actions and behaviours in physical activity.

Communication - Communicate effectively with peers using verbal and non-verbal methods.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
Title of Lesson	Building Trust	Exploring Ideas	Creating Choreography	Creating Transitions	Choreographic Intention	Dance Relationships	Choreographic Devices	Developing Choreography	Developing Choreography	Rehearsal Discipline	Performance Skills	Practical Assessment	Reflect & Develop
Core Knowledge	Communication Contact Relationships Physical skills	Improvisation Building confidence	Contact Work Lifting	Transitions using actions	<i>Within Her Eyes</i> repertoire Choreographic Intention	Formations action & reaction lead & follow mirroring	repetition, unison, canon, motif development, manipulation of number, contrast	Transitions using actions & spatial content; Pathways levels, directions, size of movement	Dynamics fast/slow, flow/abrupt, sudden/sustained	Commitment Systematic repetition Teamwork Responsibility Time management	Confidence Strength Coordination Balance Control	Response marking to theory assessment Physical Skills; strength, control, coordination, balance Expressive skills; communication of intent, spatial awareness, sensitivity to others	Rehearsal Discipline Responding to feedback Capacity to improve
Assessment	Teacher Assessment Peer/Self Assessment	Teacher Assessment Peer/Self Assessment	Teacher Assessment Peer/Self Assessment	Teacher Assessment Peer/Self Assessment	Teacher Assessment Peer/Self Assessment	Teacher Assessment Peer/Self Assessment	Teacher Assessment Peer/Self Assessment	Homework Teacher Assessment Peer/Self Assessment	Peer/ Self Assessment	Teacher assessment Self assessment	Theory Assessment (self, spaced retrieval)	Practical Assessment Teacher Assessment	Response Marking Peer/Self Assessment

Brief overview

Y10 GCSE Dance

In Year 10 students are introduced to the AQA GCSE Dance qualification- Components 1 and 2 which involves **performance, choreography and appreciation.**

In KS4, the GCSE dance course allows students to perform individually and as a group. Students will create their own choreography in response to a stimulus. They study 6 different professional works and learn how these dances are made and how they communicate the choreographic intention using movement and production features (set, costume, music & lighting).

In Year 10, students have 3 hours of Dance a week. Lessons will be a combination of theory and practical. Students are offered intervention sessions after school and are invited to perform in the extra- curricular dance club called Elevate Dance Company. Students will be expected to perform their GCSE work in the annual School Performing Arts Showcase.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<ul style="list-style-type: none"> - Component 2- Safe Studio Practise and 'Healthy Dancers' - Component 1- Learn Set Solo 1 (Breathe) 	<ul style="list-style-type: none"> - Component 2- Study of the Professional Work <i>Shadows</i> by Christopher Bruce - Component 1- Learn Set Solo 2 (Shift) 	<ul style="list-style-type: none"> - Component 2- Study of the Professional Work <i>Emancipation of Expressionism</i> by Kenrick H20 Sandy - Component 1- Learn Performance in a duo/trio 	<ul style="list-style-type: none"> - Component 2- Study of the Professional Work <i>A Linha Curva</i> by Itzik Galili - Component 1- Learn Performance in a duo/trio 	<ul style="list-style-type: none"> - Component 2- Study of the Professional Work <i>Within Her Eyes</i> by James Cousins - Component 1- Choreography Mock 	<ul style="list-style-type: none"> - Component 2 Written Exam preparation and practise (Sections A, B & C) - End of Year Component 2 Exam- 1 hr 30 mins written exam - Component 1- Choreography Mock
Assessment	<ul style="list-style-type: none"> - Summative Safe studio practise Mock Exam - Summative Breathe Mock Performance Exam 	<ul style="list-style-type: none"> - Summative <i>Shadows</i> Mock Exam - Summative Shift Mock Performance Exam 	<ul style="list-style-type: none"> - Summative <i>Emancipation of Expressionism</i> Mock Exam 	<ul style="list-style-type: none"> - Summative <i>A Linha Curva</i> Mock Exam - Summative Performance in a Duo/Trio Mock Exam 	<ul style="list-style-type: none"> - Summative <i>Within Her Eyes</i> Mock Exam 	<ul style="list-style-type: none"> - Summative Mock Written Exam at the end the year - Summative Choreography Mock Exam
Core knowledge	<ul style="list-style-type: none"> - Choreographic Skills- Actions, Space, Dynamics, Relationships, Choreographic Devices, Structuring Devices, Choreographic Processes, Performance Environment (•proscenium arch •end stage •site-sensitive •in-the-round.) & Communication of Choreographic Intent. Aural settings: <ul style="list-style-type: none"> •song •instrumental •orchestral •spoken word •silence •natural sound •found sound •body percussion. - Effects on choreographic outcomes: •mood and atmosphere •contrast and variety •structure •relationship to theme/idea. - Performance Skills - physical, expressive, technical & mental, 	<ul style="list-style-type: none"> - Choreographic Skills- Actions, Space, Dynamics, Relationships, Choreographic Devices, Structuring Devices, Choreographic Processes, Aural Settings, Performance Environment & Communication of Choreographic Intent - Performance Skills - physical, expressive, technical & mental, - Safe working practises during process & performance <p><i>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</i></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. 	<ul style="list-style-type: none"> - Choreographic Skills- Actions, Space, Dynamics, Relationships, Choreographic Devices, Structuring Devices, Choreographic Processes, Aural Settings, Performance Environment & Communication of Choreographic Intent - Performance Skills - physical, expressive, technical & mental, - Safe working practises during process & performance <p><i>Assessment of the duet/trio performance will focus on each students' ability to demonstrate application of:</i></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. 	<p>Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) which:</p> <ul style="list-style-type: none"> •includes a chosen aural setting •can be in any style or style fusion(s) (as long as it meets the assessment criteria) •communicates their own chosen choreographic intention. To create their own dance, students must know, understand and be able to apply the following, as appropriate to their choreography: <ul style="list-style-type: none"> - Actions, - Space, - Dynamics, - Relationships, - Choreographic Devices, - Structuring Devices, - Choreographic Processes, - Aural Settings, - Performance Environment 	<p>Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <ul style="list-style-type: none"> •Critical appreciation of own work •Critical appreciation of professional works <p>To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p>	<p>Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <ul style="list-style-type: none"> •Critical appreciation of own work •Critical appreciation of professional works <p>To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p>

	<ul style="list-style-type: none"> - Safe working practises during process & performance <p><i>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</i></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. 			<ul style="list-style-type: none"> - Communication of Choreographic Intent 	<ul style="list-style-type: none"> • the meaning of the relevant performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). <div style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) </div> <p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <ul style="list-style-type: none"> - <i>Artificial Things</i> by Lucy Bennett - <i>A Linha Curva</i> by Itzik Galili - <i>Infra</i> by Wayne McGregor - <i>Shadows</i> by Christopher Bruce - <i>Within Her Eyes</i> by James Cousins - <i>Emancipation of Expressionism</i> by Kenrich H2O Sandy 	<ul style="list-style-type: none"> • the meaning of the relevant performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). <div style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) </div> <p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <ul style="list-style-type: none"> - <i>Artificial Things</i> by Lucy Bennett - <i>A Linha Curva</i> by Itzik Galili - <i>Infra</i> by Wayne McGregor - <i>Shadows</i> by Christopher Bruce - <i>Within Her Eyes</i> by James Cousins - <i>Emancipation of Expressionism</i> by Kenrich H2O Sandy
<p>Core Skills</p>	<ul style="list-style-type: none"> - Physical skills & attributes; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation - Expressive skills & attributes ; focus, facial 	<ul style="list-style-type: none"> - Physical skills & attributes; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation - Expressive skills & attributes ; focus, facial expressions, 	<ul style="list-style-type: none"> - Physical skills & attributes; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation - Expressive skills & attributes ; focus, facial expressions, 	<ul style="list-style-type: none"> - Actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part. - Dynamic content; fast/slow, sudden/sustained, 	<p>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.</p> <p>Features of Production</p>	<p>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.</p> <p>Features of Production</p>

	<p>expressions, spatial awareness, projection, phrasing,</p> <ul style="list-style-type: none"> - Technical skills; actions, space, dynamics, relationships, timing, style, rhythm - Mental skills; confidence, commitment, concentration, movement memory, rehearsal discipline, systematic repetition mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve. - Actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part. - Dynamic content; fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt - Spatial content; pathways, levels, directions, size of movement, patterns, spatial design - Relationship content; formations, action & reaction, lead & follow, mirroring, accumulation, complement/contrast, counterpoint, contact - Choreographic processes; researching, improvising, generating, selecting, developing, structuring, refining - Structuring devices; binary, ternary, rondo, narrative, episodic, beg/mid/end, unity, logical sequence, transitions - Choreographic devices; repetition, unison, canon, motif development, contrast, highlights, climax, manipulation of number 	<p>spatial awareness, projection, phrasing,</p> <ul style="list-style-type: none"> - Technical skills; actions, space, dynamics, relationships, timing, style, rhythm - Mental skills; confidence, commitment, concentration, movement memory, rehearsal discipline, systematic repetition mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve. - Actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part. - Dynamic content; fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt - Spatial content; pathways, levels, directions, size of movement, patterns, spatial design - Relationship content; formations, action & reaction, lead & follow, mirroring, accumulation, complement/contrast, counterpoint, contact - Choreographic processes; researching, improvising, generating, selecting, developing, structuring, refining - Structuring devices; binary, ternary, rondo, narrative, episodic, beg/mid/end, unity, logical sequence, transitions - Choreographic devices; repetition, unison, canon, motif development, contrast, highlights, climax, manipulation of number 	<p>spatial awareness, projection, phrasing, sensitivity to other dancers, musicality, communication of choreographic intent.</p> <ul style="list-style-type: none"> - Technical skills; actions, space, dynamics, relationships, timing, style, rhythm - Mental skills; confidence, commitment, concentration, movement memory, rehearsal discipline, systematic repetition mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve - Actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part. - Dynamic content; fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt - Spatial content; pathways, levels, directions, size of movement, patterns, spatial design - Relationship content; formations, action & reaction, lead & follow, mirroring, accumulation, complement/contrast, counterpoint, contact - Choreographic processes; researching, improvising, generating, selecting, developing, structuring, refining - Structuring devices; binary, ternary, rondo, narrative, episodic, beg/mid/end, unity, logical sequence, transitions - Choreographic devices; repetition, unison, canon, motif development, contrast, highlights, climax, manipulation of number 	<p>acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt</p> <ul style="list-style-type: none"> - Spatial content; pathways, levels, directions, size of movement, patterns, spatial design - Relationship content; formations, action & reaction, lead & follow, mirroring, accumulation, complement/contrast, counterpoint, contact - Choreographic processes; researching, improvising, generating, selecting, developing, structuring, refining - Structuring devices; binary, ternary, rondo, narrative, episodic, beg/mid/end, unity, logical sequence, transitions - Choreographic devices; repetition, unison, canon, motif development, contrast, highlights, climax, manipulation of number <p>Leadership – Students will demonstrate good communication skills and will be able to work confidently, making decision suitable for their solo/group choreography..</p> <p>Teamwork - Develop the social skills required to provide peer feedback effectively alongside one another demonstrating respect and an awareness of others’ feelings and emotions.</p> <p>Analytical/evaluation skills – Identify strengths and areas for improvement within performances & choreographic processes.</p>	<ul style="list-style-type: none"> • staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials • lighting eg colour, placement, direction, angles etc • properties eg size, shape, materials, how used etc • costume (including footwear, masks, make-up and accessories): features such as 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 • dancers (number, gender) • aural settings eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm • dance for camera eg placement, angle, proximity, special effects. <p>Choreographic skills including;</p> <ul style="list-style-type: none"> - Choreographic approaches, - choreographic content, - choreographic intent, - Actions, - Space, - Dynamics, - Relationships, - Choreographic processes, - choreographic devices, - structuring devices <p>Performance Skills</p> <ul style="list-style-type: none"> - Physical - Technical 	<ul style="list-style-type: none"> • staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials • lighting eg colour, placement, direction, angles etc • properties eg size, shape, materials, how used etc • costume (including footwear, masks, make-up and accessories): features such as 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 • dancers (number, gender) • aural settings eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm • dance for camera eg placement, angle, proximity, special effects. <p>Choreographic skills including;</p> <ul style="list-style-type: none"> - Choreographic approaches, - choreographic content, - choreographic intent, - Actions, - Space, - Dynamics, - Relationships, - Choreographic processes, - choreographic devices, - structuring devices <p>Performance Skills</p>
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Brief overview

Y11 GCSE Dance

In Year 11 students will continue learning the subject content for the AQA GCSE Dance qualification- Components 1 and 2 which involves **performance, choreography and appreciation.**

In KS4, the GCSE dance course allows students to perform individually and as a group. Students will create their own choreography in response to a stimulus. They study 6 different professional works and learn how these dances are made and how they communicate the choreographic intention using movement and production features (set, costume, music & lighting).

In Year 11, students have 3 hours of Dance a week. Lessons will be a combination of theory and practical. Students are offered intervention sessions after school and are invited to perform in the extra-curricular dance club called Elevate Dance Company. Students will be expected to perform their GCSE work in the annual School Performing Arts Showcase.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<ul style="list-style-type: none"> - Continue the Professional Work <i>A Linha Curva</i> by Itzik Galili - Begin the professional work <i>Within Her Eyes</i> by James Cousins. - Choreography task released - Component 1 Set solo exam (Breathe) 	<ul style="list-style-type: none"> - Study of the Professional Work <i>Infra</i> by Wayne McGregor - Choreography. - Component 1 Set solo exam (Shift) 	<ul style="list-style-type: none"> - Study of the Professional Work <i>Artificial Things</i> by Lucy Bennett - Choreography - Component 1 Performance in a duo/trio exam 	<ul style="list-style-type: none"> - Component 1 Choreography Exam - Component 2 Written Exam preparation and practise (Sections A, B & C) 	<ul style="list-style-type: none"> - Component 2 Written Exam preparation and practise (Sections A, B & C) 	<ul style="list-style-type: none"> - Component 2 Written Exam preparation and practise (Sections A, B & C) - Component 2 1 hr 30 mins written exam
Assessment	<ul style="list-style-type: none"> • Component 1- 30% of GCSE, 40 marks. Set phrases through a solo performance (approximately one minute in duration) • Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration) 			<ul style="list-style-type: none"> • Internally marked and externally moderated • Choreography 30% of GCSE, 40 marks 	<ul style="list-style-type: none"> • 40% of GCSE • Written exam: 1 hour 30 minutes • 80 marks 	
Core knowledge	<ul style="list-style-type: none"> - Choreographic Skills- Actions, Space, Dynamics, Relationships, Choreographic Devices, Structuring Devices, Choreographic Processes, Performance Environment (•proscenium arch •end stage •site-sensitive •in-the-round.) & Communication of Choreographic Intent. Aural settings: <ul style="list-style-type: none"> •song •instrumental •orchestral •spoken word •silence •natural sound •found sound •body percussion. - Effects on choreographic outcomes: •mood and atmosphere •contrast and variety •structure •relationship to theme/idea. - Performance Skills - physical, expressive, technical & mental, 	<ul style="list-style-type: none"> - Choreographic Skills- Actions, Space, Dynamics, Relationships, Choreographic Devices, Structuring Devices, Choreographic Processes, Aural Settings, Performance Environment & Communication of Choreographic Intent - Performance Skills - physical, expressive, technical & mental, - Safe working practises during process & performance <p><i>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</i></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. 	<ul style="list-style-type: none"> - Choreographic Skills- Actions, Space, Dynamics, Relationships, Choreographic Devices, Structuring Devices, Choreographic Processes, Aural Settings, Performance Environment & Communication of Choreographic Intent - Performance Skills - physical, expressive, technical & mental, - Safe working practises during process & performance <p><i>Assessment of the duet/trio performance will focus on each students' ability to demonstrate application of:</i></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. 	<p>Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) which:</p> <ul style="list-style-type: none"> •includes a chosen aural setting •can be in any style or style fusion(s) (as long as it meets the assessment criteria) •communicates their own chosen choreographic intention. To create their own dance, students must know, understand and be able to apply the following, as appropriate to their choreography: <ul style="list-style-type: none"> - Actions, - Space, - Dynamics, - Relationships, - Choreographic Devices, - Structuring Devices, - Choreographic Processes, - Aural Settings, - Performance Environment 	<p>Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <ul style="list-style-type: none"> •Critical appreciation of own work •Critical appreciation of professional works <p>To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p>	<p>Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p> <p>Knowledge and understanding of choreographic processes and performing skills</p> <ul style="list-style-type: none"> •Critical appreciation of own work •Critical appreciation of professional works <p>To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p>

	<ul style="list-style-type: none"> - Safe working practises during process & performance <p><i>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</i></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. 			<ul style="list-style-type: none"> - Communication of Choreographic Intent 	<ul style="list-style-type: none"> • the meaning of the relevant performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). <div style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) </div> <p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <ul style="list-style-type: none"> - <i>Artificial Things</i> by Lucy Bennett - <i>A Linha Curva</i> by Itzik Galili - <i>Infra</i> by Wayne McGregor - <i>Shadows</i> by Christopher Bruce - <i>Within Her Eyes</i> by James Cousins - <i>Emancipation of Expressionism</i> by Kenrich H2O Sandy 	<ul style="list-style-type: none"> • the meaning of the relevant performance terminology • the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). <div style="background-color: #e6f2ff; padding: 5px;"> <ul style="list-style-type: none"> • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) </div> <p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <ul style="list-style-type: none"> - <i>Artificial Things</i> by Lucy Bennett - <i>A Linha Curva</i> by Itzik Galili - <i>Infra</i> by Wayne McGregor - <i>Shadows</i> by Christopher Bruce - <i>Within Her Eyes</i> by James Cousins - <i>Emancipation of Expressionism</i> by Kenrich H2O Sandy
<p>Core Skills</p>	<ul style="list-style-type: none"> - Physical skills & attributes; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation - Expressive skills & attributes ; focus, facial 	<ul style="list-style-type: none"> - Physical skills & attributes; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation - Expressive skills & attributes ; focus, facial expressions, 	<ul style="list-style-type: none"> - Physical skills & attributes; balance, posture, alignment, flexibility, mobility, coordination, strength, stamina, extension, control, isolation - Expressive skills & attributes ; focus, facial expressions, 	<ul style="list-style-type: none"> - Actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part. - Dynamic content; fast/slow, sudden/sustained, 	<p>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.</p> <p>Features of Production</p>	<p>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.</p> <p>Features of Production</p>

	<p>expressions, spatial awareness, projection, phrasing,</p> <ul style="list-style-type: none"> - Technical skills; actions, space, dynamics, relationships, timing, style, rhythm - Mental skills; confidence, commitment, concentration, movement memory, rehearsal discipline, systematic repetition mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve. - Actions; jump, turn, balance, travel, floor work, gesture, transference of weight, change of body part. - Dynamic content; fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt - Spatial content; pathways, levels, directions, size of movement, patterns, spatial design - Relationship content; formations, action & reaction, lead & follow, mirroring, accumulation, complement/contrast, counterpoint, contact - Choreographic processes; researching, improvising, generating, selecting, developing, structuring, refining - Structuring devices; binary, ternary, rondo, narrative, episodic, beg/mid/end, unity, logical sequence, transitions - Choreographic devices; 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