

Dance Curriculum Overview

Year 10

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Component 1: Performance and Choreography				Component 2: Dance appreciation	
Topic Objectives	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 titles of the set phrases are as follows: • breathe • flux • shift • scoop.				• Knowledge and understanding of choreographic processes and performing skills • Critical appreciation of own work • Critical appreciation of professional works	
Acquired Knowledge/ Skills	• Physical skills and attributes, including posture, alignment, balance, coordination, flexibility, mobility, strength, stamina, extension, and isolation. • Technical skills, including action content (e.g. travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight), dynamic content (e.g. fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt), spatial content (e.g. pathways, levels, directions, size of movement, patterns, spatial design), relationship content - for duet/trio performance only (e.g. lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations), timing content, rhythmic content, and movement in a stylistically accurate way. • Expressive skills, including projection, focus, spatial awareness, facial expression, and phrasing. For duet/trio performance only includes musicality, sensitivity to other dancers, and communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). • Mental skills and attributes (during performance), including movement memory, commitment, concentration, and confidence.				Skills demonstrated in the written exam: • different dance styles and fusions of style • a selection of established and emerging choreographers • different numbers and combinations of dancers • a variety of choreographic approaches • different choreographic structures • a variety of types of performance environment • a variety of aural settings • inclusive dance • dance influenced by other cultures.	

	• Safe working practices (during performance), including safe execution, and appropriate dancewear (including footwear, hairstyle, absence of jewellery). • Mental skills and attributes (process), including systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve. • Safe working practices (process), including warming up, cooling down, nutrition, and hydration.	
Assessments	Performance: • Set phrases through a solo performance (approximately one minute in duration) Assessment of the solo performance will focus on the student's ability to demonstrate application of: • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. Internally marked and externally moderated Performance: • 30% of GCSE • 40 marks	• Written exam: 1 hour 30 minutes • 80 marks 40 % of the GCSE Based on students' own practice in performance and choreography and the GCSE Dance anthology.
Other Links (e.g. SMSC, FBV, Greener Curriculum)	FBV: Students will complete the creative process ensuring that they show respect and tolerance to others and their ideas.	SMSC: The set works look at different dances from around the world and also explore disabled dancers and dancers with cultural differences to typical British dance.

Dance Curriculum Overview

Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Component 1: Performance and Choreography			Component 2: Dance appreciation		
Topic Objectives	In this topic, students are required to develop and create their own piece of choreographic work. Choreography: 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)			- Knowledge and understanding of choreographic processes and performing skills - Critical appreciation of own work - Critical appreciation of professional works		
Acquired Knowledge/ Skills	- Action content, including travel, turn, elevation, gesture, stillness, use of different body parts, floor work, and transfer of weight. - Dynamic content, including fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, and flowing/abrupt. - Spatial content, including pathways, levels, directions, size of movement, patterns, and spatial design. - Relationship content, including lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, and formations. - Choreographic processes, including researching, improvising, generating, selecting, developing, structuring, refining and synthesising. - Structuring devices and form, including binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, and transitions. - Choreographic devices, including motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.			Skills demonstrated in the written exam: - different dance styles and fusions of style • a selection of established and emerging choreographers - different numbers and combinations of dancers - a variety of choreographic approaches • different choreographic structures - a variety of types of performance environment.		

Assessments	Performance of choreography for external moderation: • 30% of GCSE • 40 marks	• Written exam: 1 hour 30 minutes • 80 marks 40 % of the GCSE Based on students' own practice in performance and choreography and the GCSE Dance anthology.	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	SMSC: The range of stimulus for choreography chosen by the teacher will allow students to explore world and global issues including links to out green curriculum.	SMSC: The set works look at different dances from around the world and also explore disabled dancers and dancers with cultural differences to typical British dance	