

Dance Department Rationale: GCSE Dance (AQA)

To inspire and develop students creative, physical, emotional and intellectual capacities, through the range of styles, tasks and studies.

YEAR 10	Content	Skills	Rationale / Link to spec
Sept-Oct Written	<p><u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u></p> <p>WITHIN HER EYES</p> <p>Analysis of features of the works and how choreographic intent, stimulus and themes can be interpreted</p>	<p>Students develop their ability to describe, analyse, interpret, evaluate and reflect on the works in response to short and extended answers. Areas of focus include - costume, lighting, aural setting and staging, choreographic content, choreographic approach and choreographic intention.</p>	<p>This engaging and more mature work is relevant to students at this point in their course, compared to works they looked at in year 9.</p> <p>It ties in with the practical exploration of the piece which takes place in the relatively mild climate as some of the work takes place outdoors.</p>
Sept-Oct Practical	<p><u>PRACTICAL EXPLORATION OF PROFESSIONAL WORK</u></p> <p>WITHIN HER EYES</p> <p>Practical exploration of the choreographic content within the professional work studied in the theory lessons.</p>	<p>Students choreograph key contact phrases, and use choreographic devices to create a duet which can be performed in various locations. Students edit the filmed material on iPads</p>	<p>A practical exploration of this dance provides students with the experience of contact work and progresses their experience of this from Year 8. This provides a deeper understanding of the professional dance works, which is then transferred to the written element of the GCSE Dance course.</p> <p>This work at this time of year allows students to film site sensitive work outdoors.</p>

<p>Jan-Feb Practical</p>	<p><u>SET PHRASES</u></p> <p>Shift</p> <p>Breathe</p>	<p>Students learn the two set phrases, prescribed by the exam board. They will later be assessed on their performance of the dance, demonstrating the accuracy of these movement sequences, and the capturing of the contemporary movement style. Students are assessed as an individual, on physical, technical, expressive and mental skills.</p>	<p>The two phrases taught are the more accessible of the four phrases and are more aligned with the movement language taught to the students previously. The floorwork of the chosen phrases is considerably more accessible for GCSE students.</p> <p>The phrases cannot be filmed until students are year 11 and will be revised and rehearsed several times in year 11. Learning the phrases at this time is relevant to the students becoming familiar with the movement language of the choreographer, as this is similar to movement seen in the subsequent trio.</p>
<p>Mar-Apr Written</p>	<p><u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u></p> <p>INFRA</p> <p>Analysis of features of the works and how choreographic intent, stimulus and themes can be interpreted</p>	<p>Students develop their ability to describe, analyse, interpret, evaluate and reflect on the works in response to short and extended answers. Areas of focus include - costume, lighting, aural setting and staging, choreographic content, choreographic approach and choreographic intention.</p>	<p>Infra is an anthology work which introduces students to a contrasting style. It is contemporary ballet, and is highly abstract. This requires a maturity from students which they may not have previously had. It contrasts well with the previous works taught.</p>
<p>Mar-Apr Practical</p>	<p><u>TRIO</u></p> <p>Three and a half minute dance for three dancers.</p>	<p>This dance is a much more sustained performance than the set phrases, and uses developed action content from the two set phrases which weren't being assessed separately. (Scoop and Flux)</p> <p>It requires students to demonstrate all of the same skills as the set phrases, as well as expressing a theme, a relationship to the accompanying music and the ability to perform with other dancers</p>	<p>The dance is upbeat, physically energised and provides challenge for students of all levels. The students are encouraged to strive for full marks, although this is rare.</p> <p>This dance is taught in the final term as it will be filmed as soon in to year 11 as possible.</p>

<p>May-Jul Written</p>	<p><u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u></p> <p>ARTIFICIAL THINGS</p> <p>Analysis of features of the works and how choreographic intent, stimulus and themes can be interpreted</p>	<p>Students develop their ability to describe, analyse, interpret, evaluate and reflect on the works in response to short and extended answers. Areas of focus include - costume, lighting, aural setting and staging, choreographic content, choreographic approach and choreographic intention.</p>	<p>Artificial Things encourages students to think about inclusive dance and requires a sensitive approach.</p>
<p>Block C, part 2 May-Jul Practical</p>	<p><u>TRIO</u></p> <p>Students continue to learn the trio dance</p>	<p>The dance requires students to demonstrate all of the same skills as the set phrases, as well as expressing a theme, a relationship to the accompanying music and the ability to perform with other dancers.</p> <p>As the students progress through the dance they analyse and evaluate the performances of past students in order to establish the required standard and attempt to replicate that in their own work.</p>	<p>The dance is completely taught in this term ready to be refined and filmed at the start of year 11.</p>