

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 11	Content	Skills	Rationale / Link to spec
Sept-Oct Written	<u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u> SHADOWS Analysis of features of the works and how choreographic intent, stimulus and themes can be interpreted	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.	Students learn this dance last as it is one of the most simple dances and has clear meaning and straightforward interpretation. This means it can be taught relatively quickly and students can add it to the vast body of knowledge of the many anthology works with relative ease.

<p>Sept-Oct Practical</p>	<p><u>REHEARSE AND FILM TRIO</u></p> <p><u>START SOLO/GROUP CHOREOGRAPHY TASK</u></p> <p>Students select a stimulus question and plan and prepare a choreography</p>	<p>Use criteria and the experience of seeing past students work to attain a high standard of physical, technical, expressive and mental skills. This comes from repetitive practice with quality feedback.</p> <p>Students have to research, select, further research and mindmap their chosen idea. From here they are to create motifs which will inform their movement language. They select dancers, accompaniment and contribute to arranging a rehearsal schedule. Students analyse their musical structure and apply compositional and choreographic skills and knowledge gained from year 7 onwards to create a piece which effectively responds to their chosen stimulus.</p>	<p>This is the first of three filming experiences where they have to apply professionalism and discipline. The trio could not be filmed until year 11. This task is worth 20% of the final grade.</p> <p>This is the largest and most demanding task within the course and is done towards the end of the course in order for students to have gained experience and understanding of choreographic approach, content and features. This enables them to replicate this process themselves. It also enables students to be more organised, mature and able to prioritise their rehearsals. It also makes them more confident with directing other students, their peers comfortably.</p>
<p>Oct - Xmas Written</p>	<p><u>REVISION AND PREPARATION FOR MOCK EXAM</u></p> <p>Recap relevant knowledge for all three sections of the exam paper.</p>	<p>Students develop the skills of applying their knowledge to the exam style questions, based on all the anthology works studied. They also learn to reflect on their own practical experience and analyse where different types of skills have been applied in order to answer section B questions. Students will recap section A type questions.</p>	<p>Mock exam is in week four of this half term, so this revision period consolidates all theory work studied so far and prepares students for the test, enabling them to practice the appropriate types of questions. This also allows the teacher to evaluate the students knowledge and understanding.</p>

<p>Oct -Xmas Practical</p>	<p><u>CONTINUE SOLO/ GROUP CHOREOGRAPHY</u></p> <p>Students continue to develop their choreography.</p>	<p>Continued...</p>	<p>Continued...</p>
<p>Jan-Mar Written</p>	<p><u>REVISION OF ALL ANTHOLOGY WORKS</u></p> <p>A LINHA CURVA</p> <p>EMANCIPATION OF EXPRESSIONISM</p> <p>WITHIN HER EYES</p> <p>INFRA</p> <p>ARTIFICIAL THINGS</p> <p>SHADOWS</p> <p><u>REVISION OF SECTION B QUESTIONS</u></p>	<p>Student revise all anthology works from all booklets, mindmaps, past essays.</p> <p>Identifying skills employed by all practical work. Students will practice section B questions as well as looking at past students work to identify how to achieve 6/6 marks for section B.</p>	<p>Students have to look back on works that they haven't seen for some time.</p> <p>Having learnt all practical work, student can now reflect on these performance and choreography pieces which will be addressed in section B of the paper.</p>

