

## Dance Department Rationale: GCSE Dance (AQA)

To inspire and develop students' creative, physical, emotional and intellectual capacities through a rich and challenging range of dance styles, tasks and studies. To offer opportunities within and beyond taught lessons that promote the growth of confident individuals whose qualities of resilience, reflection and independence gained within creative and performance work will prepare them well for the future.

| YEAR 10               | Content  | Skills   | Rationale / Link to spec   |
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| Sept-Oct<br>Written   | <p><b><u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u></b></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, use of the camera, 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<br>Practical | <p><b><u>PRACTICAL EXPLORATION OF PROFESSIONAL WORK</u></b></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.</p> <p>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 and 9. 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> |

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| <p>Oct - Xmas<br/>Written</p>  | <p><b><u>CRITICAL APPRECIATION OF PROFESSIONAL WORK</u></b></p> <p>A LINHA CURVA</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>Students apply this further knowledge to answering the questions posed in section C. This consolidates learning for all students whilst enabling those of a higher ability to utilise a higher level of analysis going forward.</p>   |
| <p>Oct -Xmas<br/>Practical</p> | <p><b><u>PRACTICAL EXPLORATION OF PROFESSIONAL WORK</u></b></p> <p>A LINHA CURVA</p> <p>Practical exploration of the choreographic content within the professional work studied in the theory lessons.</p>                 | <p>Students learn key movement phrases that reflect the choreographic intention and structure of the piece. Students experience the key stylistic features of Samba, Capoeira and contemporary dance.</p>   | <p>A practical exploration builds about the Brazilian fusion solo taught in Year 9. 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>Jan-Feb<br/>Written</p>     | <p><b><u>ANALYSIS AND EVALUATION OF OWN PRACTICAL WORK</u></b></p> <p>Reflecting on own practices in performance (set phrases) to analyse and explain the physical, technical, expressive and mental skills developed.</p> | <p>Students 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.</p>  | <p>Block B test covers anthology works questions and section B questions, in response to the grades analysis of 2019, which identifies areas of concern for many students</p>  |

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| <p>Jan-Feb<br/>Practical</p>                | <p><b><u>SET PHRASES</u></b></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 two chosen set phrases are taught at this stage in order to introduce students to this movement style and to instil a need for accuracy. The movement vocabulary of the phrases also underpins the duet which comes later in the year, so it is relevant for students to be familiar with movement language first. 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 also relevant to the students becoming familiar with the section B questions on the written paper which require students to write about their own use of performance skills.</p> |
| <p>Feb half<br/>term-Easter<br/>Written</p> | <p><b><u>CRITICAL APPRECIATION<br/>OF PROFESSIONAL WORK</u></b></p> <p>SHADOWS</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>Shadows is an anthology work which introduces students to a narrative style which builds on a work explored in Year 9 by the same choreographer.</p>   |

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| <p>Feb half term-Easter Practical</p>  | <p><b><u>PRACTICAL EXPLORATION OF PROFESSIONAL WORK</u></b></p> <p>SHADOWS</p> <p>Practical exploration of the choreographic content within the professional work studied in the theory lessons.</p> | <p>Students will undertake the process of selecting, researching, generating movement motifs, selecting accompaniment and structuring a dance with the security of a small group collaboration that explores stimuli connected to the themes and choreographic intention of Shadows.</p>  | <p>Students get a chance to experience practicing the process of choreography based on a stimulus prior to doing it for real in September. Tasks will also deliver knowledge required for answering section A and C questions on the written paper.</p>                                |
| <p>Easter-June half term Written</p>   | <p><b><u>EXAM WRITTEN PAPER QUESTION PREPARATION</u></b></p> <p>Applying knowledge and understanding for Section A,B and C of the written paper</p>  | <p>A-Students will respond to hypothetical choreography questions and safe working practice questions that consolidates learning from the course.<br/> B- knowledge and understanding of own work.<br/> C - short and extended questions the use knowledge and understanding of the anthology works.</p>  | <p>Tasks will take students through a range of questions from each section of the paper.</p>   |
| <p>Easter-June half term Practical</p> | <p><b><u>DUET</u></b></p> <p>Three and a half minute dance for two 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> |

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| <p>June half term<br/>- July</p> | <p><b><u>PREPARE /FEEDBACK<br/>BLOCK C EXAM (FULL<br/>WRITTEN PAPER)</u></b><br/>Revision of all sections of the paper</p>   | <p>Guide students through all of the sections of the paper including all anthology works studied so far. This will include strategies to approaching the paper and how to respond to certain types of questions.</p>  | <p>This will be the first time students have sat a full exam paper. The preparation, experience of, and feedback to this proves extremely valuable in their revision for their mock and final paper in year 11.</p>   |
| <p>June - July<br/>Written</p>   | <p><b><u>CRITICAL APPRECIATION<br/>OF PROFESSIONAL WORK</u></b><br/><br/>EMANCIPATION OF<br/>EXPRESSIONISM<br/><br/>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 is an anthology work which introduces students to a Hip Hop style. Movement vocabulary is more accessible than other works and can be brought into the written lesson as a fun way to enhance their critical appreciation and understanding of this work.</p> |
| <p>Easter-Jul<br/>Practical</p>  | <p><b><u>TRIO</u></b><br/><br/>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.<br/>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>  |