

Subject Curriculum Overview for Academic Year 2023/2024

Subject: Dance		Subject Leader: Terri Adams	Year Group:10	AUTUMN TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
GCSE Dance Safe working practice	<p>End Points: Learn the importance of safe working practices and also develop knowledge and understanding of Performance Skills. These areas will both be assessed in the GCSE theory paper sat at the end of Year 11.</p> <p>Warm up and cool downs – why are these important and effective</p> <p>How to work safely – Environment and performance</p> <p><u>Landing from jumps:</u> through the feet and with bent knees to shock absorb</p> <p><u>Sharing space:</u> engaging peripheral vision and staying alert to avoid collisions</p> <p><u>Weight sharing/taking:</u></p> <ul style="list-style-type: none">• Lift using the legs• Take responsibility for your own weight by engaging muscles• Communicate to remain safe <p><u>Appropriate clothing and removal of jewellery</u></p>		<ul style="list-style-type: none">• Projection• Focus• Spatial awareness• Facial expressive• Phrasing• Musicality• Sensitivity to other dances• Communication of choreographic intent• Posture, Balance• Alignment, Mobility• Coordination• Control• Flexibility• Strength, Stamina• Action, Space• Dynamics• Relationships• Timing• Rhythmic content• Moving in a stylistically accurate way• Systematic repetition• Mental rehearsal• Rehearsal discipline• Planning of rehearsal• Response to feedback• Capacity to improve• Movement Memory• Confidence	<p>This unit is external assessed through the GCSE theory paper sat at the end of Year 11.</p> <p>Throughout Year 10 students will be given practice papers focusing on the performance skills and safe working practices.</p>
	GCSE Dance Skills for Performance	<p>Understand what performance skills are and how they are used to make performances effective and aesthetically pleasing.</p> <p><u>Expressive Skills</u> – Aspects that contribute to performance artistry and that engage the audience</p> <p><u>Physical Skills</u> – Aspects enabling effective performance.</p> <p><u>Technical Skills</u> – Technical dance skills can form the foundation on which to develop and enhance each individual's performance</p> <p><u>Mental Skills</u> – Preparation for dance performance</p>		

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GCSE Dance Skills for Critical Appreciation (Professional Works)	<p>End Points: Student will develop knowledge and understanding of Critical Appreciation for professional studies. These skills will be used to interpret and analyse six Professional works which are key in the GCSE curriculum.</p> <p>Learn one of the two set phrases for your practical performance</p> <p>Understand the different features of production and what you should be looking for.</p> <p>Analyse a performance and discuss how these features enhance a performance</p> <p><u>Staging/set</u>: Projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials</p> <p><u>Lighting</u>: Colour, placement, direction, angles</p> <p><u>Properties</u>: Size, shape, materials, how used</p> <p><u>Costume</u>: Footwear, masks, make up, accessories, colour, texture, material, flow, shape, line, weight, decoration, how they define character or gender, enhance or sculpt body</p> <p><u>Aural Setting</u>: Song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure, and musical elements such as tone, pitch and rhythm</p>		<ul style="list-style-type: none">• Stimulus• Motif• Choreographic Intention• Proscenium Arch• End Stage• Site Sensitive• In-the-round• Mood• Meaning• Idea• Theme• Style• Projection• Focus• Spatial awareness• Facial expressive• Phrasing• Musicality• Spatial awareness• Facial expression	<p>This unit is external assessed through the GCSE theory paper sat at the end of Year 11.</p> <p>In Year 11 students will have analysed the six professional works and be able to critically review.</p> <p>Practical set phrases will be submitted with video evidence to the exam board to be assessed.</p> <p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none">• physical skills and safety• technical skills accurately• expressive skills• mental skills and attributes during performance.
	Set Study - Breath	<p><u>Set Phrases</u></p> <p>For part one of the performance element, students must learn how to perform as a solo dancer for approximately one minute. They will learn two set phrases and submit both to AQA. The studies students learn are Breath and Flux</p>		

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Subject: Dance		Subject Leader: Terri Adams	Year Group: 10	SUMMER TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
GCSE Dance Professional Works – Critical Appreciation	<p>End Points: Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p> <p>Know what stimulus and intention mean Understand why choreographers use certain features in their performances Learn different dance styles</p> <p>A Linha Curva</p> <p><u>Choreographer</u> - Itzik Galili <u>Dance Style</u> - Capoeira, samba and contemporary <u>Stimulus</u> - Brazilian culture and Celebrating the Brazilian way of life</p> <p><u>Choreographic Intention</u> - Just have fun, How Brazilian men communicate with women - hunting in packs, Men showing off/competing with each other</p> <p>Emancipation of Expressionism</p> <p><u>Choreographer</u> - Kendrick Sandy <u>Dance Style</u> - Hip-hop (poppin' lockin' waackin' breakin' krumpin') <u>Stimulus</u> - The music – Til Enda by Olafur Arnalds. The importance of being free to express yourself as an individual and through hip-hop movement.</p> <p><u>Choreographic Intention</u> Emotional journey, A journey through life, Theme of order and chaos</p>		<ul style="list-style-type: none"> • Aural Setting • Costume • Set • Lighting • Stimulus • Compliments • Highlights • Intention 	<p>Dance appreciation is assessed through a written exam of one and a half hours duration.</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. Only four works will appear in the theory paper.</p>

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How parents can support learning in the subject this academic year

Parents can support learning through the encouragement of watching any forms of professional dance outside of school to develop a well-rounded knowledge of all forms of dance. Students who attend additional dance classes outside of timetabled lessons often benefit through the development of their technique and confidence. John Masefield offers a range of free dance clubs and extra-curricular performing arts events throughout the academic year for students to participate in and parents can support by encouraging attendance to these extra-curricular activities. Help students with their organisation to ensure they are on top of their notes for revision.

Recommended Reading

Anthology Interview Transcripts

The Routledge Dance Studies Reader by Jens Richard Giersdorf
Dance Sense: Theory and Practice for GCSE Dance Students by Linda Ashley
Essential Guide to Dance by Linda Ashley
The Oxford Dictionary of Dance by Debra Craine & Judith Mackrell

Points to note

Students are required to stay afterschool each week for their lesson.
Students will be responsible for continuing their learning at home due to only having two hours a fortnight in school.