

Subject Curriculum Overview for Academic Year 2023/2024

Subject: Dance		Subject Leader: Terri Adams	Year Group: 11	SPRING TERM
Topic	Key Learning Points		Key Vocabulary	Assessments
<p>GCSE Dance Choreography</p>	<p>End Points: Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance.</p> <p>Students will gain knowledge and understanding of the choreographic devices, choreographic processes and structuring and form devices. Students will learn Actions, Space, Dynamics and Relationships. These will be used to develop their own choreography piece whilst analysing the set studies.</p> <p>Understand the different features of production and what you should be looking for. Analyse a performance and discuss how these features enhance a performance</p>		<ul style="list-style-type: none"> • Motif and development • Repetition • Contrast • Highlights • Climax • Manipulation of number • Unison and Canon • Researching • Improvising • Generating • Selecting • Developing • Structuring • Refining • Binary • Ternary • Rondo • Narrative • Episodic • Beginning/Middle/End • Unity • Logical Sequence • Transitions 	<p>Programme note to support choreographic intention and ideas.</p> <p>Choreographic Assessment Grid</p> <p>Choreography will be submitted with video evidence to the exam board to be assessed.</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>
<p>Anthology Set Study 4</p>	<p>Within her Eyes</p> <p><u>Choreographer</u> – James Cousins</p> <p><u>Dance Style</u> – Contemporary/ Contact Work</p> <p><u>Stimulus</u> - Love story with a twist. Personal experiences/well known narratives.</p> <p><u>Choreographic Intention</u> - The main intention is to convey the narrative of the two characters by translating the emotional intensity and visceral energy of the original stage show, portraying an abstract love story.</p>			

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Topic	Key Learning Points		Key Vocabulary	Assessments
<p>GCSE Dance Professional Works – Critical Appreciation</p>	<p style="color: red;">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>Understand the different features of production and what you should be looking for. Analyse a performance and discuss how these features enhance a performance</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>
<p>Professional work 5</p>	<p style="background-color: yellow;">Infra</p> <p><u>Choreographer - Wayne McGregor</u> <u>Dance Style – Contemporary Ballet</u> <u>Stimulus - Life beneath the surface of a city. Human interactions. “Under the brown fog of a winter dawn. / A crowd flowed over London Bridge, so many.” T.S. Eliot: The Wasteland 7/7 bombings.</u></p> <p><u>Choreographic Intention -</u> Seeing below the surface, Types of relationships, Pedestrian language Open for interpretation</p>			
<p>Professional work 6</p>	<p style="background-color: yellow;">Artificial Things</p> <p><u>Choreographer – Lucy Bennet</u> <u>Dance Style – Inclusive Contemporary</u> <u>Stimulus - Imaginary image of a snow-covered landscape, with a person sat in a collapsed wheelchair. This is observed from afar as though inside a snow globe.</u></p> <p><u>Choreographic Intention</u> Coming to terms with life’s limitations. Constricted within a snow globe. Living with individual regrets</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.