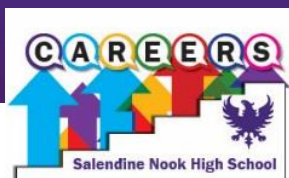


# Dance Learning Journey 11



**Post-16 Study**  
 New College  
 Greenhead College  
 CAPA Wakefield – Specialist  
 Performing Arts College  
 Northern School of Contemporary Dance  
**A-Levels:** Dance, Drama, Musical Theatre.  
**BTECs:** Performing Arts, Creative Performance and Acting, Musical Theatre, Dance.

**Year 11 Half Term 5**

**Appreciation**  
 Consolidation of the previous learning. Section C: GCSE Dance Anthology – Learning to analyse, evaluate and identify similarities and differences in the works. Developing the ability to explain and justify opinions with reasoning about the works.

**Choreography**  
 ‘Through written communication and the use of appropriate terminology, students must be able to critically analyse, interpret, and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology’

**Focus: Component 2 – Critical Appreciation**  
 Emancipation of Expressionism. Artificial Things. Shadows. A Linha Curva Infra. Within Her Eyes

**Appreciation**  
 Consolidation of the previous learning. Section A: Preparation for responding to hypothetical stimuli. Practice writing about choreographic processes and performing skills. Section B: Revision on analysis of own work within the course either performance of choreography.

**Choreography**  
 ‘Through written communication and the use of appropriate terminology, students must be able to critically analyse, interpret, and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology’

**Focus: Component 2 – Critical Appreciation**  
 Emancipation of Expressionism. Artificial Things. Shadows. A Linha Curva. Infra. Within Her Eyes



**Year 11 Half Term 4**

**Choreography**  
 Devise a timetable to help guide the completion of the task. Consider selection of aural setting and performance (where appropriate). Explanation of assessment and how marks are awarded. Re-visit choreographic process. Start the process of Choreography.

**Appreciation: Infra and Within her Eyes**  
 Compare differences and similarities between the two works. Write a programme note to support the understanding of the work. Choreographic journal completed to support both the process of choreography plus link to Component 2



**Year 11 Half Term 3**

**Performance**  
 Safe working practices: Warm up, Safe execution. Focus on understanding: Musicality, Sensitivity to other dancers, Communication of choreographic intent. Understanding the importance of safe execution of challenging movement material. Peer/Teacher feedback on technical, physical and expressive skills. Continued focus on rehearsal strategies. Teachers assessment of a live performance. Film the performance. **Perform to an invited audience**

**Choreography**  
 Understanding it's importance and relevance to a successful dancer  
 Re-visiting and understanding use of focus on solo work. Working with students to develop the original content of the two set phrases through A, D S and R. Developing student input for duet/trios. Choose stimulus from the AQA set task list. Begin Research Process.

**Appreciation: Shadows and A Linha Curva**  
 Compare the differences and similarities between the two works. Model writing a programme note to support understanding of work. Start work on Choreographic Journal.

**Year 11 Half Term 2**

**Appreciation: Emancipation of expression and Artificial Things**  
 Compare the differences and similarities between the two works. Complete c handbook on rehearsal technique. Answer exam style question



**Year 11 Half Term 1**

**Performance**  
 Safe working practices: safe execution. Understanding the importance of: Movement memory, Commitment, Concentration and Confidence. Understanding the importance of: Systematic repetition, Mental rehearsal, Response to feedback, Capacity to improve, Planning of Rehearsal. Practice of performance to camera. **Film the set Phrases. Invite peers/ teachers/ members of staff for performances**

**Choreography**  
 Set Phrases: Breathe, Focus, Shift and Scoop  
 Analysis of the action, space and dynamic content of the four set phrases. Link to understanding, transitions, highlights, climax and phrasing.



**Salendine Nook High School**  
**ACADEMY**

*Aspiration, Unity, Achievement*

