



KS4 Curriculum Content **Dance**



Year 10	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
Topic	<p>Appreciation Emancipation of Expressionism by Kendrick H2O Sandy</p> <p>Choreography Introduction to ASDR</p> <p>Performance Developing technical and physical skills.</p>	<p>Appreciation Artificial Things by Lucy Bennett</p> <p>Choreography Choreographic approaches Use of video recording to aid analysis and bring about improvement of own work.</p> <p>Performance Exploring contact and weight – taking.</p>	<p>Appreciation Shadows by Christopher Bruce.</p> <p>Choreography Understanding the processes of researching and improvising. Responding to a given stimulus.</p> <p>Performance Improving technique. Introduction to release movement style & use of floor work from set phrases Breathe and Shift.</p> <p>Attend GCSE Dance Student Conference</p>
Appreciation:	<p>Appreciation Study Boy Blue – Emancipation of Expressionism</p> <p>Focus on dance style & intention. Group work - relationship</p> <p>Decide on or design own costume for the group dance.</p> <p>Decide on appropriate aural setting.</p> <p>Written tasks – exam style questions on understanding of dance style, choreographic intent, dance relationships.</p>	<p>Appreciation Study Artificial Things by Lucy Bennett</p> <p>Analysis of the features of production. Particular focus on</p> <ul style="list-style-type: none"> • Action , dynamic and spatial content. • Link to stimulus/ intention/ process • Costume / set linked to Djurovic paintings <p>Complete a choreographic workbook including learning about motif writing.</p> <p>Complete exam style questions on choreographic processes.</p>	<p>Appreciation: Study Shadows by Christopher Bruce.</p> <p>Analysis of the features of production linked to intention. Particular focus on</p> <ul style="list-style-type: none"> • Action and dynamic content • Spatial content • Dance relationships <p>Compare to Emancipation of Expressionism by Kendrick H2O Sandy and Infra by Wayne McGregor .</p> <p>Written tasks – exam style questions on understanding of features of production.</p>
Choreography	Choreography	Choreography	Choreography

	<p>Use of action content from the professional work e.g. Ninja walk, ninja glide, ninja static & chariots of fire.</p> <p>Teacher led group dance 5 – 6 dancers.</p> <p>Workshop the following dance styles</p> <ul style="list-style-type: none"> • hip hop • krumping • locking and popping • breaking • animation • waacking techniques <p>Use of You tube clips https://www.youtube.com/watch?v=HBzAJ3eWXjk</p> <p>Choreographic Devices class dance to consolidate devices.</p>	<p>Learn three movement phrases from Artificial Things.</p> <ul style="list-style-type: none"> • Opening duets • Images / portraits of families <p>Snow globe and use of confined space.</p> <ol style="list-style-type: none"> 1. Teach a phrase to the whole class and dancers recreate the phrase exactly 2. Dancers make a phrase on another dancer – explore moving body parts of other dancer 3. Teacher sets a choreographic task for dancers to complete or pose a choreographic problem for dancers to solve. <p>Use the movement material from the three phrases as the starting point for creating a duet of 1 – 1 ½ minutes.</p> <p>Look at the facial expression and storytelling used in the Dave Toole’s solo at the end of the work.</p>	<p>Workshops exploring stimuli and starting points.</p> <p>Task – collaborative group choreography. Working in fours choose one of the following stimuli</p> <ul style="list-style-type: none"> • A sculpture by Frances Bruno Catalano • A suitcase • The music – Faun by Olafur Arnalds • Text by Emma Lazarus <p><i>“Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed, to me: I lift my lamp beside the golden door.”</i></p> <p>Part of the poem engraved on the base of the Statue of Liberty.</p>
<p>Performance</p>	<p>Performance</p> <p>Safe working practices</p> <ul style="list-style-type: none"> • warm up • cool down • hydration <p>Safe working practices including:</p> <ul style="list-style-type: none"> • appropriate dancewear • footwear, • hairstyle • absence of jewellery 	<p>Performance</p> <p>Perform the group dance for peers. Developing mental skills including: Movement memory, Commitment, Concentration and Confidence</p> <p>Safe working practice</p> <ul style="list-style-type: none"> • nutrition <p>Technical skills including</p> <ul style="list-style-type: none"> • action content • dynamic content • spatial content 	<p>Performance</p> <p>Group sharing of choreographic work.</p> <p>Continue groundwork for content of set phrase BREATHE (after Dancefest)</p> <ul style="list-style-type: none"> • ASD demands • Choreographic style

	<p>Technical and expressive skills including</p> <ul style="list-style-type: none"> • accuracy of actions • timing • rhythm • style • Physical skills including • posture • alignment • balance • coordination • control 	<ul style="list-style-type: none"> • timing content <p>Perform duet for peers. <i>Component 1: duo/trio criteria to assess</i> Written test - E-learning hub</p>	
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<p>AQA Assessment Objectives</p>	<p>Perform choreographic devices group dance to an informal peer audience. Short answer written paper test (E-learning hub) AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional work, through making</p>	<p>Perform group dances to an audience. It can be formal or informal; a public performance to parents, colleagues or peers. AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional work, through making</p>	<p>Attend a live performance. Short answer written paper test (E-learning hub) Self-assessment of Dance performances. AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional work, through making</p>

	<i>analytical interpretive and evaluative judgements.</i>	<i>analytical interpretive and evaluative judgements.</i>	<i>analytical interpretive and evaluative judgements.</i>
Year 10	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	<p>A Linha Curva by Itzik Galili</p> <p>Choreography Understanding of spatial design. Patterns, formations, pathways, directions, levels, size of movement.</p> <p>Performance Exploration of dance styles.</p>	<p>Infra by Wayne McGregor.</p> <p>Choreography Motif development and choreographic terms. Understanding structure.</p> <p>Performance Improving technique and broadening vocabulary. Understanding expressive skills.</p>	<p>Within Her Eyes by James Cousins</p> <p>Choreography Focus on choreographic processes i.e. research. Understanding how to respond creatively to a stimulus.</p> <p>Performance Introduce movement motifs from set phrase Shift into class work.</p>
Appreciation	<p>Study A Linha Curva by Itzik Galili</p> <p>Analysis of the features of production. Particular focus on</p> <ul style="list-style-type: none"> • Spatial content • Choreographic devices such as manipulation of number and repetition, unison, canon <p>Introduce discussion of the design features of production comparing back to the previous 3 works. (No major written work at this stage)</p> <ul style="list-style-type: none"> • Staging / set • Lighting • Properties • Costume • Dancers 	<p>Study Infra by Wayne McGregor.</p> <p>Short solo composition task (cube) An introduction to choreographic approaches using Wayne McGregor’s method.</p> <p>Written tasks – exam style questions on understanding of intention/ creative process of Infra and expressive skills. (December)</p> <p>Three hypothetical choreography written tasks – linked to practical tasks.</p>	<p>Study Within Her Eyes by James Cousins Analysis of the features of production.</p> <p>Particular focus on how</p> <ul style="list-style-type: none"> • the use of focus supports the dance idea • how the response is not a stereotypical one • performance environment • how the use of film supports the dance idea <p>how the movement and particularly the role of the female dancer supports the dance idea.</p> <p>Focus on exam technique for 12 mark questions</p>

	<ul style="list-style-type: none"> • Aural settings <p>Use of Anthology colouring book and e-learning hub.</p> <p>Focus on exam technique for 6 mark questions</p>		<ul style="list-style-type: none"> • Compare and contrast • similarities and differences
Choreography	<p>Workshops that cover different dance styles. Salsa, Capoeira, African and Contemporary etc</p> <p>Workshops that explore the use of props. Devise a whole class group dance that includes</p> <ul style="list-style-type: none"> • Entrances and exits • Skateboards and scooters • Phrases from the work • A fusion of the dance styles explored in class. <p>Consider use aural setting to create the appropriate mood or meaning of the dance.</p>	<p>Teacher led collaborative choreography – outcome a 2 minute trio.</p> <ul style="list-style-type: none"> • Choose three links to the professional work. E.g. Learn three movement phrases from the trio section in Infra by Wayne McGregor . <p>Motif development and choreographic terms</p> <p>Responding to a given stimuli</p> <p>Task 1 – working in trios Task 2 – working in pairs Task 3 – working individually</p> <p>Focus on structuring devices and form. Focus on choreographic devices including - motif and development, contrast, highlights and climax. Consideration of aural settings and how they affect choreographic outcomes</p>	<p>Workshops using motifs from set phrases Scoop and Flux that cover:</p> <ul style="list-style-type: none"> • Exploring different performance environments • Exploring different stimuli. • Improvising in response to a stimulus. • Generating movement material. • Understanding the importance of selecting and discarding dance material. • Developing and structuring. • Learning about the importance of refining. <p>Task - choreograph a group dance (2 – 5 dancers) that is a response to a stimulus of your own choice. Consider use of site sensitive performance environments. Prepare an accompanying programme note.</p>
Performance	<p>Perform to an audience Consider appropriate costume choices</p> <p>Safe working practice</p> <ul style="list-style-type: none"> • working with a prop 	<p>Based on Infra group dance</p> <p>Safe working practices</p> <ul style="list-style-type: none"> • safe execution 	<p>Consolidating movement memory of set phrase motifs Film the dance pieces in their site sensitive areas. Sharing of choreographic work within the class.</p>

	<p>Develop physical skills including</p> <ul style="list-style-type: none"> • flexibility • stamina • extension • mobility • isolation • strength <p>Prepare set phrase BREATHE for assessment</p>	<ul style="list-style-type: none"> • safe execution when working with others <p>Expressive skills including</p> <ul style="list-style-type: none"> • projection • focus • spatial awareness • facial expression • sensitivity to other dancers 	<p>Technical skills including</p> <ul style="list-style-type: none"> • action content • dynamic content • spatial content • timing content
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<p>AQA Assessment Objectives</p>	<p>6 Mark written assessment AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</p>	<p>AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</p>	<p>Create a Dance For Camera piece to be viewed on school website. Film and assess set phrase BREATHE. AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</p>

Year 11	Half Term 1 September - October	Half Term 2 October - December	Half Term 3 January - February
Topic	<p><i>Appreciation</i> Emancipation of Expressionism by Kendrick H2O Sandy Infra by Wayne McGregor .</p> <p><i>Choreography</i> Analysis of A, S & D through consideration of released stimulus material</p> <p><i>Performance</i> Component 1: learn set phrase and prepare for assessment</p> <p>Understanding the rehearsal process. Understanding the physical, technical and expressive skills. Understanding mental skills and attributes needed for performance.</p>	<p><i>Appreciation</i> Shadows by Christopher Bruce. A Linha Curva by Itzik Galili Artificial Things by Lucy Bennett</p> <p><i>Choreography</i> Choreographic intent – understanding its importance and relevance to a successful dancer. Research and the importance of an artistic vision.</p> <p><i>Performance</i> Component 1: duet/trio performance Explore motifs from SCOOP and FLUX to develop for the piece in style of Linha Curva or Shadows</p>	<p>Emancipation of Expressionism by Kendrick H2O Sandy Infra by Wayne McGregor .</p> <p><i>Choreography</i> Assessment task 2 : Choreography</p>
Appreciation	<p>Emancipation of Expressionism by Kendrick H2O Sandy Infra by Wayne McGregor Shadows by Christopher Bruce</p> <p>Focus: COSTUME & SET Compare similarities and differences between the two works.</p> <p>Complete handbook on rehearsal technique.</p> <p>Answer 6 & 12 style exam questions - Section B & C</p>	<p>A Linha Curva by Itzik Galili Within Her Eyes by James Cousins Artificial Things by Lucy Bennett</p> <p>Focus: COSTUME & SET Compare similarities and differences between the two works. Compare further across all 6 works.</p> <p>Model writing a Programme Note to support understanding of the work.</p> <p>Answer 6 & 12 style exam questions - Section B & C</p>	<p>Emancipation of Expressionism by Kendrick H2O Sandy Infra by Wayne McGregor Shadows by Christopher Bruce</p> <p>Focus: SET/ LIGHTING/ ACCOMPANIMENT Compare similarities and differences between the two works.</p> <p>Write a Programme Note to support understanding of the work.</p> <p>Answer 6 & 12 style exam questions - Section B & C</p>

<p>Choreography</p>	<p>Analysis of the action, space and dynamic content of the set phrases BREATHE and SHIFT</p> <p>Link to understanding of</p> <ul style="list-style-type: none"> • Use of transitions • Highlights • Climax • Phrasing <p>Mini workshops on released stimuli (2 lessons)</p>	<p>Choreographic intent – understanding its importance and relevance to a successful dance using the released stimuli.</p> <ul style="list-style-type: none"> • Re-visiting and understanding use of action, dynamics, space and relationships. • Working with students to develop the original content of the two set phrases through A, D, S & R. • Developing student input for duet/trio's • Modelling appropriate choices of aural setting. <p>Encourage independent work on final choreography in preparation for next term.</p> <p>Choose a stimulus from the AQA set task list. Consideration of artistic vision. Begin the research process. Create an ideas board.</p>	<p>Devise a timetable to help guide the completion of the work.</p> <p>Consider selection of aural setting and performance environment (where appropriate)</p> <p>Explanation of assessment criteria and how marks are awarded.</p> <p>Re –visit chorographic processes.</p> <p>Start the process of choreography.</p> <p>Teacher assessment of live performance of the choreography.</p>
<p>Performance</p>	<p>Focus on solo work - learning the set phrase</p> <p>Safe working practices</p> <ul style="list-style-type: none"> • Safe execution <p>Understanding the importance of:</p> <ul style="list-style-type: none"> • Movement memory • Commitment • Concentration • Confidence <p>Understanding the importance of:</p> <ul style="list-style-type: none"> • Systematic Repetition • Mental rehearsal • Response to feedback • Capacity to improve 	<p>Duo/Trio</p> <p>Explore motifs from SCOOP and FLUX to develop for the piece in style of an anthology work</p> <p>Safe working practices</p> <ul style="list-style-type: none"> • Warm up • Safe execution <p>Focus on understanding</p> <ul style="list-style-type: none"> • Musicality • Sensitivity to other dancers • Communication of choreographic intent <p>Understanding the importance of safe execution of challenging movement material.</p> <p>Peer/teacher feedback on technical, physical and expressive skills.</p>	<p>Preparation for Performance of duet/trio to a live audience.</p>

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	Spatial design , Staging/set, Stamina, Stimulus/stimuli, Strength, Structure, Structuring devices, Style, Style fusion, Systematic repetition , Tactile, Technical skills, Ternary, Timing, Transitions, Unison, Unity, Visual	sensitive, Solo, Space, Spatial awareness, Spatial design , Staging/set, Stamina, Stimulus/stimuli, Strength, Structure, Structuring devices, Style, Style fusion, Systematic repetition , Tactile, Technical skills, Ternary, Timing, Transitions, Unison, Unity, Visual	Staging/set, Stamina, Stimulus/stimuli, Strength, Structure, Structuring devices, Style, Style fusion, Systematic repetition , Tactile, Technical skills, Ternary, Timing, Transitions, Unison, Unity, Visual
AQA Assessment Objectives	<i>AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills.</i> <i>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</i> <i>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</i> <i>AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</i>	<i>AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills.</i> <i>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</i> <i>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</i> <i>AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</i>	<i>AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills.</i> <i>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</i> <i>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</i> <i>AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</i>
Year 11	Half Term 4 February – March	Half Term 5 April - May	Half Term 6 June - July
Topic	Component 2 – Critical appreciation. Section A, B & C A Linha Curva by Itzik Galili Within Her Eyes by James Cousins Artificial Things by Lucy Bennett	Component 2 – Critical appreciation. Section A,B & C Emancipation of Expressionism by Kendrick H2O Sandy Artificial Things by Lucy Bennett Shadows by Christopher Bruce. A Linha Curva by Itzik Galili Infra by Wayne McGregor . Within Her Eyes by James Cousins.	All aspects of the GCSE are complete.
Appreciation	A Linha Curva by Itzik Galili Within Her Eyes by James Cousins Artificial Things by Lucy Bennett	Section C – GCSE Dance Anthology – consolidate all learning to analyse, evaluate and identify similarities and differences in the	

	<p>Focus: SET/ LIGHTING/ ACCOMPANIMENT Compare similarities and differences between the three works. Compare further across all 6 works.</p> <p>Consolidation of all Anthology previous learning.</p> <p>Section A – preparation for responding to hypothetical stimuli. Practice writing about choreographic processes and performing skills.</p> <p>Section B – revision on analysis of own work within the course either performance or choreography.</p>	works. Developing further the ability to explain and justify opinions with reasoning about the works.	
Choreography	<p>“Through written communication and 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.”</p>	<p>“Through written communication and 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.”</p>	
Performance			

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<p>AQA Assessment Objectives</p>	<p><i>AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills.</i> <i>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</i></p>	<p><i>AO1: Perform dance, reflecting choreographic intention throughout physical, technical, and expressive skills.</i> <i>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</i></p>	

	<p><i>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</i></p> <p><i>AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</i></p>	<p><i>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</i></p> <p><i>AO4: Critically appreciate own works and professional work, through making analytical interpretive and evaluative judgements.</i></p>	
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