



Intent for the Year *Dance- Year 10* **Curriculum 2019-2020**

All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.

This course is designed to take place over a 2 year period where we develop skills and learn content in the first year and then work towards completing each aspect of the AQA course in year 11. The course lends itself to cater for a wide range of abilities and students can be successful within this course no matter what Dance background they have. The course is split into 4 performances (60%) and then a written exam exploring students own practice and appreciation of work (40%).

The students are assessed with the following criteria:

AO1: Perform dance, reflecting choreographic intention through 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 works, through making analytical, interpretative and evaluative judgements.



Implementation:

Dance Curriculum Map

Year 10 2019-2020	Topic	Assessment	Activities	Home Learning
Autumn Term- Sept 1	<ul style="list-style-type: none"> • Safe Dance Practice • Emancipation of Expressionism • Technique/Choreography 	Choreography Paper released		<ol style="list-style-type: none"> 1. Memory revision on Skills lists. 2. Rehearsals
Half Term				
2	<ul style="list-style-type: none"> • Safe Dance Practice • <u>A Linha Curva</u> • Technique/Choreography 		Dance Showcase	<ol style="list-style-type: none"> 1. HCSE Prep 2. Rehearsals
Xmas Holiday				
Spring Term- Jan 3	<ul style="list-style-type: none"> • Infra • Choreography 	Mock- HCSE		<ol style="list-style-type: none"> 1. Research 2. Fact files
Half Term				
4	<ul style="list-style-type: none"> • Within Her Eyes • Choreography 	Practical Mock		<ol style="list-style-type: none"> 1. Research 2. Rehearsals
Easter Holiday				
Summer Term- April 5	<ul style="list-style-type: none"> • Shadows • Solos 		Mel Simpson- Choreographer workshop	<ol style="list-style-type: none"> 1. Rehearsals 2. Fact files
Half Term				
6	<ul style="list-style-type: none"> • Artificial Things • Solos 	Practical Mock		<ol style="list-style-type: none"> 3. Rehearsals 4. Fact files
Summer Holiday				



Term	Enquiry/Topic /Unit: What is going to be taught?	Key Outcomes: What will students have achieved by completing this scheme of learning?	Character Education: How does this topic link to a sense of Self, Others and the World, in terms of Character Education?	Assessment: Will there be formative and/or summative testing? What role will interleaving play?	Vocabulary: What are the key words for this topic/unit that students must know?	Home-Learning: What homework will be set and why (e.g. consolidate/extend)?
1a	Technique	<p>Students will be introduced to the course and begin to learn basic contemporary technique through a series of workshops</p> <p>Appreciation: Students will be introduced to key terms and definitions. Students will also be introduced to the first piece from the dance anthology- E and E.. Their practical will link to this piece.</p>	<p>For our introductory term students will be accustomed to work with others in a practical way that they may not be familiar with. They can however take from their PE and Drama lessons specifically the attributes of respect, empathy and courteous when sharing their work with others.</p>	<p>Self and peer assessment builds gradually at the beginning of the course in practical lessons. Will be modelled by teacher in the first instance.</p> <p>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</p>	<p>Technical Skills: posture alignment balance coordination control flexibility mobility strength stamina extension isolation.</p>	<ol style="list-style-type: none"> 1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals. 2. Key terms and definitions quizzes/questions. (Section A). 3. Watch the selected dance work before beginning theory work.
1b	Performance	<p>Students will perform a group piece in the Dance Showcase in December. The work will be the product of choreographic exploration as a class.</p> <p>Appreciation: Students will have achieved knowledge of key terms and the second dance piece- A Linha Cura</p>	<p>Term 2 will see the students continue to develop the traits mentioned above. Now student should be settled and hopefully want to demonstrate their curiosity for learning. This is because I am introducing new dance works to them. Our Dance showcase is an opportunity to develop</p>	<p>Self and peer assessment to build and become more frequent, along with teacher feedback throughout. 1-1 feedback with students that fall into PP/lower and higher band. Summative assessment will be completed during the Dance Showcase.</p>	<p>Technical Skills: action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight) dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt) spatial content (eg pathways, levels, directions, size of</p>	<ol style="list-style-type: none"> 1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals. 2. Watch the selected dance work before beginning theory work.



			<p>their confidence whilst performing to an audience.</p>	<p>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</p>	<p>movement, patterns, spatial design) relationship content - for duet/trio performance only (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations) timing content rhythmic content movement in a stylistically accurate way.</p>	
2a	Choreography	<p>Students will have learnt different ways to choreograph and begin to piece together their pieces. Students will have experienced how to approach section A of the written exam.</p> <p>Appreciation: Students focus on Infra dance piece from the anthology.</p> <p>Mock paper Section A and C.</p> <p>Students will experience a workshop with an industry professional to prepare them for their next step. This will give students the opportunity to ask questions and gain more knowledge of the dance industry.</p>	<p>Again building on the above skills.</p> <p>This is the first time the students will be completing a mock of the written paper. This is where their resilience will be developed in lead up to and during the mock exam.</p>	<p>Self and peer assessment to build and become more frequent, along with teacher feedback throughout. 1-1 feedback with students that are just beneath level 4 from our data drop.</p> <p>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</p>	<p>Expressive Skills: projection focus spatial awareness facial expression phrasing. For duet/trio performance only: musicality sensitivity to other dancers communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</p>	<ol style="list-style-type: none"> 1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals. 2. Watch the selected dance work before beginning theory work. 3. Prepare for their mock exam.



<p>2b</p>	<p>Choreography</p>	<p>Students will perform a mock of their choreography piece. This can be taken forward into year 11 or changed/adapted.</p> <p>Students to produce choreographic notes to coincide with their own pieces.</p> <p>Students will have experienced how to approach section A of the written exam.</p> <p>Appreciation: Students to focus on Shadows from the dance anthology</p>	<p>As above attributed should now be embedded in the way we show respect in our practical subject.</p>	<p>Self and peer assessment to build and become more frequent, along with teacher feedback throughout. 1-1 feedback with students that fall into PP/lower and higher band.</p> <p>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</p>	<p>Aural Setting: song instrumental orchestral spoken word silence natural sound found sound body percussion. Effects on choreographic outcomes: mood and atmosphere contrast and variety structure relationship to theme/idea.</p>	<ol style="list-style-type: none"> 1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals. 2. Watch the selected dance work before beginning theory work. 3. Produce choreography programme note.
<p>3a</p>	<p>Performance - Solos and duet/trio</p>	<p>Students will have learnt the 2 solo pieces required and their duet/trio piece in collaboration with teacher.</p> <p>Students will have experienced how to approach section B of the written exam.</p> <p>Appreciation: Students explore Within Her Eyes from the dance anthology.</p>	<p>Whilst preparing for their real performance at the start of year 11 students must demonstrate honesty now that we are closer to recording their pieces. We encourage out of lesson rehearsals to gain the grading the students want- however they must be honest and resilient if they feel they need to do more.</p>	<p>Self and peer assessment to build and become more frequent, along with teacher feedback throughout. 1-1 feedback with students that are below their target grade.</p> <p>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</p>	<p>Performance Environments: proscenium arch end stage site-sensitive (ie designed for non-theatre spaces) in-the-round.</p>	<ol style="list-style-type: none"> 1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals. 2. Watch the selected dance work before beginning theory work. 3. Interleaving mini tests/quizzes on knowledge from the beginning of the year.



<p>3b</p>	<p>Performance - Solos</p>	<p>Students will have performed a mock practical of their solo pieces ready to be recorded in year 11 as part of their GCSE.</p> <p>Appreciation: Students explore Artificial Things from the dance anthology.</p> <p>Students to experience a mock audition. Lead by ALH. A Disney audition. Aim to educate the students on what auditions are like in the dance industry.</p>	<p>As above, plus showing great understanding of being responsible of their own learning and outcomes.</p>	<p>Self and peer assessment to build and become more frequent, along with teacher feedback throughout. 1-1 feedback with students that fall into PP/lower and higher band.</p> <p>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</p>	<p>Choreographic intent: mood(s) meaning(s) idea(s) theme(s) style/style fusion(s).</p>	<ol style="list-style-type: none"> 1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals. 2. Watch the selected dance work before beginning theory work. 3. Interleaving mini tests/quizzes on knowledge from the beginning of the year.
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Impact: *What will students have gained from completing this scheme of learning?*

This Scheme of work intends on allowing the students experience of all components of learning according to the AQA specification. It incorporates all the elements of the Assessment Objectives as required by AQA. The curriculum map shows the timings and content for delivery. Students should feel prepared for their first real examination due to be completed in October. Students will have completed a mock audition to prepare them for a career in the dance industry. They will have gained skills and knowledge or what a career in this industry is really like.