



### **Intent for the Year** *Dance- Year 11* **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:**

Year 11 2019-2020	Topic	Assessment	Activities	Home Learning
Autumn Term- Sept 1	<ul style="list-style-type: none"> <li>• Choreography</li> <li>• C2 Preparation</li> <li>• Rehearse for examination</li> </ul>	Choreography paper released	Choreographer Mel Simpson workshop	1. Rehearsal for examinations
Half Term				
2	<ul style="list-style-type: none"> <li>• Solos</li> <li>• Duet/Trio</li> <li>• Choreography</li> <li>• C2 Preparation</li> </ul>	Solos assessed and recorded  Duet/Trio assessed and recorded  Written moc assessment	Dance Showcase	1. Rehearsal for choreography
Xmas Holiday				
Spring Term- Jan 3	<ul style="list-style-type: none"> <li>• Choreography</li> <li>• C2 Preparation</li> </ul>			1. Rehearsal for choreography
Half Term				
4	<ul style="list-style-type: none"> <li>• Choreography</li> <li>• C2 Preparation</li> </ul>	Choreography Assessed		
Easter Holiday				
Summer Term- April 5	<ul style="list-style-type: none"> <li>• C2 Preparation</li> </ul>		C1 Deadline- 7 <sup>th</sup> May	1. Revision
Half Term				
6	<ul style="list-style-type: none"> <li>• C2 Preparation</li> </ul>	C2 Written Paper- 11 <sup>th</sup> June	C2 Written Exam date	1. Revision
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	<p>Technique Performances</p> <p>Solo x 2 Duet or trio</p> <p>Choreography paper released</p>	<p><b>Students will be continuing to learn and rehearse their first 3 performances.</b></p> <p><b>Appreciation:</b> <b>Students will recap one dance work and practice answering questions on moc exam papers.</b></p>	<p>For our introductory term students will be reminded of dance etiquette which continues to build on <b>respect, empathy and courteous</b> 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><b>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</b></p>	<p><b>Technical Skills:</b> posture alignment balance coordination control flexibility mobility strength stamina extension isolation.</p>	<p><b>1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals.</b></p> <p><b>2. Key terms and definitions quizzes/questions. (Section A).</b></p> <p><b>3. Watch the selected dance work before beginning theory work.</b></p>
1b	<p>Performance Examination</p> <p>Choreography paper introduced to students</p>	<p><b>Students will be examined on their first 3 performances. This is to be completed under exam conditions. They will also perform their pieces at the Dance showcase.</b></p> <p><b>Appreciation:</b> <b>Students will recap one dance work and practice answering questions on moc exam papers.</b></p>	<p>Term 2 will see the students continue to take ownership and responsibility over their work as they will be examined during this term. Our Dance showcase is an opportunity to develop their <b>confidence</b> whilst performing to an audience.</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><b>Technical Skills:</b> 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>	<p><b>1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals.</b></p> <p><b>2. Watch the selected dance work before beginning theory work.</b></p>



		<p>Students will complete a moc exam of the written paper.</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 apply this to their real choreography examination. Students will have experienced how to approach section A of the written exam.</p> <p>Appreciation: Students will recap one dance work and practice answering questions on moc exam papers.</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 tem the students will be completing a moc of the written paper. This is where their <b>resilience</b> will be developed in lead up to and during the moc 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"> <li>1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals.</li> <li>2. Watch the selected dance work before beginning theory work.</li> <li>3. Prepare for their moc exam.</li> </ol>



2b	Choreography	<p>Students will complete their choreography exam.</p> <p>Students will have experienced how to approach section A of the written exam.</p> <p><b>Appreciation:</b> Students will recap one dance work and practice answering questions on moc exam papers.</p> <p>Students to experience a moc audition. Lead by ALH. A disney audition. Aim to educate the students on what auditions are like in the dance industry.</p>	As above attributed should now be embedded in the way we show respect in our practical subject.	<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><b>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</b></p>	<p><b>Aural Setting:</b> 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"> <li>1. Rehearsals outside of lesson time- students can book the school hall after school to help support their rehearsals.</li> <li>2. Watch the selected dance work before beginning theory work.</li> <li>3. Produce choreography programme note.</li> </ol>
3a	Written Exam	Students will work towards fine tuning their knowledge and approaches to answer the written paper.	As above attributed should now be embedded in the way we show respect in our practical subject.	<p><b>Appreciation: Formative assessment throughout this process through the use of quizzes/check ins and interleaving.</b></p> <p><b>Practice exam questions.</b></p>	<p><b>Performance Environments:</b> proscenium arch end stage site-sensitive (ie designed for non-theatre spaces) in-the-round.</p>	<ol style="list-style-type: none"> <li>3. Interleaving mini tests/quizzes on knowledge from the beginning of the year.</li> </ol>
3b						

**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 each examination performance/written exam. Students will have completed a moc 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.**