

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Year 7	<p>Introduction to key terminology in dance</p> <p><u>Choreographic Devises</u></p> <ul style="list-style-type: none"> ➤ Unison ➤ Canon ➤ Formations ➤ Levels ➤ Contact ➤ Action ➤ Speeds ➤ Directions ➤ Rhythm <p><u>Expressive Skills</u></p> <ul style="list-style-type: none"> ➤ Focus ➤ Projection ➤ Extension ➤ Musicality <p>Students will be taught technique and how produce choreography. This can be delivered through any of the below topics</p> <ul style="list-style-type: none"> ➤ Alphabet of movement ➤ 5 Dance Actions ➤ Rhythm ➤ Name compositions ➤ A Lina Curva (professional work 	<p>A variety of practical workshops</p> <p>Creating and performing own Choreography</p>	<p>Introduces terminology showing how to make choreography interesting</p>	<p>To introduce terminology that will become ever present in all lessons from Year 7</p>

	based on Brazilian culture – used in the GCSE syllabus)			
Year 8	<p>Introduction on how to use a variety of stimuli and how to continue to create using the terminology but linking it to a specific theme or starting point. These can vary:</p> <ul style="list-style-type: none"> ➤ Picture ➤ Poem ➤ 4 Seasons ➤ Gravity ➤ Loss ➤ The music ➤ Nature ➤ Natural disaster ➤ Animals ➤ Shadows (a professional dance work used in the GCSE syllabus based on a family in war times) <p>Add in the more complex devises</p> <p><u>Choreographic Devices</u></p> <ul style="list-style-type: none"> ➤ Accumulative canon ➤ Fragmentation ➤ Retrograde 	<p>You will continue to be taught technique and phrases based on the stimulus to develop your technique and give ideas. You will then develop ideas using the stimulus and adding the choreographic devises learnt.</p>	<p>Choreography is integral in the GCSE course. You need to understand how to create pieces from a given stimulus</p>	<p>Clear progression from basic terminology leading into more complex choreographic devices and therefore more complex and interesting pieces of dance</p>

	<p>➤ Instrumentation</p> <p><u>Expressive Skills</u></p> <p>➤ Rapport with partner</p> <p>➤ Communication of choreographic intent</p> <p>Introduce the difference between stimulus and choreographic intent</p>			
Year 9	<p>Introduction to GCSE dance and terminology</p> <p>➤ Action</p> <p>➤ Space</p> <p>➤ Dynamics</p> <p>➤ Relationships</p> <p>➤ Structure</p> <p>➤ Motif and development</p> <p>Students to learn what the above specific terminology means and create pieces that clearly demonstrate understanding of the above terminology. Students will continue to link these to stimuli and learn what choreographic devices going under which headings.</p>	<p>You will learn what specific terminology means and create pieces that clearly demonstrate understanding of the terminology. You will continue to link these to stimuli and learn what choreographic devices going under which headings.</p> <p>This will be taught through technique and choreographic workshops.</p>	Clear progression into GCSE	Preparation for GCSE

	<p>Continuation of expressive skills in introduction of physical skills.</p> <p><u>Physical Skills</u></p> <ul style="list-style-type: none"> ➤ Posture ➤ alignment ➤ balance ➤ coordination ➤ control ➤ flexibility ➤ mobility ➤ strength ➤ stamina ➤ extension ➤ isolation. <p><u>Expressive Skills</u></p> <ul style="list-style-type: none"> ➤ projection ➤ focus ➤ spatial awareness ➤ facial expression ➤ phrasing. <p>For duet/trio performance only:</p> <ul style="list-style-type: none"> • musicality • sensitivity to other dancers • communication of choreographic intent, 			
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	➤ including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).			
Year 10 Practical 1 st Half term	Introduction to Technical Skills ➤ Action ➤ Space ➤ Dynamics ➤ Relationships ➤ Timing	A mixture of teacher taught phrases and choreographic workshops to demonstrate understanding of the key terms Teacher will also link the practical terminology to the written exam explaining all that is learnt practically can be assessed in the written exam	Choreography is a major part of the assessment in Year 11. You need to understand how to use technical skills in order to produce highly sophisticated choreographies	Technical skills are the building blocks for interesting and highly developed choreography
Year 10 Written 1 st and 2 nd Half Term	Introduction to first professional work from the Anthology – A Linha Curva	By watching professional work and using workbooks and booklets to help understanding of the constituent features and choreographic intent of the professional work	Will be on the written assessment in Year 11 on the AQA syllabus – Shows amazing performance skills which will link to the practical elements	This is a very fun and exciting work that enthuses students into the written element of the course
Year 10 Practical 2 nd Half Term	Introduction of Physical and Expressive Skills – Practical assessment at the end <u>Physical</u> ➤ Strength ➤ Stamina ➤ Posture ➤ Alignment ➤ Extension ➤ Co-ordination	Technique workshops highlight the different skills. Performances of phrases analysing own strengths and weakness of performance. You will also be taught how to answer own performance questions on section A and B of the written exam	Performance skills is the second part of the practical assessment	Introduction of performance skills early in order to improve on these through the course before exam in year 11

	<u>Expressive</u> <ul style="list-style-type: none"> ➤ Focus ➤ Projection ➤ Sensitivity to other dancers ➤ Musicality 			
Year 10 Practical 3 rd – 5 th half term	<p>Introduction of the choreographic process and structuring devices and choreographic devices linking this with the technical skills learnt earlier. Choreographic assessment at the end</p> <p><u>Choreographic Process</u></p> <ul style="list-style-type: none"> ➤ researching ➤ improvising ➤ generating ➤ selecting ➤ developing ➤ structuring ➤ refining and synthesising. <p><u>Structuring Devices</u></p> <ul style="list-style-type: none"> ➤ Binary ➤ Ternary ➤ Rondo ➤ Narrative 	<p>Choreographic workshops working with a variety of people to choreograph short pieces of dance to show understanding of each of the devices in order to produce own choreography for assessment by the end.</p> <p>You will also be taught how to answer questions on hypothetical choreography which will be on section A of written paper</p>	<p>All of these processes and devices shows you how to create interesting and sophisticated choreographies. In preparation for Year 11</p>	<p>Preparation for making your own choreographies which process will start in September</p>

	<ul style="list-style-type: none"> ➤ Episodic ➤ Logical Sequence ➤ Transitions 			
Year 10 Written 2 nd and 3 rd half term	Introduction of another professional work from the Anthology - Shadows	By watching professional work and using workbooks and booklets to help understanding of the constituent features and choreographic intent of the professional work	Will be on the written assessment in Year 11 on the AQA syllabus – Shows a clear choreographic intent which will link to the practical students are producing	Very different to first work showing variety but also quite easy to understand the choreographic intent which will give you confidence in analysing dance
Year 10 Practical 6 th half term	Start to teach the set phrases set by AQA which is part of the performance practical element	Teacher taught phrases. Self, peer and teacher feedback throughout the process	Assesses physical, expressive and technical skills set by AQA	Start the practical units so you can be assessed at Christmas of Year 11
Year 10 Written 5 th and 6 th Half Term	Introduction of another professional work from the Anthology – Within her Eyes	By watching professional work and using workbooks and booklets to help understanding of the constituent features and the choreographic intent of the professional work	Will be on the written assessment in year 11 on the AQA syllabus. – Demonstrates amazing physical skills which links to the practical	Again a very different piece with a more complex choreographic intent to interpret. You will have learnt to analyse works from previous works which will help your understanding this piece
Year 11 Practical – How to apply skills learnt in Year 10 in order to produce practical pieces	<p>From September you will start and continue to work on your own choreography, performance piece and continue being taught set phrases. 2</p> <p>September – October you will research your choreography</p>	Through your creative process you will have self, peer and teacher feedback on your practical pieces.	<p>You will get the opportunity to show all the skills your learnt in Year 10. Your practical pieces = 60% of your overall grade</p> <p>Performance Set phrase and performance piece combined is 40%</p>	All practical pieces have to be assessed in Year 11. You will have your first assessment before Christmas so you can concentrate on other practical pieces which will be assessed before Easter. Your practical assessments will be finished by Easter so you can concentrate

	<p>and choose solo or group and dancers. You will then start to choreograph your dance which will be assessed just before Easter</p> <p>September – Christmas you will learn both set phrases and get assessed at Christmas so first performance assessment finished so you can concentrate on larger practical assessments</p> <p>September – Easter you will work with your group to create your own performance piece</p> <p><u>Overview of lessons</u> 1 lesson -choreography 1 lesson – performance piece 1 lesson – Set phrase 2 lessons – Written</p>		Choreography is 40%	and revise both the written element of dance and your other subjects
Year 11 Written 1 st half term	Introduction of another professional work from the Anthology – Infra	By watching professional work and using workbooks and booklets to help understanding of the constituent features and the choreographic intent of the professional work	Will be on the written assessment in year 11 on the AQA syllabus. – Shows really interesting choreographic devices which you can take ideas from for your own choreography	It is a longer more complex piece to analyse so you will use interpretive skills learnt in year 10
Year 11 Written 2 nd half term	Introduction of another professional work from the	By watching professional work and using workbooks and booklets to help	Will be on the written assessment in year 11 on the AQA syllabus. – Shows	It is a completely different style piece using Hip Hop. You will be able to transfer your analytical

	Anthology – Emancipation of Expressionism	understanding of the constituent features and the choreographic intent of the professional work	amazing performance skills which you can analyse and put into your own pieces	skills to a different style piece now you have analysed a variety of different works
Year 11 Written 3 rd half term	Introduction of last professional work from the Anthology – Artificial Things	By watching professional work and using workbooks and booklets to help understanding of the constituent features and the choreographic intent of the professional work	Will be on the written assessment in year 11 on the AQA syllabus. – Complex choreographic intent which you can link to your own choreography	It is the most complex piece and you need to have developed analytical skills to understand it and also it will be fresher in your memory before the exam
Year 11 Written 4 th and 5 th half term	Revision of Sections A and B and Anthology – all professional works	Active revision games Practice questions Competition games Re-watching sections of professional works	Preparation for written exam	All fresh ready for the written exam