

Component 1 – Performance & Choreography (Practical Performances)

Component 2 – Dance Appreciation (Written Exam)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p><b>Fundamental Skills: Introduction to Contemporary Dance (Within Her Eyes)</b></p> <p>Development of physical/technical contemporary dance skills.</p> <p>Students are given a set piece of choreography that is taught to them by the teacher. Each week a new skill is added <b>A01</b></p> <p>In the 2<sup>nd</sup> half of this half-term, students are required to choreograph their own section of the dance <b>A02</b></p> <p>Links to: <b>Component 1</b></p>	<p><b>Fundamental Skills: Introduction to Hip Hop (Emancipation of Expressionism)</b></p> <p>Development of physical/technical hip hop dance skills.</p> <p>Students are given a set piece of choreography that is taught to them by the teacher. Each week a new skill is added <b>A01</b></p> <p>Throughout the SOW there will be links to the professional work Emancipation of Expressionism which will link to lighting, costume, staging and aural setting <b>A04</b></p> <p>Links to: <b>Component 1</b> <b>Component 2</b></p>	<p><b>Fundamental Skills: Introduction to Jazz (Relationships – Duet/Trio)</b></p> <p>Development of the physical/technical skills of jazz.</p> <p>Students are given a set piece of choreography that is taught to them by the teacher. Each week a new skill is added. <b>A01</b></p> <p>Throughout the SOW we will focus on relationships between dancers but also props as well as <b>expressive skills</b>. This will aid them when creating their own choreography and are assessed on the <b>relationships</b> within the piece <b>A01</b></p> <p>Links to: <b>Component 1</b></p>	<p><b>Introduction to Choreography from a Stimulus</b></p> <p>Identifying, applying and evaluating <b>choreographic devices</b> and <b>choreographic processes</b>.</p> <p>Students are given a stimulus (picture, object, piece of music etc.) from which they will choreograph a dance using the <b>physical/technical /expressive skills</b> they learnt in the first 3 terms. Each week they will be given a different stimulus and teacher guided lessons to help model these skills and build their choreographic knowledge. They will also learn about choreographic intentions and how to create them. Studying <i>Infra</i> one of the professional works will help them to do this <b>A02/A03</b></p> <p>Throughout the SOW they will learn how to identify and evaluate a professional work (choreographic intention, the lighting, costume, staging and aural setting) as well as their own <b>A04</b></p> <p>Links to: <b>Component 1</b> <b>Component 2</b></p>	<p><b>Choreography from a Stimulus</b></p> <p>Identifying, applying and evaluating <b>choreographic devices</b> and <b>choreographic processes</b>.</p> <p>Students are given a stimulus (picture, object, piece of music etc.) from which they will choreograph a dance using the <b>physical/technical skills</b> they learnt in the first 3 terms. They will also learn about choreographic intentions and how to create them. Studying <i>Infra</i> one of the professional works will help them to do this. They will be assessed against the criteria for this choreography as they would do in Year 11. <b>A02/A03</b></p> <p>They will answer questions from an exam paper evaluating their own practice and work <b>A04</b></p> <p>Links to: <b>Component 1</b> <b>Component 2</b></p>	<p><b>Set Phrases/Showcase Project</b></p> <p>Applying <b>physical, technical</b> and <b>expressive</b> skills within a solo performance.</p> <p>Students are given a set piece of choreography from the exam board which they will perform in the assessment in Year 11. The aim is to learn 2 by the end of the term <b>A01</b></p> <p>Evaluating their own practice and how they are improving the application of <b>physical, technical</b> and <b>expressive skills</b> will be woven into the SOW <b>A04</b></p> <p>They will also be working on their summer showcase project which will test how much choreography they have retained over the year. This will assess their <b>mental skills</b> within dance.</p> <p>Links to: <b>Component 1</b> <b>Component 2</b></p>
Year 10	<p><b>Introduction to Performance</b></p> <p><b>Professional Work Emancipation of Expressionism</b></p> <p>Introduction to <b>physical, technical</b> and <b>expressive</b> skills – focusing on <b>technical skills</b> – <i>action, space and dynamics (ASDR)</i></p> <p>Teacher to teach choreography from professional work and students to perform developing ASDR. Students also to write choreographic intent.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance</b></p>	<p><b>Introduction to Choreography</b></p> <p><b>Professional Work Artificial Things</b></p> <p>Introduction to motif and development, researching and improvising choreography. Focusing on <b>expressive skills</b> – <i>facial expressions, projection and phrasing.</i></p> <p>Teacher to teach phrases of choreography from professional work and students to use this as a stimulus for their own piece of choreography. Workshop motif and development.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Choreography</b></p>	<p><b>Choreography</b></p> <p><b>Professional Work A Linha Curva</b></p> <p>Introduction to the style of African focusing on <b>technical skills</b> particularly <b>space: pathways, direction formation.</b></p> <p>Teacher to teach phrases of choreography from professional work and students to perform developing their use of <b>spatial awareness.</b></p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p><b>Introduction to Set Phrases</b></p> <p><b>Professional Work Infra</b></p> <p>Introduction to set phrases Breathe and Shift using <b>Infra</b> to demonstrate good practice of choreography from set phrases. Development of ASDR focusing on <b>actions – turns and elevation, dynamics – sustained, slow and flowing, space - pathways and levels.</b></p> <p>Teacher to teach set phrases Breathe and Shift which form as part of student assessment. They evaluate and analyse it's success.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p><b>Introduction to Choreography from a Stimulus</b></p> <p><b>Professional Work Within Her Eyes</b></p> <p>Introduction to choreography from a stimulus using the professional work, focusing on <b>technical skills</b> particularly <b>relationships: lead and follow, contact, action and reaction and mirroring.</b></p> <p>Continuing the development of researching and improvising choreography.</p> <p>Teacher to teach phrases of choreography from professional work and students to use this as a stimulus for their own piece of choreography. They evaluate and analyse it's success.</p> <p><b>Links to Component 1 Choreography</b></p>	<p><b>Set Phrases/Choreography from a Stimulus</b></p> <p><b>Professional Work Shadows</b></p> <p>Continuing choreography from a stimulus using the professional work, focusing on <b>technical skills</b> particularly <b>actions: stillness, floor work and gesture.</b></p> <p>Continuing the development of researching and improvising choreography. Introduction to Section A of the exam.</p> <p>Students to lead the choreography process, researching the professional work and creating their own motifs. They evaluate and analyse it's success.</p> <p><b>Links to Component 1 Choreography Component 2 Exam: Section A</b></p>

<p><b>Set Work/ Performance</b></p> <p>Students to recap the set phrases Breathe and Shift. Develop and improve the <b>physical, technical</b> and <b>expressive</b> skills required. To be filmed at the end of term.</p> <p>Teacher to choreograph and teach a contemporary style dance inspired by the other set phrases Flux and Scoop.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance</b></p>	<p><b>Performance/Choreography From a Stimulus</b></p> <p>Students to continue to develop and refine the choreography taught by teacher. Technique workshops to help develop the <b>physical, technical</b> and <b>expressive</b> skills.</p> <p>Students to be given stimulus from which they will choreograph an original, highly creative piece of choreography.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p><b>Performance/Choreography From a Stimulus</b></p> <p>Students to continue to develop and refine the choreography taught by the teacher. Technique workshops to help develop the <b>physical, technical</b> and <b>expressive</b> skills. Practical exam at the end of the term.</p> <p>Students to continue and finish choreographing an original, highly creative piece of choreography from a stimulus.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p><b>Choreography From a Stimulus/ Component 2: Exam</b></p> <p>Students to continue and finish choreographing an original, highly creative piece of choreography from a stimulus, demonstrating technically correct <b>physical, technical</b> and <b>expressive</b> skills. Practical exam at the end of the term.</p> <p>Students to continue to recap the production elements of the professional works and practice the exam style questions.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Choreography Component 2 Exam Section A and B</b></p>	<p><b>Component 2: Exam</b></p> <p>Students to continue to recap the content for the production elements, motif development and creating of the professional works and practice the exam style questions.</p> <p>Students to complete a mock exam paper in preparation for the exam.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Component 2 Exam Section A, B and C</b></p>	<p>Study Leave</p>
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Year 10 Curriculum Plan

<p><b>Curriculum Intent:</b> To provide students with the creative and critical tools to enable them to create character from stimuli, explore theatre style and perform from script. This will include practical exploration and theoretical knowledge.</p>					
<p><b>Key Knowledge and End Points for Academic Year:</b> <i>(What are the fundamental concepts and ideas that students must have grasped by the end of the Academic Year)</i> Students need to know and understand key vocal and physical skills to allow them to practically perform in role, along with understanding key Drama specific skills. Additionally, students will begin to explore filtered GCSE style terminology and questions.</p>					
Term	Termly Focus (Summary e.g. texts/overview)	Core Knowledge & Threshold Concepts <i>The minimum all students should know in order to access later concepts</i>	No excuse vocabulary	Revisiting Opportunities (e.g. when past topics can be revisited)	Depth and Breadth: Links to wider curriculum & SMSC (e.g. different subjects or key stages)
1 – Sep – Oct	<p><b>Introduction to Performance</b></p> <p><b>Professional Work Emancipation of Expressionism</b></p> <p>Introduction to <b>physical, technical</b> and <b>expressive</b> skills – focusing on <b>technical skills</b> – <i>action, space and dynamics (ASDR)</i></p> <p>Teacher to teach choreography from professional work and students to perform developing ASDR. Students also to write choreographic intent.</p> <p><b>Links to Component 1 Performance</b></p>	<p>Students will have a fundamental understanding of the professional work <b>Emancipation of Expressionism</b>.</p> <p>Students will have a basic understanding of the <b>physical, technical</b> and <b>expressive skills</b>.</p> <p>Students will develop their <b>physical, technical</b> and <b>expressive skills</b> through the learning of choreography.</p> <p>Students will have a developed understanding of the <b>technical skills: actions, space, dynamics and relationships</b>.</p> <p>Students will experience writing a choreographic intent in preparation for Section A of the written exam.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: transfer of weight, use of different body parts Space: formation Dynamics: sudden/abrupt</p> <p><b>Expressive Skills</b> Projection Communication of choreographic intent</p> <p><b>Other Words</b> HipHop Professional Work Choreography</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama</b> ACDC – Formation Projection</p> <p><b>Music</b> Dynamics</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama and English</b> Analytical and evaluative skills.</p> <p><b>Literacy</b> Students will be required to speak and write in full sentences using new vocabulary.</p> <p><b>SMSC</b> Students will peer evaluate performances and work in groups.</p>

2 – Oct – Dec	<p><b>Introduction to Choreography</b></p> <p><b>Professional Work</b> <b>Artificial Things</b></p> <p>Introduction to motif and development, researching and improvising choreography. Focusing on <b>expressive skills</b> – <i>facial expressions, projection and phrasing.</i></p> <p>Teacher to teach phrases of choreography from professional work and students to use this as a stimulus for their own piece of choreography. Workshop motif and development.</p> <p><b>Links to Component 1</b> <b>Choreography</b></p>	<p>Students will have a fundamental understanding of the professional work <b>Artificial Things.</b></p> <p>Students will begin to learn how to research and improvise choreography.</p> <p>Students will workshop creating a motif from which they will learn how to develop.</p> <p>Students will continue to develop their <b>physical, technical and expressive skills</b> through the learning of choreography.</p> <p>Students will have a developed understanding of the <b>expressive skills: facial expressions, projection and phrasing.</b></p> <p>Students will be allocated into groups and use phrases from the professional work to create their own piece of choreography.</p>	<p><b>Physical Skills</b> Alignment</p> <p><b>Technical Skills</b> Relationships: counterpoint</p> <p><b>Expressive Skills</b> Projection Phrasing Facial Expressions</p> <p><b>Choreographic processes:</b> Research Improvisation</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive</p>	<p><b>SMSC</b> <i>Artificial Things</i> is an inclusive professional work which promotes awareness about disability.</p> <p><b>P.E</b> Physical Activity</p> <p><b>Drama</b> Facial Expressions</p> <p><b>Music</b> Phrasing</p> <p><b>P.E</b> Counterpoint</p>
3 – Jan – Feb	<p><b>Choreography</b></p> <p><b>Professional Work</b> <b>A Linha Curva</b></p> <p>Introduction to the style of African focusing on <b>technical skills</b> particularly <b>space: pathways, direction formation.</b></p> <p>Teacher to teach phrases of choreography from professional work and students (in allocated groups) to perform developing their use of <b>spatial awareness.</b></p> <p><b>Links to Component 1</b> <b>Performance</b> <b>Choreography</b></p>	<p>Students will have a fundamental understanding of the professional work <b>A Linha Curva.</b></p> <p>Students will learn the style of African dance, developing their <b>physical, technical and expressive skills</b> appropriately to the dance style.</p> <p>Students will focus on <b>technical skills</b> particularly <b>pathways, direction and formation.</b></p> <p>Students will be allocated into groups using phrases from <b>A Linha Curva</b> and then will create their own choreography, focusing on motif development. This will inform their assessment at the end of the term, integrating evaluation and analysis of their success into the lesson.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: transfer of weight, use of different body parts Space: pathways, direction and formation Dynamics: acceleration and deceleration</p> <p><b>Expressive Skills</b> Facial Expressions Projection Communication of choreographic intent Musicality</p> <p><b>Other Words</b> African Professional Work Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent Accumulation</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama</b> Facial Expressions</p> <p><b>Music</b> Phrasing Musicality</p> <p><b>P.E</b> Counterpoint</p>
4 – Mar – Apr	<p><b>Introduction to Set Phrases</b></p> <p><b>Professional Work</b> <b>Infra</b></p> <p>Introduction to set phrases <i>Breathe</i> and <i>Shift</i> using <b>Infra</b> to demonstrate good practice of choreography from set phrases. Development of ASDR focusing on <b>actions – turns and elevation, dynamics – sustained, slow and flowing, space – pathways and levels.</b></p> <p>Teacher to teach set phrases <i>Breathe</i> and <i>Shift</i> which form as part of student assessment. They evaluate and analyse it's success.</p> <p><b>Links to Component 1</b> <b>Performance</b> <b>Choreography</b></p>	<p>Students will have a fundamental understanding of the professional work <b>Infra.</b></p> <p>Students will learn the set phrases <i>Breathe</i> and <i>Shift</i> using <b>Infra</b> to demonstrate good practice of choreography from set phrases.</p> <p>Students will continue to develop their <b>physical, technical and expressive skills</b> through the learning of set phrases.</p> <p>Students will focus on <b>technical skills</b> particularly <b>actions – turns and elevation, dynamics – sustained, slow and flowing, space – pathways and levels.</b></p> <p>Students will be allocated into groups. Using phrases from <b>Infra</b> they will create their own choreography and focus on motif development. This will inform their assessment at the end of the term, integrating evaluation and analysis of their success into the lesson.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels</p> <p><b>Expressive Skills</b> Facial Expressions Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent Accumulation</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama</b> Facial Expressions</p> <p><b>Music</b> Phrasing</p> <p><b>P.E</b> Counterpoint</p>

<p>5 – May – Jun</p>	<p><b>Introduction to Choreography from a Stimulus</b></p> <p><b>Professional Work</b> <b>Within Her Eyes</b></p> <p>Introduction to choreography from a stimulus using the professional work, focusing on <b>technical skills</b> particularly <b>relationships: lead and follow, contact, action and reaction and mirroring.</b></p> <p>Continuing the development of researching and improvising choreography.</p> <p>Teacher to teach phrases of choreography from professional work and students to use this as a stimulus for their own piece of choreography. They evaluate and analyse it's success.</p> <p><b>Links to Component 1</b> <b>Choreography</b></p>	<p>Students will have a fundamental understanding of the professional work <b>Within Her Eyes.</b></p> <p>Students will continue to learn how to research and improvise choreography.</p> <p>Students will continue to workshop creating a motif from which they will learn how to develop.</p> <p>Students will continue to develop their <b>physical, technical and expressive skills</b> through the learning of phrases from the professional work.</p> <p>Students will have a developed understanding of the <b>technical skills: relationships – lead and follow, contact, action and reaction and mirroring.</b></p> <p>Students will be allocated into groups and use phrases from the professional work to create their own piece of choreography.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels Relationships: lead and follow, contact, action and reaction and mirroring.</p> <p><b>Expressive Skills</b> Facial Expressions Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama</b></p> <p><b>Literacy</b></p> <p><b>Drama</b> Facial Expressions</p> <p><b>Music</b> Phrasing Musicality</p> <p><b>P.E</b> Counterpoint</p>
<p>6 – Jun – July</p>	<p><b>Choreography from a Stimulus</b></p> <p><b>Professional Work</b> <b>Shadows</b></p> <p>Continuing choreography from a stimulus using the professional work, focusing on <b>technical skills</b> particularly <b>actions: stillness, floor work and gesture.</b></p> <p>Continuing the development of researching and improvising choreography. Introduction to Section A of the exam.</p> <p>Students to lead the choreography process, researching the professional work and creating their own motifs. They evaluate and analyse its success.</p> <p><b>Links to Component 1</b> <b>Choreography</b> <b>Component 2</b> <b>Exam: Section A</b></p>	<p>Students will have a fundamental understanding of the professional work <b>Within Her Eyes.</b></p> <p>Students will continue to learn how to research and improvise choreography.</p> <p>Students will continue to workshop creating a motif from which they will learn how to develop.</p> <p>Students will continue to develop their <b>physical, technical and expressive skills</b> through the learning of phrases from the professional work.</p> <p>Students will have a developed understanding of the <b>technical skills: relationships – actions: stillness, floor work and gesture.</b></p> <p>Students will be allocated into groups and use phrases from the professional work to create their own piece of choreography.</p> <p>Students begin to answer exam style questions from Section A in the exam.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels, open and intricate movements Relationships: lead and follow, contact, action and reaction and mirroring</p> <p><b>Expressive Skills</b> Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama</b> Facial Expressions</p> <p><b>Music</b> Musicality Phrasing</p> <p><b>P.E</b> Counterpoint</p>

<b>Curriculum Intent:</b> To provide students with the creative and critical tools to enable them to create character from stimuli, explore theatre style and perform from script. This will include practical exploration and theoretical knowledge.					
<b>Key Knowledge and End Points for Academic Year:</b> (What are the fundamental concepts and ideas that students must have grasped by the end of the Academic Year) Students need to know and understand key vocal and physical skills to allow them to practically perform in role, along with understanding key Drama specific skills. Additionally, students will begin to explore filtered GCSE style terminology and questions.					
Term	Termly Focus (Summary e.g. texts/overview)	Core Knowledge & Threshold Concepts <i>The minimum all students should know in order to access later concepts</i>	No excuse vocabulary	Revisiting Opportunities (e.g. when past topics can be revisited)	Depth and Breadth: Links to wider curriculum & SMSC (e.g. different subjects or key stages)
1 – Sep – Oct	<p><b>Set Work/ Performance</b></p> <p>Students to recap the set phrases Breathe and Shift. Develop and improve the <b>physical, technical</b> and <b>expressive</b> skills required. To be filmed at the end of term.</p> <p>Teacher to choreograph and teach a contemporary style dance inspired by the other set phrases Flux and Scoop.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance</b></p>	<p>Students will recap the set phrases <i>Breathe</i> and <i>Shift</i>. The <b>physical, technical</b> and <b>expressive skills</b> required for these phrases will be workshopped and it will be an expectation for student develop these in their own time too.</p> <p>Students will learn a dance inspired by the set phrases <i>Flux</i> and <i>Scoop</i> choreographed by the teacher. The <b>physical, technical</b> and <b>expressive skills</b> required for this piece of choreography and will be workshopped and it will be an expectation for student develop these in their own time too.</p> <p>Students will complete a work book with exam style questions relating to <b>Section A</b> of the paper. There will be model answers which they can use to help follow the structure their response.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels, open and intricate movements Relationships: lead and follow, contact, action and reaction and mirroring</p> <p><b>Expressive Skills</b> Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama and English</b> Analytical and evaluative skills.</p> <p><b>Literacy</b> Students will be required to speak and write in full sentences using new vocabulary.</p> <p><b>SMSC</b> Students will peer evaluate performances and work in groups.</p>
2 – Oct – Dec	<p><b>Performance/Choreography From a Stimulus</b></p> <p>Students to continue to develop and refine the choreography taught by teacher. Technique workshops to help develop the <b>physical, technical</b> and <b>expressive</b> skills.</p> <p>Students to be given stimulus from which they will choreograph an original, highly creative piece of choreography.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p>Students to continue to develop and refine the choreography taught by teacher. Technique workshops will help their personal progress and improvements within the <b>physical, technical</b> and <b>expressive</b> skills.</p> <p>Understanding choreographic intent and relevance to being a successful dancer. Revisiting and understanding use of action, space, dynamics and relationships and other choreographic choices e.g. aural setting. Research and choose a stimulus from the AQA set task list.</p> <p>Safe working practices e.g. warm up and safe execution with others Focus on understanding: musicality, communication of choreographic intent and sensitivity to other dancers</p> <p>Students will complete a work book with exam style questions relating to <b>Section B</b> of the paper. There will be model answers which they can use to help follow the structure their response.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels, open and intricate movements Relationships: lead and follow, contact, action and reaction and mirroring</p> <p><b>Expressive Skills</b> Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama and English</b> Analytical and evaluative skills.</p> <p><b>Literacy</b> Students will be required to speak and write in full sentences using new vocabulary.</p> <p><b>SMSC</b> Students will peer evaluate performances and work in groups.</p>
3 – Jan – Feb	<p><b>Performance/Choreography From a Stimulus</b></p> <p>Students to continue to develop and refine the choreography taught by the teacher. Technique workshops to help develop the <b>physical, technical</b> and <b>expressive</b> skills. Practical exam at the end of the term.</p> <p>Students to continue and finish choreographing an original, highly creative piece of choreography from a stimulus.</p>	<p>Students to finish developing and refining the choreography taught by teacher. Technique workshops to continue which will help their personal progress and improvements within the <b>physical, technical</b> and <b>expressive</b> skills.</p> <p>Students to participate in their practical exam which will be recorded as evidence for the examiner.</p> <p>Understanding choreographic intent and relevance to being a successful dancer. Revisiting and understanding use of action, space, dynamics and relationships and other choreographic choices e.g. aural setting.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels, open and intricate movements Relationships: lead and follow, contact, action and reaction and mirroring</p> <p><b>Expressive Skills</b> Projection</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	

	<p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p>Research and choose a stimulus from the AQA set task list.</p> <p>Safe working practices e.g. warm up and safe execution with others Focus on understanding: musicality, communication of choreographic intent and sensitivity to other dancers</p> <p>Students to be given the stimulus from the exam board from which they will research, collaborate, choreograph, structure and refine a highly creative piece of choreography. They will use the appropriate <b>physical, technical</b> and <b>expressive</b> skills in order to be successful.</p> <p>Research and choose a stimulus from the AQA set task list.</p> <p>Students will complete a work book with exam style questions relating to <b>Section C</b> of the paper. There will be model answers which they can use to help follow the structure their response.</p>	<p>Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>		
4 – Mar – Apr	<p><b>Performance/Choreography From a Stimulus</b></p> <p>Students to continue to develop and refine the choreography taught by the teacher. Technique workshops to help develop the <b>physical, technical</b> and <b>expressive</b> skills. Practical exam at the end of the term.</p> <p>Students to continue and finish choreographing an original, highly creative piece of choreography from a stimulus.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Performance Choreography</b></p>	<p>Students to continue to use their given stimulus from the exam board from which they will continue to research, collaborate, choreograph, structure and refine a highly creative piece of choreography. They will use the appropriate <b>physical, technical</b> and <b>expressive</b> skills and ASDR in order to be successful.</p> <p>Continuing to understand the choreographic intent and relevance to being a successful dancer. Revisiting and understanding use of action, space, dynamics and relationships and other choreographic choices e.g. aural setting.</p> <p>Research and choose a stimulus from the AQA set task list.</p> <p>Safe working practices e.g. warm up and safe execution with others Focus on understanding: musicality, communication of choreographic intent and sensitivity to other dancers</p> <p>Research and choose a stimulus from the AQA set task list.</p> <p>Students will complete a work book with exam style questions relating to <b>Section C</b> of the paper. There will be model answers which they can use to help follow the structure their response.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels, open and intricate movements Relationships: lead and follow, contact, action and reaction and mirroring</p> <p><b>Expressive Skills</b> Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama and English</b> Analytical and evaluative skills.</p> <p><b>Literacy</b> Students will be required to speak and write in full sentences using new vocabulary.</p> <p><b>SMSC</b> Students will peer evaluate performances and work in groups.</p>
5 – May – Jun	<p><b>Choreography From a Stimulus/ Component 2: Exam</b></p> <p>Students to continue and finish choreographing an original, highly creative piece of choreography from a stimulus, demonstrating technically correct <b>physical, technical</b> and <b>expressive</b> skills. Practical exam at the end of the term.</p> <p>Students to continue to recap the production elements of the professional works and practice the exam style questions.</p> <p>Students to complete work book of exam style questions relating to the exam for homework.</p> <p><b>Links to Component 1 Choreography Component 2 Exam Section A and B</b></p>	<p>Students to finish choreographing their Component 1 piece. They will finish using their given stimulus from the exam board from which they have researched, collaborated, choreographed, structured and refined a highly creative piece of choreography. They will use the appropriate <b>physical, technical</b> and <b>expressive</b> skills and ASDR in order to be successful.</p> <p>Students to participate in their practical exam which will be recorded as evidence for the examiner.</p> <p>Consolidation of previous learning. <b>Section A</b> – preparation for responding to hypothetical stimulus <b>Section B</b> – revision on analysis of own work within the course either performance or choreography. <b>Section C</b> – 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.</p>	<p><b>Physical Skills</b> Isolation</p> <p><b>Technical Skills</b> Action: turns, elevation Dynamics: sustained, slow and flowing Space: pathways and levels, open and intricate movements Relationships: lead and follow, contact, action and reaction and mirroring</p> <p><b>Expressive Skills</b> Projection Communication of choreographic intent</p> <p><b>Other Words</b> Contemporary Professional Work Choreography Evaluation Analysis</p>	<p><b>Dance</b> Projection ASDR Performance Skills: physical, technical and expressive Communication of Choreographic Intent</p>	<p><b>P.E</b> Physical Activity</p> <p><b>Drama and English</b> Analytical and evaluative skills.</p> <p><b>Literacy</b> Students will be required to speak and write in full sentences using new vocabulary.</p> <p><b>SMSC</b> Students will peer evaluate performances and work in groups.</p>

		<p>Revisiting: <b><i>Emancipation of Expressionism, Artificial Things, Shadows, A Linha Curva, Infra</i></b> and <b><i>Within Her Eyes</i></b></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” – Page 17 GCSE Dance Specification</p>			
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6 – Jun – July

Study Leave