



Vision

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Dance is a powerful and empowering form of nonverbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities. Study of the six professional works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.

	Foci	Assessment	Knowledge Organiser
Year 10	<p>Introduction to GCSE Dance Study GCSE Anthology professional works: A Linha Curva, Artificial Things, Emancipation of Expressionism and Within in Her Eyes</p> <p>Practical Lessons will focus on: Developing physical, technical and expressive skills through basic technique workshops and regular performance. Safe Dance Principles Ingredients of dance – Relationship, Action, Dynamics, Space Improvisation and group work activities Choreographic devices. Style specific technique. Solo, Duo/Trio and Group performances piece using rep from work</p> <p>Theory lessons: Analysing the use of aspects of Production from the Anthology- A Linha Curva, Artificial Things, Shadows, Emancipation of Expressionism, Within in her Eyes.</p>	<p>Key Assessment Activities</p> <p><i>-Baseline Testing in the first two weeks</i></p> <p>Practical: <i>-Peer Assessment</i> <i>-Self – evaluation / Target setting</i> <i>-Teacher assessments</i> <i>-End of unit practical assessments after each of half term.</i></p> <p>Written: End of term theory assessment. Evaluation of each assessment.</p> <p><i>End of Year 10 Mock</i> <i>Writing in response to own and professional works</i> - Peer-assessment of unit. - Teacher assessment - Self – evaluation</p>	<p>Recording lessons and evaluating dance both live and digitally recorded.</p> <p>Undertaking research and understanding different dance techniques.</p> <p>Watching, analysing and appreciating the four of the six set works.</p>
Year 11	<p>Practical Aim: Component 1: Group choreography Explore the use of 'Choreographic process' Beginning to apply knowledge to a chosen stimuli.</p> <ul style="list-style-type: none"> - Generating meaningful motifs. - Applying Motif development <p>Evaluation of own choreography -Choreographic intention -Choreographic process</p> <p>Component 1: Performance Start creating the 'Performance in duet/trio' Evaluation of own performance -Technical, physical and expressive skills -Mental skills -Rehearsal techniques</p> <p>Written Aims: Writing in response to professional works Analysing the use of aspects of Production from the Anthology- Infra</p>	<p>Key Assessment Activity: <i>-Baseline testing in the first two weeks on theory and practical.</i></p> <p>Written: Evaluation of each professional work assessed. Performance skills booklet Choreography booklet Revision of 6 works – basic information Exam techniques Essay writing Evaluation of progress. Self-assessment of unit.</p> <p>Practical: End of half term unit practical assessment based on exam marking criteria -Peer Assessment -Teacher targets -Teacher assessment -Self – evaluation -Filmed assessments are recorded regularly for examining purpose throughout.</p>	<p>Evaluating dance both live and digitally recorded.</p> <p>Undertaking research and understanding how to choreograph.</p> <p>Watching, analysing and appreciating all of the set works.</p> <p>Past paper analysis and practice</p>



Nobel

Year:

10/11

Subject:

GCSE DANCE