

Year 10 Dance Overview

Term	Content Covered	Lesson Objectives	Practical Lessons	Theory Lessons
Term 1	The Emancipation of Expressionism (2013) by Kenrick H2O Sandy	<ol style="list-style-type: none"> 1. To understand the role of production features 2. Introducing ASDR 3. Introducing Physical and Technical skills 	<p>Lesson One: brief runthrough of the course, focus on performance, choreography and knowledge and about dance. Performance skills will be mentioned in the warmup which will be fun and engaging. I will introduce students to their first professional work EofE and prompt a conversation on Hip Hop. Students will watch the presentation and begin by creating a short choreography in a Hip Hop style.</p> <p>Lesson Two: Students will watch EofE, learn repertoire and the focus will be on Technical skills: timing and musicality.</p> <p>The lessons will continue the building of this class choreography, taking actions, use of space, dynamics and relationships from EofE.</p> <p>Later in the term we will look at structuring the work, using transitions, entrances and exits, and reminding ourselves what the four sections represent.</p> <p>Term will finish with a performance for assessment and self-evaluation.</p>	<p>Actions, Space, Dynamics and Relationships will be taught in depth across four theory lessons in the Autumn Term. This will prompt homeworks to create something short in response.</p> <p>They will learn what production features are and the role they play in choreographic intention.</p> <p>They will learn how to write their opinions on a dance work and how to make references to certain points in a dance.</p> <p>They will learn how to reflect and critically analyse their own performance, understand what makes a dance successful in terms of both performance and choreography.</p>
Term 2	Artificial Things (Lucy Bennett, 2014)	<ol style="list-style-type: none"> 1. How to develop a motif 2. How to utilise structure effectively 3. How to incorporate expressive skills 	<p>Students will start by watching Artificial Things and then start creating choreographies based on the stimuli phrases: under, around and through.</p> <p>Students will participate in workshops that give students the opportunity to use choreographic processes, starting with dancing blindfolded, with legs tied together with a scarf and in limited space.</p>	<p>Homework: research the meaning of “inclusive dance” and watch the work of Candoco Dance Company.</p> <p>Students will learn about A.T. and where and how expressive skills are used.</p>

		<ol style="list-style-type: none"> How to use physical theatre for narrative dances. 	<p>Pupils will then structure their dances together to create a whole dance piece for assessment.</p>	
Term 3	Shadows (Christopher Bruce, 2014)	<ol style="list-style-type: none"> Using choreographic processes. Learning how to respond to a given stimulus. Critical appreciation of understanding the features of production. 	<p>Students will learn repertoire from each of the four dancers on stage, and analyse the choreographic intention behind each phrase and what they tell the audience about the character.</p> <p>Students will create versions of these characters, using the same techniques to clearly show the audience their choreographic intention.</p> <p>Students will be able to design their group choreographies with production features to prepare them for their mock exams.</p>	<p>Students will watch Shadows and learn the context of Europe in WW2 and the impact it had on Jewish families.</p> <p>They will learn how choreographies are created professionally and how a professional work is made up of all features of production including lighting, aural setting and costume.</p>
Term 4	Infra (Wayne McGregor, 2008)	<ol style="list-style-type: none"> To learn the style of contemporary ballet To be able to choreograph accordingly in styles less familiar to us To develop physical skills to a higher level, learn about nutrition and have a clear understanding of the importance of mental skills. 	<p>Students will learn ballet techniques, including basic ballet positions, pirouettes, travel and posture.</p> <p>Students will learn some repertoire and create their own duets with room to add their own choreographic interpretation to their assessment piece. This will include the opportunity to translate ballet material into another style, for example a turn done on point done on your knees.</p> <p>Students will work intensely on their physical skills and nutrition to give them experience of being a professional dancer.</p>	<p>Students will watch and learn the fundamental facts about Infra and about the history of ballet.</p>
Term 5	A Linha Curva (Itzik Galili, 2009)	<ol style="list-style-type: none"> To learn the styles of Capoeira, Samba 	<p>Students will attend workshops that focus on capoeira, samba and contemporary and memorise the techniques in preparation for their own class choreography.</p>	<p>Students will learn the history of capoeira, samba and contemporary dancing.</p>

		<p>and Contemporary and be able to choreograph accordingly using these skills and styles.</p> <ol style="list-style-type: none"> To learn how to use space and structure at a professional level. 	<p>Students will use choreographic processes, accumulation, unison, canon and fragmentation specifically to create a class piece.</p> <p>They will learn how to have perfect timing and time entrances and exits perfectly.</p>	<p>Students will recap their knowledge of physical, technical, expressive and mental skills.</p>
Term 6	Within Her Eyes (James Cousins, 2016)	<ol style="list-style-type: none"> To create a duet that matches the choreographic intention of emotionally moving the audience using developed expressive skills. To learn the set phrases in preparation for year 11's Autumn assessment. 	<p>Students will use contact work to create duets that use all the skills they have learnt throughout the year.</p> <p>They will learn the set phrases that they will perform in Autumn for part of their GCSE grade.</p>	<p>Students will prepare for the mock theory exam recapping all the professional works and choreographic approaches, intentions and devices.</p>

Year 11 Dance Overview

Half Term	Content Covered	Objectives	Practical Lessons	Theory Lessons
1	Solos and Choreography	<ul style="list-style-type: none"> To perfect the set phrases given by AQA and perform them for assessment by the end of the half term. 	<p>Students will use their lessons to develop their physical and technical skills and perfect the set phrases.</p> <p>They will refer to the videos and notes to critique their own performance, as well as give peer feedback and respond to mine. They will be setting themselves weekly targets to improve.</p>	<p>Students will be introduced to the yearly release of stimuli for their choreographies.</p> <p>They will explore potential ideas for their choreographies and begin planning them using the set choreographic process.</p>
2	Duet/Trios and Choreography	<ul style="list-style-type: none"> To create duets or trios for the term 3 assessment. To continue developing their choreographies. 	<p>Students will learn repertoire from the remaining set phrases to be put into their duets or trios.</p> <p>They will develop their dances using a stimulus and develop using choreographic devices</p> <p>Students will develop their choreographies and have a minimum of one minute choreographed by the Christmas holidays.</p>	<p>Students will recap the six professional works and start writing eloquent answers to questions.</p> <p>They will design both of their choreographies and do research to ensure both are well-informed pieces that are sensitive to the stimulus and criteria.</p>
3	Duet/Trios and Choreography	<ul style="list-style-type: none"> Students will continue adding to and developing their duets/trios and choreographies. They will perform what they have so far as a mock assessment and respond to the feedback with an action plan for the next term. 	<p>Students will work on their performance skills and complete their duets and trios for their assessment.</p> <p>Students will continue working on their choreographies, having one minutes thirty completed by the end of the half term.</p>	<p>Students will continue revising their performance skills, choreographic processes, professional works and exam techniques.</p> <p>Students will write action plans in response to their mock results and feedback.</p>
4	Choreography Exam	<ul style="list-style-type: none"> To perform their duets or trios for assessment and finalise their own choreographies for assessing. 	<p>Students will be completing their duets or trios and choreographies within lesson time and rehearsing their pieces for the showcase.</p>	<p>Students will recap all AO3 and AO4 content, revising the six professional works, performance skills and choreographic processes.</p>
5	Theory Exam	<ul style="list-style-type: none"> To prepare for and pass their 40% theory exam. 	<p>All lessons will be dedicated to theory but some practical techniques can be used to memorise theoretical information e.g. creating a short dance to demonstrate ASDR.</p>	<p>Students will recap all content and complete practise papers to prepare them for the final exam.</p>

