



Year 11 Dance - GCSE

Subject Leader: Mrs Carly Howard

Exam Board: AQA

The Dance department has high expectations of all of our students. We aim to encourage and engage students to be creative and become confident in developing and performing work they have generated through enquiry, exploration and evaluation. The curriculum and enrichment provision provide students with the opportunity to explore and experience a broad spectrum of dance, developing their knowledge and understanding of dance as an art form and developing life-long learning skills for independence, collaboration and communication. Using a holistic approach, our goal is to challenge young people, through the act of 'play'.

Topics to be covered in Year 11

	Term 1	Term 2	Term 3
Topics to be covered	Rehearsal process Use of physical, technical and expressive skills Mental skills and attributes Comparison of Emancipation of Expressionism and Artificial Things Component 1: Solo performance of set phrases and performance in a Duo/Trio (30%)	Component 1: Choreography (30%) Choreographic process, approaches and skills to support intent Comparison of Shadows and A Linha Curva	Component 2: Dance appreciation (40%) Revision in preparation for written exam
Key vocabulary	Physical skills—balance, control, alignment, posture, co-ordination, flexibility, mobility, strength, stamina, extension, isolation Expressive skills—focus, projection, spatial awareness, facial expressions, phrasing Technical skills—action, space, dynamic content, timing, rhythm, stylistically accurate movement, awareness of other dancers Mental skills—movement memory, commitment, concentration, confidence	Action content, spatial content, dynamic content, relationship content, choreographic approaches, choreographic content, Researching, improvising, generating, selecting, developing, structuring, refining, synthesising, structure, binary, ternary, narrative, choreographic devices, aural setting	All terminology revisited
Skills to be developed	- Analyse and interpret professional dance works - Physical, technical and expressive skills to communicate feelings, emotions, meanings and moods	- Analysis of choreographic approaches and content - Using a stimulus to create and develop a motif to reflect choreographic intent	- Critical reflection of own performance - Analysis and interpretation of professional dance works - Evaluation of own and professional dance works
Opportunities for revisiting previous learning	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/choreography.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/devising.	Low stakes quizzes, homework tasks, revision tasks, practical work requires continuous retrieval of knowledge/vocab applied to performance/devising.
When will formal assessment of progress take place?	NEA Set phrases performance w/b 6th October NEA performance in a duo/trio w/b 8th December	NEA Choreography exam w/b 23rd March	

Year 11 Useful Resources

Website Links:

www.bbc.co.uk/blast - Site for young people and the arts (page dedicated to dance).

www.nationaldancecats.co.uk - Centre for Advance Training (CATS). Local center based at Dance East in Ipswich.

www.boyblueent.com - Boy Blue Dance Company.

www.rambert.org.uk - Rambert Dance Company.

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcome. Current guidelines mean that we cannot provide as much detailed written feedback as is typical. As a result of this, we will during lessons, evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress.

Teachers will continue to provide planned written feedback on selected pieces of work.

Homework

Homework will be set using the online platform Go 4 Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information:

If you would like to contact the Dance Department please email: dance@gilberd.com.

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