

GCSE Dance New Specification 2016 – Curriculum Overview Year 10.

Term	Performance (PRACTICAL)	Choreography (PRACTICAL)	Appreciation (THEORY)
Autumn Term 1	<p><u>FOCUS: Safe Practices</u></p> <ul style="list-style-type: none"> • Introduction to GCSE Dance • Appropriate dancewear • Warm up & cool down • Safe execution of skills • Physical & Expressive skills 	<p><u>FOCUS: Technical Skills</u></p> <ul style="list-style-type: none"> • Introduction to GCSE Dance • ADSR • Choreographic Devices (motif & development, repetition, unison, canon, contrasts) 	<p><u>FOCUS: Good Studio Practice</u></p> <ul style="list-style-type: none"> • Safety <ul style="list-style-type: none"> ➢ Identify 'actions, dynamics, space & relationships' from a professional dance work ➢ Choreographic devices used in the piece ➢ Structure ➢ Features of Production: Set, Performance Environment, Lighting, Costume, Accompaniment.
Autumn Term 2	<p><u>FOCUS: Component 1: Performance in a Duo/Trio Mock</u></p> <ul style="list-style-type: none"> • Group Performance Mock: Using the dance material created in 'Choreography Tasks' (adjacent) the teacher is to work with students to structure these sections into a whole class. Students performance will be assess using Component 1 Duo/Trio Performance Assessment criteria. Focus on development of key dance skills throughout this process; <p>Physical Skills: Posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.</p> <p>Expressive Skills: Projection, focus, spatial awareness, facial expression, phrasing.</p>	<p><u>FOCUS: A Linha Curva (Galili) Choreography</u></p> <ul style="list-style-type: none"> • Choreographic process & approaches • Development of teacher taught phrases from piece • Students to develop their own motifs individually and in groups using a series of stimuli & set tasks. 	<p><u>FOCUS: Dance Styles & A Linha Curva</u></p> <ul style="list-style-type: none"> • Dance Styles: Contemporary Ballet, Samba Capoeira, Contemporary, Inclusive, Hip Hop, Modern, Contact Work. Match up style definition with images. • <i>A Linha Curva</i> (Itzik Galili) <ul style="list-style-type: none"> ➢ Learn 'A Linha Curva' fact file ➢ Choreographic Intention: Mood, meaning, ideas, theme, style ➢ Identify 'actions, dynamics, space & relationships' from 3 sections of the work ➢ Choreographic devices used in the piece such as; manipulation of number of dancers, repetition, unison, canon ➢ Structure ➢ How climax is created in 'A Linha Curva' ➢ Features of Production: Set, Performance Environment, Lighting, Costume, Accompaniment.

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<p>Spring Term 1</p>	<p><u>FOCUS: Physical, Expressive & Technical Skills</u></p> <ul style="list-style-type: none"> • Further development of key dance skills during rehearsal and performance of Component 1 Group Choreography mock, specifically focussing on; <p>Technical Skills; Action content, dynamics, use of space and relationship content (accumulation, unison, counterpoint, formations), timing, rhythmic content and moving in a stylistically accurate way.</p>	<p><u>FOCUS: Component 1: Choreography</u></p> <ul style="list-style-type: none"> • Series of workshops (some based on themes from <i>Artificial Things</i>) exploring different stimuli & starting points in groups and as a soloist. • Collaborative Group Choreography Mock. Working in groups, students are to choose a stimulus from the previous year's AQA Choreography Set Task list or similar list created by teacher. • Groups research stimuli & collect resources to aid choreographic process • Improvise using appropriate materials (words, images, accompaniment, video) to create motifs • Understand importance of selecting & discarding material • Learn how to refine choreography • Develop & structure motifs to create piece. 	<p><u>FOCUS: Knowledge, Understanding & Skills for Choreography & <i>Artificial Things</i></u></p> <ul style="list-style-type: none"> • Choreographic process • Action, Dynamics & Space • Relationships in a group • Choreographic devices • Aural Setting • <i>Artificial Things</i> (Lucy Bennett) <ul style="list-style-type: none"> ➢ Learn 'Artificial Things' fact file ➢ Inclusive Dance ➢ Identify 'actions, dynamics, space & relationships' from a small section of each section. ➢ Structure ➢ Features of Production: Staging/Set, Props, Lighting, Costume, Accompaniment.
<p>Spring Term 2</p>	<p><u>FOCUS: Physical, Expressive & Technical Skills</u></p> <ul style="list-style-type: none"> • Continue to develop key dance skills during rehearsal and performance of Component 1 Group Choreography Mock, specifically focussing on; <p>Technical Skills; Action content, dynamics, use of space and relationship content (accumulation, unison, counterpoint, formations), timing, rhythmic content and moving in a stylistically accurate way.</p>	<p><u>FOCUS: Component 1: Group Choreography Mock</u></p> <ul style="list-style-type: none"> • Students to continue work on Group Choreography Mock focusing on; <ul style="list-style-type: none"> ➢ Choreographic process ➢ Structuring devices and forms ➢ Communication of Choreographic Intent ➢ Rehearsal v Refinement ➢ Mental Skills & Attributes (process): rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve. 	<p><u>FOCUS: Knowledge, Understanding & Skills for Choreography & <i>Shadows</i> (Bruce)</u></p> <ul style="list-style-type: none"> • Choreographic process • Structuring devices and forms • Communication of Choreographic Intent • Choreographic Programme Note: Students to complete the template Programme Note for their Group Choreography • <i>Shadows</i> (Bruce) <ul style="list-style-type: none"> ➢ Learn 'Shadows' fact file ➢ Use of Narrative: semi-narrative piece, guess the narrative task. ➢ Mood, meaning, ideas, theme, style ➢ Identify 'actions, dynamics, space & relationships' from a small section of each family member's movement. ➢ Structure ➢ Features of Production: Staging/Set, Props, Lighting, Costume, Accompaniment.

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<p>Summer Term 1</p>	<p><u>FOCUS: Solo Performance: Physical & Expressive Skills</u></p> <ul style="list-style-type: none"> • Development of Physical & Expressive Skills through introduction of Breathe and Shift 	<p><u>FOCUS: <i>Emancipation of Expressionism</i> Professional Workshop</u></p> <ul style="list-style-type: none"> • Workshops based on Emancipation of Expressionism • Choreographic process & approaches • Students to develop their own motifs individually and in groups using a series of stimuli & set tasks. 	<p><u>FOCUS: <i>Emancipation of Expressionism</i> (Kendrick H20 Sandy)</u></p> <ul style="list-style-type: none"> • <i>Emancipation of Expressionism</i> <ul style="list-style-type: none"> ➢ Learn <i>E of E</i> fact file ➢ Identify 'actions, dynamics, space & relationships' from a small section of different sections of the work. ➢ Features of Production: Staging/Set, Props, Lighting, Costume, Accompaniment.
<p>Summer Term 2</p>	<p><u>FOCUS: Solo Performance and Technical Skills (Contact Work)</u></p> <ul style="list-style-type: none"> • Development of Physical & Expressive Skills through introduction of Focus and Scoop – Set phrases by AQA • Introduction of Contact Work (Technical Skill) 	<p><u>FOCUS: <i>Within Her Eyes</i> (James Cousins)</u></p> <ul style="list-style-type: none"> • Technical Skills: Contact Work • Performance Environments: Site Sensitive Performance • Dance for Camera 	<p><u>FOCUS: <i>Within Her Eyes</i> (James Cousins)</u></p> <ul style="list-style-type: none"> • <i>Within Her Eyes</i> (Cousins) <ul style="list-style-type: none"> ➢ Learn <i>Within Her Eyes</i> fact file ➢ Technical Skills: Types of Contact ➢ Performance Environments: Site sensitive performance ➢ Dance for Camera: Advantages & disadvantages. ➢ Identify 'actions, dynamics, space & relationships' from a section of the piece. ➢ Features of Production: Staging/Set, Props, Lighting, Costume, Accompaniment.