

DANCE KEY STAGE 4 CURRICULUM

YEAR 10

In every scheme of work students develop the skills of:

COMMUNICATION, CONFIDENCE, COLLABORATION, ANALYSIS, EVALUATION, SELF AWARENESS, RESPONDING TO FEEDBACK, TARGET SETTING, CONSTRUCTIVE CRITICISM, LEADERSHIP, PROBLEM SOLVING, TIME MANAGEMENT, MOTIVATION, RESILIENCE and many more!

SCHEME	CONTENT	SKILLS / KNOWLEDGE
Term One Thinking as a GCSE student	<p><u>What we will be learning (Subject knowledge)</u></p> <ul style="list-style-type: none"> • Recapping GCSE dance terminology • Studio practise: environment, warm-up, cool down technique etc. • Choreographic process: Stimuli, motif, motif development • Group choreography and performance <p>Dance appreciation - both student work and work of the professionals</p> <p><u>Performance: Developing technical and physical skills</u></p> <ul style="list-style-type: none"> • Basic Dance skills and technique • Introduction of key motifs from Flux Phrase warm ups/ travelling • Teacher taught movement phrases based on A Linha Curva • Flux set phrase • Teacher assessment and feedback. <p><u>Choreography: Intro - six actions/dynamics/Space/Relationship</u></p> <ul style="list-style-type: none"> • Creative tasks based on motifs Breath • Creative tasks based on A Linha Curva Intro- Motif development and Choreographic devices • creating group piece for assessment • Peer assessment and feedback • Safe Practice: Dancer/Studio Space, Warm up and cool down • A/S/D/R and Motifs • Baseline test - Socratic <p><u>Appreciation: Study of A Linha Curva (21 min)</u></p> <ul style="list-style-type: none"> • Choreographic approach/Intention • Dancers physical/Technical skills • Physical Setting/Aural Setting • Costume/Movement components • End of unit test - Socratic 	<p>Team building, communication, technical and expressive skills, creating, evaluating, setting targets.</p> <p>Technique through teacher taught sequences based around key movements of GCSE set phrases, Exploring Action, dynamics, space and relationships, understanding of safe practice and diet and nutrition, creative tasks exploring stimuli, motif and motif development, whole class improvisation, self-discipline, understanding structures in choreography, physical, technical and expressive skills, solo performance, group performance, introduction to contact work.</p> <p>Exploring the professional work A Linha curva</p>

<p>Term Two Unpacking the work of professionals (x11)</p>	<p>•</p> <p>What we will be learning (Subject knowledge) An in depth look at four key practitioners and their impact on the dance world as part of this topic students will study:</p> <ul style="list-style-type: none"> • Repertoire from a selection of choreographers that feature on the anthology • The background and training of each practitioner • Unpack the key features of the choreographic style of each practitioner • Contextual information that connects the developments in dance to the practitioners • What defines classical and modern dance • An overview of modern dance history • Duet/Trio performance 	<p>Key practitioners: Christopher Bruce, James Cousins, Itzik Galili, Wayne McGregor. Repertoire - CB Swansong (solo/trio), JC contact duet based on WHE site specific (performance environments), WM Atomos (whole group). Creative tasks exploring the key features of each practitioner's choreographic style. Context: CB - Dance styles fusion/theme social issues. WHE - performance dance for camera - technology. WM - exploring classical vocabulary with pedestrian movement.</p>
<p>Term Three Testing the water (x12)</p>	<p>What we will be learning (Subject knowledge) This term allows students to work on projects that will culminate in three final assessments similar to those that they will experience at the end of the GCSE Dance course. This will help the students understand and fully prepare for the examination. Students will be graded using the GCSE assessment criteria and will unpack the requirements of each unit in order to maximise their potential. The term will take the students through a variety of teaching styles and approaches but will ultimately culminate in three final assessments:</p> <ul style="list-style-type: none"> • Mock practical assessment: Performance • Mock practical assessment: Choreography • Mock theoretical assessment: Written paper 	<p>Performance assessment: Learn set phrase flux duo's/trio's for performance assessment. Refining technical, physical, expressive and mental skills.</p> <p>Choreography: workshops exploring stimulus and starting points. Task collaborative group choreography. Working in fours choose one of the following stimuli</p> <ul style="list-style-type: none"> • A sculpture by Frances Bruno Catalano • A suitcase • The music - Faun by Olafur Arnalds • Text by Emma Lazarus • 'Give me you're tired, you're poor, your huddled masses yearning to breath free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed, to me: I lift my lamp beside the golden door.' Part of the poem engraved on the base of the statue of liberty. <p>Improvise to create motifs. Devise a whole class group</p>

		<p>dance that includes entrances and exits and phrases from the work shadows. Consider use of aural setting to create appropriate mood or meaning for the dance.</p> <p>Written paper: short and extended questions on safe practice, choreographic process, dancer in training and the four practitioners studied.</p>
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