GCSE Dance: Summary/list of content required to revise	
Practical Exam Content	Students must perform as a solo dancer for approximately one minute, the two following set phrases: • breathe • shift Students must perform in a group as a duo/trio. Assessment of the solo and duo/trio performance will focus on the student's ability to demonstrate application of: • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. Students may rehearse with teacher guidance from 8.20am until registration on Wednesdays. They may also attend after school support on a Monday 3 - 4.30pm, Wednesday from 3 – 4.30pm, Friday 3-4.30pm (students have been assigned a weekly one to one intervention tutorial for choreography). For choreography students must have selected and edited their piece of music to the correct length and have choreographed movement that relates closely to their chosen stimulus. Students must aim to have their work completed by half term so that they can then focus on performance skills.
Written Exam Content	Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology. The GCSE Dance Anthology: The anthology consists of six short professional dance works each between 12 and 30 minutes duration (A Linha Curva', 'Within Her Eyes', 'Infra', 'Artificial Things', 'Emancipation of Expressionism' and 'Shadows'). There is a filmed interview with the choreographer or company associate, which explores the choreographic approach of the choreographer and the defining characteristics of each work. Students must study all six works. The written exam is one and a half hours duration and is in three parts: The question paper has three sections. The exam will be marked out of 80. **Section A - relates to the knowledge and understanding of choreographic processes and performing skills** Questions will relate to a given stimulus for students to write a response – Students must revise what is a relationship and what is a choreographic device and dance form and structure. They should also be able to describe their own choreographic process. **Section B – relates to critical appreciation of own work.** Questions will relate to students' own experience of performance, or choreography or both from within the course. Students are required to critically appreciate their own performance through describing, analysing, interpreting, evaluating and reflecting, students must know and understand: • Knowledge and understanding of critical appreciation of own work (performance skills and strategies for improvement – peer feedback, mirrors etc) • the meaning of the relevant performance terminology

	• the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). • the meaning of relevant choreography terminology • the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s),idea(s), theme(s) and/or style/style fusion(s). **<u>Section C - relates to the critical appreciation of professional works</u>** Students must study all six works listed above in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions. Students must know and understand the defining characteristics of each set professional work including: Knowledge and understanding for critical appreciation of professional set works Features of production, including: • staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials • lighting eg colour, placement, direction, angles etc • properties eg size, shape, materials, how used etc • costume (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action • dancers (number, gender) • aural settings eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm • dance for camera eg placement, angle, proximity, special effects. • Performance environments, including: ✓ proscenium arch ✓ end stage ✓ site-sensitive ✓ in-the-round. • Choreographic approaches - As exemplified in the interview with each choreographer. • Choreographic content, including: movement content (actions, dynamics, space and relationships) • structuring devices and form (binary, ternary,rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions) • Choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon). • Choreographic intent, including: ✓ mood(s) ✓ meaning(s) ✓ idea(s) ✓ theme(s) ✓ style/style fusion(s). To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand: • the similarities and differences between the defining characteristics of each dance (as above) • the contribution of choreography (as above), performance and features of production to the audience's understanding of the work

	• the relationships between choreography, performance and features of production (as above) and the ways in which these have been used together to enhance audience understanding of the choreographic intention • the purpose or significance of different performance environments in which the dance was created and performed.
Strategies for Revision	Watch the six professional works and the corresponding interviews on you tube, Miss Haygarth has emailed the links to allow you access to this material. Consider how the movement (ASDR), lighting, music, costume and set communicate the dance idea to the audience. Think about exciting points within the dances (Climax), how are these created? What is the stimuli, theme and structure for each of the works? Read through booklet and class discussion of each of the set works making revision notes. Create flash cards for each professional work. Work together with a partner to test each other on each work. Read through exemplar extended answers and practice answering 12 mark extended questions given, checking answers against exemplar to identify points missed. Watch the GCSE set phrases on http://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases and regularly rehearse breath and shift. Use your GCSE Dance revision guide – all students have been given paper copy and have also been emailed this document. Access the elearning hub to complete further revision. Each students has been given their own username and password. See L.Atkinson if you need a reminder.