

# Dance Curriculum Overview

## Year 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic(s)	Component 1: Performance and Choreography			Component 2: Dance appreciation		
Topic Objectives	<p>In this topic, students are required to develop and create their own piece of choreographic work.</p> <ul style="list-style-type: none"> <li>Choreography: Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)</li> </ul>			<ul style="list-style-type: none"> <li>Knowledge and understanding of choreographic processes and performing skills</li> <li>Critical appreciation of own work</li> <li>Critical appreciation of professional works</li> </ul>		
Acquired Knowledge/ Skills	<ul style="list-style-type: none"> <li>Action content, including travel, turn, elevation, gesture, stillness, use of different body parts, floor work, and transfer of weight.</li> <li>Dynamic content, including fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, and flowing/abrupt.</li> <li>Spatial content, including pathways, levels, directions, size of movement, patterns, and spatial design.</li> <li>Relationship content, including lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, and formations.</li> <li>Choreographic processes, including researching, improvising, generating, selecting, developing, structuring, refining and synthesising.</li> <li>Structuring devices and form, including binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, and transitions.</li> <li>Choreographic devices, including motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.</li> </ul>			<p>Skills demonstrated in the written exam:</p> <ul style="list-style-type: none"> <li>different dance styles and fusions of style • a selection of established and emerging choreographers</li> <li>different numbers and combinations of dancers</li> <li>a variety of choreographic approaches • different choreographic structures</li> <li>a variety of types of performance environment.</li> </ul>		

Assessments	<p>Performance of choreography for external moderation:</p> <ul style="list-style-type: none"> <li>• 30% of GCSE</li> <li>• 40 marks</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 30 minutes</li> <li>• 80 marks 40 % of the GCSE</li> </ul> <p>Based on students' own practice in performance and choreography and the GCSE Dance anthology.</p>	
Other Links (e.g. SMSC, FBV, Greener Curriculum)	<p>SMSC: The range of stimulus for choreography chosen by the teacher will allow students to explore world and global issues including links to out green curriculum.</p>	<p>SMSC: The set works look at different dances from around the world and also explore disabled dancers and dancers with cultural differences to typical British dance</p>	