

Dance Curriculum Overview

Year 10

	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>Students must learn how to perform as a solo dancer for approximately one minute.</p> <p>In conjunction with the student, the teacher must select two of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA.</p> <p>The titles of the set phrases are as follows:</p> <ul style="list-style-type: none"> • breathe • flux • shift • scoop. 				<ul style="list-style-type: none"> • Knowledge and understanding of choreographic processes and performing skills • Critical appreciation of own work • Critical appreciation of professional works 	
Acquired Knowledge/ Skills	<ul style="list-style-type: none"> • Physical skills and attributes, including posture, alignment, balance, coordination, flexibility, mobility, strength, stamina, extension, and isolation. • Technical skills, including action content (e.g. travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight), dynamic content (e.g. fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt), spatial content (e.g. pathways, levels, directions, size of movement, patterns, spatial design), relationship content - for duet/trio performance only (e.g. lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations), timing content, rhythmic content, and movement in a stylistically accurate way. • Expressive skills, including projection, focus, spatial awareness, facial expression, and phrasing. For duet/trio performance only includes musicality, sensitivity to other dancers, and communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). • Mental skills and attributes (during performance), including movement memory, commitment, concentration, and confidence. 				<p>Skills demonstrated in the written exam:</p> <ul style="list-style-type: none"> • different dance styles and fusions of style • a selection of established and emerging choreographers • different numbers and combinations of dancers • a variety of choreographic approaches • different choreographic structures • a variety of types of performance environment • a variety of aural settings • inclusive dance • dance influenced by other cultures. 	

	<ul style="list-style-type: none"> • Safe working practices (during performance), including safe execution, and appropriate dancewear (including footwear, hairstyle, absence of jewellery). • Mental skills and attributes (process), including systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, and capacity to improve. • Safe working practices (process), including warming up, cooling down, nutrition, and hydration. 	
Assessments	<p>Performance:</p> <ul style="list-style-type: none"> • Set phrases through a solo performance (approximately one minute in duration) <p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. <p>Internally marked and externally moderated Performance:</p> <ul style="list-style-type: none"> • 30% of GCSE • 40 marks 	<ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 80 marks 40 % of the GCSE <p>Based on students' own practice in performance and choreography and the GCSE Dance anthology.</p>
Other Links (e.g. SMSC, FBV, Greener Curriculum)	FBV: Students will complete the creative process ensuring that they show respect and tolerance to others and their ideas.	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.