


Year 11: GCSE Dance	Curriculum Intent: Students will establish a firm understanding of the links between Component 1 and Component 2 of the syllabus. Many of these topics will re-appear and be built upon during revision. Students will develop their understanding through both practical and theoretical examples to allow them to build application skills and provide examples as an illustration. There will be a progression in performance and appreciation skills as the content allows with students given the opportunity to work on specific exam tasks for both practical and theory tasks.					
Component 1 & 2	Term 1 <i>Introduction-Performance, Choreography, Appreciation</i>		Term 2 <i>Appreciation</i>		Term 3 <i>Performance, Choreography, Appreciation</i>	
Topic Titles (in order of delivery)	Choreography Content Set phrases – Breathe Appreciation -Section A & B		Performance Skills – Physical, Technical and Expressive skills (Choreography intervention- 1 to 1) Appreciation – Within Her Eyes/Shadows		Appreciation - Within Her Eyes/Shadows Performance and Choreography internal exam	
Key knowledge / Retrieval topics	Choreography task <i>Set by exam board 15th Sept</i> Working with a stimulus <i>Researching</i> Working with assessment criteria	Breathe <i>Performance skills</i> <i>Assessment criteria</i>	Performance Skills <i>Physical skills</i> <i>Technical skills</i> <i>Expressive skills</i> <i>Mental (proc & perf)</i> <i>Safety (proc & perf)</i>	Assessment criteria <i>Phys/tech/exp</i> Appreciation <i>Performance</i> <i>Choreography</i>	Rehearsals <i>Breathe</i> <i>Duet</i> <i>Choreography</i>	Revision <i>Professional works</i> <i>Choreography & Performance</i>
Understanding / Sequence of delivery	<ol style="list-style-type: none"> 1. Stimulus – creating a choreographic intention 2. Motifs and motif development 3. Choreographic process 4. Structuring devices 5. Choreographic devices 	<ol style="list-style-type: none"> 1. Physical key skills and attributes 2. Use of technical skills such as actions, space, dynamics, timing 3. Use of expressive skills such as projection, focus, spatial awareness, facial 	<ol style="list-style-type: none"> 1. Physical, technical and expressive skills 2. Mental skills – movement memory, commitment, concentration, confidence 3. Mental skills – performance and process 	<ol style="list-style-type: none"> 1. Appreciation of own work – both choreography and performance (Section B) 2. Appreciation of others – Shadows and Within her eyes 	<ol style="list-style-type: none"> 1. Mental skills for the process- Repetition, rehearsal, discipline, planning, Feedback Improvements 2. Mental skills for the performance Movement memory, Commitment, Concentration, 	<ol style="list-style-type: none"> 3. Contribution of performance- Choreographic intentions 4. Features of production 5. Performance environments 6. Choreographic approaches 7. Choreographic content

	6. Aural setting 7. Performance environments	expression, phrasing 4. Mental skills – movement memory, commitment, concentration, confidence	4. Safety – performance and process		Confidence.	
Assessment	D-E grade <ul style="list-style-type: none"> Selection and use of A/S/D/R, structure, devices and aural setting content is limited to moderate creative and effective, demonstrating a simplistic to sound understanding of choreography 	D-E grade <ul style="list-style-type: none"> Limited/sound ability to demonstrate performance skills 	D-E grade <ul style="list-style-type: none"> Limited/sound ability to demonstrate performance skills 	D-E grade <i>Section B</i> <ul style="list-style-type: none"> Excellent knowledge and understanding of contribution to own work <i>Section C</i> <ul style="list-style-type: none"> Discussion is limited to sound: moderately detailed analysis and interpretation with limited evaluation of both production features and how they contribute to mood. 	D-E grade <ul style="list-style-type: none"> Limited/sound ability to demonstrate performance skills 	D-E grade Discussion is limited to sound: moderately detailed analysis and interpretation with limited evaluation of both production features and how they contribute to mood.
	C grade <ul style="list-style-type: none"> Selection and use of A/S/D/R, structure, devices and aural setting content is highly creative and effective, 	C grade <ul style="list-style-type: none"> Sound/high ability to demonstrate performance skills 	C grade <ul style="list-style-type: none"> Sound/high ability to demonstrate performance skills 	C grade <i>Section B</i> <ul style="list-style-type: none"> Highly developed knowledge and understanding of contribution to own work <i>Section C</i>	C grade <ul style="list-style-type: none"> Sound/high ability to demonstrate performance skills 	C grade Discussion is highly developed: coherent analysis, interpretation and evaluation of both production features and how they contribute to mood.

	demonstrating a coherent understanding of choreography			<ul style="list-style-type: none"> Discussion is highly developed: coherent analysis, interpretation and evaluation of both production features and how they contribute to mood. 		
	<p>A* - B grade</p> <p>Selection and use of A/S/D/R, structure, devices and aural setting content is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography</p>	<p>A* - B grade</p> <ul style="list-style-type: none"> High/exceptional ability to demonstrate performance skills 	<p>A* - B grade</p> <ul style="list-style-type: none"> High/exceptional ability to demonstrate performance skills 	<p>A* - B grade</p> <p><i>Section B</i></p> <ul style="list-style-type: none"> Limited to sound knowledge and understanding of contribution to own work <p><i>Section C</i></p> <ul style="list-style-type: none"> Discussion is excellent: convincing analysis, interpretation and evaluation of both production features and how they contribute to the mood. 	<p>A* - B grade</p> <ul style="list-style-type: none"> High/exceptional ability to demonstrate performance skills 	<p>A* - B grade</p> <p>Discussion is excellent: convincing analysis, interpretation and evaluation of both production features and how they contribute to the mood.</p>