










# Curriculum Content Map

Subject: GCSE Dance

Year group: 11

	Autumn Term	Autumn Term	Spring Term	Spring Term
Title & Description	<b>Comp 1 : Choreography</b>	<b>Artificial Things Shadows</b> Comp 2: Dance Appreciation	<b>Practical Examination Comp 1 – Set Phrase, Choreography and Performance</b>	<b>A Linha Curva Emancipation of Expressionism</b> Comp 2: Dance Appreciation
Links to Specification	<ul style="list-style-type: none"> <li>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>Students must study all six works 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.</li> </ul>	Through completion of this unit, students will be able to: <ol style="list-style-type: none"> <li>Perform a group dance the chosen dance style</li> <li>Reflect on their performance skills</li> </ol>	Students must study all six works 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.
Sequencing 	Students will use their previous knowledge to choreograph a solo or group dance which covers a range of skills: <ul style="list-style-type: none"> <li>Action Content</li> <li>Spatial Content</li> <li>Dynamic Content</li> <li>Relationship Content</li> <li>Choreographic Process</li> <li>Structuring devices and form</li> <li>Choreographic devices</li> <li>Aural Setting</li> <li>Performance Environments</li> <li>Communication of Choreographic Intent</li> </ul>	To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand: <ul style="list-style-type: none"> <li>the similarities and differences between the defining characteristics of each dance (as above)</li> <li>the contribution of choreography (as above), performance and features of production to the audience's understanding of the work</li> <li>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</li> <li>the purpose or significance of different performance environments in which the dance was created and performed.</li> </ul>	Students will work in using their practical knowledge and applying this to their final course work	To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand: <ul style="list-style-type: none"> <li>the similarities and differences between the defining characteristics of each dance (as above)</li> <li>the contribution of choreography (as above), performance and features of production to the audience's understanding of the work</li> <li>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</li> </ul> the purpose or significance of different performance environments in which the dance was created and performed.
Retrieval Practice 	Students will use retrieval practice to progress their understanding of multiple layering of choreographic skills. In lessons, there will be a focus on quick choreographic challenges which will remind students	Students will be able to compare and contrast prior learning of works and look at the new work, using analytics skills to understand the professional work.	Development and rehearsal of the devised sequence of style specific material can be undertaken independently and/or in class time.	Students will be able to compare and contrast prior learning of works and look at the new work, using analytics skills to understand the professional work.
New Learning 	<p>The externally set task list is published by the 15<sup>th</sup> September of the academic year of certification.</p> <p>Each student is required to select a single stimulus, from one of five options from the paper for which they have been entered. Students must be given the paper in its entirety; it must not be edited, changed or abridged in any way.</p> <p>Each year, the tasks will relate to the following types of stimuli:</p> <p>words, poem or a piece of text a photograph/image a prop, accessory or object a feature of the natural world an everyday activity or topical or historical event.</p> <p>The choreography must address the content requirements specified in Choreography and address the assessment objectives AO2.</p>	Students will analyse the professional work, understanding the facts of the piece and analysis of the following: <ul style="list-style-type: none"> <li>Features of production</li> <li>Performance environment</li> <li>Choreographic approaches</li> <li>Choreographic content</li> <li>Choreographic intent</li> </ul>	Reflect on the performance and their own contribution and identify strengths and areas for development	Students will analyse the professional work, understanding the facts of the piece and analysis of the following: <ul style="list-style-type: none"> <li>Features of production</li> <li>Performance environment</li> <li>Choreographic approaches</li> <li>Choreographic content</li> <li>Choreographic intent</li> </ul>
Literacy 	<p>The student's Programme note of approximately 120–150 words, which supports the assessment of the choreography must be given to the teacher/assessor at the start of the live performance assessment and submitted to AQA with the audio visual recording.</p> <p>The Programme note must include the following information: the choice of the specific assessment stimulus to which the student responded and the specific stimulus (eg poem, painting etc) that the student used a description of how the choreographic intent of the work eg the idea(s), theme(s), mood(s), meaning(s) and /or style/style fusion(s) of the dance was achieved citations of title and musician/artist for any aural accompaniment used.</p>	<p>AO4 relates to the critical appreciation of professional works and students will answer questions relating to the GCSE Dance Anthology.</p> <p>Students must be able to critically analyse, evaluate and identify similarities and differences and explain and justify their own opinions with reasoning.</p>	<p>The student's Programme note of approximately 120–150 words, which supports the assessment of the choreography must be given to the teacher/assessor at the start of the live performance assessment and submitted to AQA with the audio visual recording.</p> <p>The Programme note must include the following information: the choice of the specific assessment stimulus to which the student responded and the specific stimulus (eg poem, painting etc) that the student used a description of how the choreographic intent of the work eg the idea(s), theme(s), mood(s), meaning(s) and /or style/style fusion(s) of the dance was achieved citations of title and musician/artist for any aural accompaniment used.</p>	<p>AO4 relates to the critical appreciation of professional works and students will answer questions relating to the GCSE Dance Anthology.</p> <p>Students must be able to critically analyse, evaluate and identify similarities and differences and explain and justify their own opinions with reasoning.</p>
Numeracy 	<ul style="list-style-type: none"> <li>Syncopated and un-syncopated timings</li> <li>Directions</li> <li>Angles</li> <li>Formations</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Angles</li> <li>Shapes</li> <li>Levels</li> <li>Direction</li> </ul>	<ul style="list-style-type: none"> <li>Syncopated and un-syncopated timings</li> <li>Directions</li> <li>Angles</li> <li>Angles</li> <li>Shapes</li> <li>Levels</li> <li>Direction</li> </ul>	<ul style="list-style-type: none"> <li>Angles</li> <li>Shapes</li> <li>Levels</li> <li>Direction</li> </ul>

<p>Independent Practice</p> 	<p>Students will be given a range of tasks to practically to develop rehearsal and refinement skills. Students will have to identify areas of improvement and set action plans to develop their skills.</p>	<p>To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <ul style="list-style-type: none"> <li>the similarities and differences between the defining characteristics of each dance</li> <li>the contribution of choreography, performance and features of production to the audience's understanding of the work</li> <li>the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention (of the work)</li> <li>the purpose or significance of different performance environments in which the dance was created or performed.</li> </ul>	<p>Students will be involved in the creative process assisting to develop a performance piece under the direction their teacher. This will be performed at the Dance Showcase 2022.</p>	<p>To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <ul style="list-style-type: none"> <li>the similarities and differences between the defining characteristics of each dance</li> <li>the contribution of choreography, performance and features of production to the audience's understanding of the work</li> <li>the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention (of the work)</li> </ul> <p>the purpose or significance of different performance environments in which the dance was created or performed.</p>
<p>Super curricular activities</p>	<p>Studio booking time to work with other dancers for their choreography. Elite Dance class for stretch and challenge.</p>	<p>Singular revision sessions of previous works.</p>	<p>Elite Dance class for stretch and challenge. Performance opportunities.</p>	<p>. Singular revision sessions of previous works.</p>
<p>British values and SMSC</p>	<ul style="list-style-type: none"> <li>Tolerance of working with others to improve an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance of other cultures</li> </ul>
<p>Links to skills and virtues</p>				
<p>Careers</p> 	<p>Students will look at the role of Dance Captain and Choreographer.</p>	<p>Workshop with a professional dancer.</p>	<p>Working as a performance company and having leadership roles.</p>	<p>Workshop with a professional dancer.</p>
<p>Formative assessment/ Summative assessment</p> 	<p>Students will be assessed on their practical skills in set phrases and technical exercises.</p>	<p>Practice Papers and end of topic tests will be given to students. Students will regularly complete</p>	<p>Students must produce sufficient evidence of their own contribution to the group rehearsal and performance.</p>	<p>Practice Papers and end of topic tests will be given to students. Students will regularly complete</p>
<p>Personalised Challenge for LA</p>	<p>Movement examples and differentiated movement. Key work support cards.</p>	<p>Movement examples and differentiated movement</p>	<p>Movement examples and differentiated movement</p>	<p>Movement examples and differentiated movement</p>
<p>HA Challenge</p> 	<p>Movement examples and differentiated movement. Leadership skills.</p>	<p>Movement examples and differentiated movement</p>	<p>Movement examples and differentiated movement</p>	<p>Movement examples and differentiated movement</p>