**Dance Curriculum: Year 11**

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| **Year 11** | **HT1** | **HT2** | **HT3** | **HT4** | **HT5** | **HT6** |

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| **GCSE DANCE** | **Topic** | Performance and Dance Technique | Duets and trio performance, with theory | Choreography | Rehearsal process & theory | Revision |  |
| **Why this and why now?** | Having learnt in Y10 the set sequences and developed the basics of Dance movement and techniques, now the focus is honing and improving these, as well as how to perform ready to film for their assessments this Term and the next. | Having improved their performance and dance technique, the pupils now perform their duets and trios for assessment. This is done alongside theory to support students for the written exam later this year. | Having learnt the theory behind dances and choreography by professionals in Y10 and the start of this year, students apply this to create their own choreographies for assessment.  Students to workshop their exam question for their choreographies. | Having developed and improved on their performance technique and understanding of choreography, students use the rehearsal process and finalise their practical performance / choreography. This is now that students are at the peak of their understanding of all they have learnt from studying other professional dancers and dances, and from their own practice. This will also help them during Section B of the written paper next term. | Having learnt and put into practice all of the understanding about dance practice, choreography and design, the students focus on answering the questions for the exam this term. |  |
| **What is the essential knowledge that needs to be remembered?** | The finish/polish to skills, movement memory of the dance performances, the set sequences and interaction with the camera/audience. | Duet and trio – how to perform with one or two other dancers, using space, audience awareness, rhythm, tempo, body shape, structure, repetition, proxemics, and all of the devices available.  Theory – the information such as devising process and design elements, and the analysis of what this communicates to the audience. | The students need to know how to go through the choreographic process, setting choreographic intentions and then how to reflect this in their structure, aural setting, choreographic devices and expressive skills. | How to go through the rehearsal process, how to apply technique, how to perform using the skills and finish studied 2 terms ago. | Section A – choreography & technical skills: students hone their understanding and written exam skills on choreography case studies, terminology of movement and space and structure.  Section B – students need to articulate using clear terminology and links to the history of Dance, analysis of their own performances and intentions.  Section C – Dance works – students must describe, analyse and evaluate the set dances. |  |
| **What is the assessment intent and how will you assess?** | There is a mock filming of the practical performance components, using the GCSE criteria to assess.  There is also a mock written paper to assess students’ knowledge from Y10 theory. This is assessed using the GCSE written component criteria. | The real filming of the practical performance components, using the GCSE criteria to assess.  Theory is assessed in the lessons using practice questions, with the teacher using GCSE marking criteria to give feedback. | The students perform mock performances of the choreography, with the teacher giving feedback based on the GCSE criteria for this component. | There is a real practical exam filming, assessed based on the GCSE grading criteria.  The theory is marked also according to the written exam criteria through practice questions. | Practice questions are used to assess and give feedback ready for the real exam this term. |  |
| **What should the end point look like?** | A mock performance of the practical.  A mock written paper with developments made during lessons after this. | The real filming of the practical.  Theory practice questions answered using knowledge built in lessons. | Mock performance of the choreography task. | Real performance of choreography practical.  Theory practice questions answered using knowledge built in lessons. | Practice questions answered using knowledge from past 2 years. |  |
| **How does it cover the NC** | This fulfils the GCSE Dance course – practical performance components, and further prepares the students for their written paper. | This finishes off the performance side of the components, ready for assessment, as well as setting up the students for their written exam later in the year. | This prepares the students for the final stage of the practical side of the GCSE Dance course – the choreography in performance for assessment. | This fulfils the final stage of the practical side of the GCSE Dance course – the choreography in performance for assessment. | This fulfils the final stage of the GCSE Dance course – the written exam to consolidate understanding and communication skills. |  |