

Key Stage Four Curriculum Overview for Dance

Curriculum Intent and Rationale for Exam Boards (for examined subjects)

Students will be able to choreograph a group or solo piece from a collection of stimuli. In doing so they will create the work themselves and have the opportunity to perform in front of an audience and also act as an audience for others. Students will also perform two set phrases choreographed by the exam board (AQA) alongside a performance duet/trio which is choreographed as a collaboration between the teacher and students. Students will also study the six Anthologies as part of their written exam, discussing both performance/choreography and design elements from each extract.

How does the KS4 curriculum build on that from KS3?

The skills of create, perform and respond, which have been developed in drama, are expanded upon and explored within dance. These skills used in drama, will be used through tasks within dance to support their understanding of the choreographic and performance skills needed for this art form. This will be built upon through transferring terminology to dance and exploring design elements such as costume, lighting and set. Students will also be able to critique the work of themselves and others, learning how to make improvements through focus and use of mental skills.

What do students do with their acquired knowledge and skills?

Students will learn team building skills and communication through working in pairs and groups during choreographic tasks. Students are able to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Dance emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace. Students will gain the confidence to express themselves through the arts and appreciate the work of others.

How does the KS4 curriculum align to and go beyond the National Curriculum?

Dance comes under Physical Education in the National Curriculum and this requires students to improve their technique and performance of physical activities. At KS4 All students develop their performance and mental skills allowing them to not only improve their own technique, but analyse themselves and others. Students will then take these skills further to choreograph their own performance.

What new knowledge are students taught?		
Term	Year 10	Year 11
Autumn	<p>Students will have an appreciation for dance as an art form alongside understanding the skills for performance and choreography.</p> <p>Performance- Students understand the importance of warming up and cooling down as well as safe working practise.</p> <p>Choreography- Students will understand the basic choreographic skills; Action, Space, Dynamics and Relationships and apply this to the choreographic devise motif and motif development.</p> <p>Appreciation- Students will explore both theoretically and practically the dance Anthology A Linha Curva and Shadows. Discussing the use of set, costume, lighting, movement and aural setting to support a choreographic intention.</p> <p>Assessment- Students will combine their skills as a performer and choreographer to collaborate on a performance piece for the Christmas concert.</p> <p><i>This supports our 4 C's, building CONFIDENCE, creating a rehearsal CULTURE, CHALLENGING skills and CELEBRATING</i></p>	<p>Students will have an appreciation for themselves as a dancer and understand how their use of performance and choreographic skills contributes to supporting choreographic intentions.</p> <p>Performance- Students will complete their performance trio, which was workshopped at the end of Year 10 alongside completing the set phrases BREATHE and SHIFT. These will be performed in exam conditions at the end of the autumn term.</p> <p>Choreography- Students will demonstrate the use of choreographic skills through their collaboration on the performance duet/trio. Students will demonstrate the use of motif/development, ASDR and have clear understanding of the use of climax and highlights when structuring a dance.</p> <p>Appreciation- Students will explore Section A and B of the exam paper demonstrating their understanding of creating choreography, safety in the dance space and terminology.</p> <p>Assessment- Students will be examined on their performance of both set phrases and performance duet/trio which will complete 30% of their GCSE.</p>
Spring	<p>Students will develop on from their skills for both performance and choreography by putting these into practise with a short choreographic task and learning the Set Phrase Breathe.</p> <p>Performance- Students will break down the use of physical skills and how we can develop these through workshops on the set phrase Breathe choreographed by AQA. They will also collaborate with the teacher to create a performance piece for the summer dance concert.</p>	<p>Students will demonstrate their skills gained as a choreographer creating either a solo or a group piece from a given stimulus by AQA.</p> <p>Performance- Students will explore the use of physical, technical and expressive skills when performing their choreography and demonstrate how this enhances a performance.</p> <p>Choreography- Students will create a piece of choreography as either a solo or group piece for their final 30% of practical work for AQA. This</p>

	<p>Choreography- Students will expand on their knowledge of the choreographic skills by applying these to a choreographic intention and collaboration with the teacher. Students will explore how we create an intention from a starting point and use ASDR and other choreographic devices to support this.</p> <p>Appreciation- Students will explore both theoretically and practically the dance Emancipation of Expressionism and Infra. Discussing the use of set, costume, lighting, movement and aural setting to support a choreographic intention.</p> <p>Assessment- Students will complete a mock assessment for the set phrase Breathe. Students will also perform their choreography task from a given stimulus.</p>	<p>will also involve creating programme notes to support their choreographic intention.</p> <p>Appreciation- Students will reflect back on the six anthologies studied last year. Students will discuss these through exam questions and show an understanding of the similarities and differences within the dances and how different features support our understanding of the dance.</p> <p>Assessment- Students will be examined on their choreography, which will complete the 60% practical work of their GCSE.</p>
<p style="text-align: center;">Summer</p>	<p>Students will demonstrate their knowledge gained this year to collaborate on a performance duet/trio. This will explore the use of motif development from the set phrases SHIFT and FLUX.</p> <p>Performance: Students will work on mental skills in preparation for a performance, alongside technique and expressive skills in preparation for their performance trio.</p> <p>Choreography: Students will explore the use of spatial design and relationships when using choreographic devices to collaborate on the performance duet and trio.</p> <p>Appreciation: Students will explore both theoretically and practically the dance Within Her Eyes and Artificial Things. Discussing the use of set, costume, lighting, movement and aural setting to support a choreographic intention. This will have a practical element as homework create a dance for camera project inspired by Within Her Eyes.</p> <p>Assessment: Students will complete a written mock paper at the end of year 10.</p>	<p>Students will focus solely this term on dance appreciation in preparation for their written exam.</p> <p>“Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance anthology.”</p> <p><i>Page 17 GCSE Dance specification.</i></p> <p>Component 2 – Critical appreciation. Section A,B & C</p> <p>Emancipation of Expressionism by Kendrick H2O Sandy Artificial Things by Lucy Bennett Shadows by Christopher Bruce. A Linha Curva by Itzik Galili Infra by Wayne McGregor. Within Her Eyes by James Cousins.</p> <p>Section C – GCSE Dance Anthology – consolidate all learning to analyse, evaluate and identify similarities and differences in the works. Developing further the ability to explain and justify opinions with reasoning about the works.</p>

How and where do students build knowledge through KS4?

Students develop their knowledge and understanding for dance not only through the scheme of work, but through extra curricular activities in all performing arts areas, school concerts and productions as well as theatre trips and live workshops. Resources, such as iPads, are used to help student reflect on their own work and evaluate, as well as having the opportunity to work with lighting, costume, aural setting and staging to enhance their experience.