


**Performing Arts Department – Year 10 Dance**

 <p><b>Shirley High Curriculum Map</b></p>	<p><i>The Competent Dance Student will begin their GCSE journey by developing skills for performance and choreography (Component 1) through exploration of the six anthology dance works. Students will explore critical appreciation for the professional works through interpretation, analysis and evaluation (Component 2). Students will engage with exam style questions and skills needed for writing about dance.</i></p>					
	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
	<p><b>Theme/Topic/Skill:</b></p> <p><b>Practical:</b> A Linha Curva by Itzik Ghalili for Rambert</p> <p>Developing skills for Component 1: Performance and Choreography (60%)</p> <p><b>Theory:</b> Component 2: Dance appreciation (40%)</p>	<p><b>Theme/Topic/Skill:</b></p> <p><b>Practical:</b> Artificial Things by Lucy Bennett for Stop Gap</p> <p>Developing skills for Component 1: Performance and Choreography (60%)</p> <p><b>Theory:</b> Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)</p>	<p><b>Theme/Topic/Skill:</b></p> <p><b>Practical:</b> Infra by Wayne McGregor for Royal Ballet</p> <p>Developing skills for Component 1: Performance and Choreography (60%)</p> <p><b>Theory:</b> Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)</p>	<p><b>Theme/Topic/Skill:</b></p> <p><b>Practical:</b> Emancipation of Expressionism by H2O Sandy for Boy Blue Entertainment</p> <p>Developing skills for Component 1: Performance and Choreography (60%)</p> <p><b>Theory:</b> Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)</p>	<p><b>Theme/Topic/Skill:</b></p> <p><b>Practical:</b> Shadows by Christopher Bruce for Phoenix Dance Theatre</p> <p>Developing skills for Component 1: Performance and Choreography (60%)</p> <p><b>Theory:</b> Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)</p>	<p><b>Theme/Topic/Skill:</b></p> <p><b>Practical:</b> Within Her Eyes by James Cousins for James Cousins Dance Company</p> <p>Developing skills for Component 1: Performance and Choreography (60%)</p> <p>Set Solo's for Component 1: Performance and Choreography</p> <p><b>Theory:</b> Component 2: Dance appreciation (Choreographic process, performing skills and critical appreciation of works) (40%)</p>
<b>Why Now?</b>	<p>To be introduced to A Linha Curva by Itzik Ghalili</p> <p>To introduce students to GCSE Dance through an engaging anthology dance work. Students will explore a new dance style.</p> <p>To introduce key terminology and constituent features of a dance work. To explore short exam style questions. Students will explore how to digest, understand and answer.</p>	<p>To be introduced to Artificial Things by Lucy Bennet</p> <p>To develop understanding of the constituent features</p> <p>To develop skills for performance and choreography</p> <p>To create work for a duet – ground work for Component 1 – Assessment task 1: Duet/trio</p> <p>To continue exploring constituent features of a professional dance work, developing interpretation, analytical and evaluation skills.</p>	<p>To be introduced to Infra by Wayne McGregor</p> <p>To develop understanding of the constituent features</p> <p>To work on skills needed for performance with a heavy focus on technique to boost students practical execution and theoretical knowledge</p> <p>To be introduced to the concept of a choreographic processes</p> <p>To have the opportunity to answer practice questions in preparation for written exam</p>	<p>To be introduced to Emancipation of Expressionism by Kendrick H2O Sandy MBE</p> <p>To develop understanding of the constituent features</p> <p>To develop skills for performance and choreography ahead of performing to a live audience</p> <p>To understand choreographic skills such as motif and development to create a group choreography –Ground work for Component 1-Assessment task 2: Choreography</p> <p>To have the opportunity to answer practice questions in preparation for written exam</p>	<p>To be introduced to Shadows by Christopher Bruce</p> <p>To develop understanding of the constituent features</p> <p>To develop skills for performance and choreography</p> <p>To learn floor-work motifs and technique –Ground work for Component 1-Assessment task 1: Solo</p> <p>To have the opportunity to answer practice questions in preparation for written exam</p>	<p>To be introduced to Within Her Eyes by James Cousins</p> <p>To develop understanding of the constituent features</p> <p>To develop skills for performance and choreography: respond to a stimulus – Ground work for Component 1: Assessment task 2: Choreography</p> <p>To introduce movement material for Set solos –Component 1:Assessment task 1: Solo</p> <p>To have the opportunity to answer practice questions in preparation for written exam</p>
<b>Fundamental Concepts</b>	<p><u>Component 1: Performance and Choreography (60%)</u></p> <p><b>AO1:</b> Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p><b>AO2:</b> Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p><u>Component 2: Dance appreciation (40%)</u></p> <p><b>AO3:</b> Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p><b>AO4:</b> Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements.</p> <p><u>Appreciation</u> A Linha Curva by Itzik Galili</p> <p><u>Choreography</u> Introduction to ASRD</p> <p>Understanding of spatial design. Patterns, formations, pathways, directions, levels, size of movement.</p> <p><u>Performance</u> Exploration of dance style.</p> <p>Understanding Technical skills and safe practices</p>	<p><u>Component 1: Performance and Choreography (60%)</u></p> <p><b>AO1:</b> Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p><b>AO2:</b> Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p><u>Component 2: Dance appreciation (40%)</u></p> <p><b>AO3:</b> Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p><b>AO4:</b> Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements.</p> <p><u>Appreciation</u> Artificial Things by Lucy Bennett</p> <p><u>Choreography</u> Communication of Choreographic intent</p> <p>Focus on choreographic processes i.e. research. Understanding how to respond creatively to a stimulus.</p> <p>Exploration of structure and form</p> <p><u>Performance</u> Understanding Expressive skills</p>	<p><u>Component 1: Performance and Choreography (60%)</u></p> <p><b>AO1:</b> Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p><b>AO2:</b> Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p><u>Component 2: Dance appreciation (40%)</u></p> <p><b>AO3:</b> Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p><b>AO4:</b> Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements.</p> <p><u>Appreciation</u> Infra by Wayne McGregor.</p> <p><u>Choreography</u> Choreographic approaches</p> <p><u>Performance</u> Improving technique and vocabulary - Technical and physical skills.</p>	<p><u>Component 1: Performance and Choreography (60%)</u></p> <p><b>AO1:</b> Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p><b>AO2:</b> Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p><u>Component 2: Dance appreciation (40%)</u></p> <p><b>AO3:</b> Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p><b>AO4:</b> Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements.</p> <p><u>Appreciation</u> Emancipation of Expressionism by Kendrick H2O Sandy</p> <p><u>Choreography</u> Motif development through spatial, dynamic, relationship and choreographic devices</p> <p><u>Performance</u> Developing mental skills (Process and Performing)</p>	<p><u>Component 1: Performance and Choreography (60%)</u></p> <p><b>AO1:</b> Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p><b>AO2:</b> Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p><u>Component 2: Dance appreciation (40%)</u></p> <p><b>AO3:</b> Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p><b>AO4:</b> Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements.</p> <p><u>Appreciation</u> Shadows by Christopher Bruce.</p> <p><u>Choreography</u> Understanding choreographic approaches and processes.</p> <p>Exploration of structure and form</p> <p><u>Performance</u> Improving technique (Physical and Technical skills) Introduction to release movement style &amp; use of floor work links to set phrases <b>Breathe and Shift.</b></p>	<p><u>Component 1: Performance and Choreography (60%)</u></p> <p><b>AO1:</b> Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p><b>AO2:</b> Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p><u>Component 2: Dance appreciation (40%)</u></p> <p><b>AO3:</b> Demonstrate knowledge and understanding of choreographic processes and performing skills.</p> <p><b>AO4:</b> Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgements.</p> <p><u>Appreciation</u> Within Her Eyes by James Cousins</p> <p><u>Choreography</u> Focus on choreographic processes i.e. research. Understanding how to respond creatively to a stimulus</p> <p>Exploring contact and weight – taking.</p> <p><u>Performance</u> Improving Technical and Expressive skills</p> <p>Introduce movement motifs from set phrase Breath into class work.</p>
<b>Students will...</b>	<p><b>Learn the following:</b></p> <p><u>Appreciation</u></p> <p>Analysis of the choreographic content. Particular focus on:</p> <p>-Action content -Spatial content -Dynamic content -Relationship content</p>	<p><b>Learn the following:</b></p> <p><u>Appreciation</u></p> <p>Analysis of the choreographic content. Particular focus on:</p> <p>-Action content - Dynamic content -Spatial content.</p>	<p><b>Learn the following:</b></p> <p><u>Appreciation</u></p> <p>Analysis of the choreographic content. Particular focus on:</p> <p>-Action content -Dynamic content -Spatial content</p>	<p><b>Learn the following:</b></p> <p><u>Appreciation</u></p> <p>Analysis of the choreographic content. Particular focus on:</p> <p>-Action content -Dynamic content -Relationship content -Spatial content</p>	<p><b>Learn the following:</b></p> <p><u>Appreciation</u></p> <p>Analysis of the choreographic content. Particular focus on:</p> <p>-Action content -Dynamic content -Relationship content -Spatial content</p>	<p><b>Learn the following:</b></p> <p><u>Appreciation</u></p> <p>Analysis of the choreographic content. Particular focus on:</p> <p>-Action content -Relationship content -Spatial content</p>

	<p>-Choreographic devices such as manipulation of number and repetition, unison, canon</p> <p>-Introduce discussion of the features of production. Including:</p> <ul style="list-style-type: none"><li>• Staging / set</li><li>• Lighting</li><li>• Properties</li><li>• Costume</li><li>• Dancers</li><li>• Aural settings</li></ul> <p>-Use of Anthology workbook</p> <p>- Written tasks –on understanding of Safe working practices and Technical skills</p> <p>(AO3/AO4 - Component 2)</p> <p><b><u>Choreography</u></b></p> <p>-Workshops that explore different dance style (Samba, Capoeira, African and Contemporary)</p> <p><b>Devise a whole class group dance</b> that includes:</p> <ul style="list-style-type: none"><li>-Entrances and exits</li><li>-Phrases from the work</li><li>-A fusion of the dance styles explored in class</li></ul> <p>-Consider use of aural setting to create the appropriate mood or meaning of the dance.</p> <p><b><u>Performance</u></b></p> <ul style="list-style-type: none"><li>-Consider appropriate costume choices</li></ul> <p>Safe working practices (process):</p> <ul style="list-style-type: none"><li>· warm up</li><li>· cool down</li><li>· Hydration/Nutrition</li></ul> <p>Safe working practices (during performance) including:</p> <ul style="list-style-type: none"><li>· Safe execution</li><li>· Appropriate dancewear</li><li>· footwear</li><li>· hairstyle</li><li>· Absence of jewellery.</li></ul> <p>Technical skills including:</p> <ul style="list-style-type: none"><li>· A/S/R/D/ Content</li><li>· timing</li><li>· rhythmic</li><li>· style</li></ul>	<p>-Link to stimulus/ intention/ process</p> <p>- Knowledge and understanding for critical appreciation of understanding the features of production</p> <ul style="list-style-type: none"><li>• Costume</li><li>• Staging / set linked to Djurovic paintings from ‘unknown secrets’</li></ul> <p>-Look at the facial expression and storytelling used in the Dave Toole’s solo at the end of the work</p> <p>-Learn how to write about motifs</p> <p>-Complete exam style questions on choreographic devices</p> <p>- Written tasks – exam style questions on understanding of Expressive skills</p> <p>(AO3/AO4 - Component 2: Dance appreciation)</p> <p><b><u>Choreography</u></b></p> <p>-Learn movement phrases and complete choreography tasks that link to professional work.</p> <p>- Responding to a Snow Globe and Family Portraits stimuli. Strong connection to</p> <ul style="list-style-type: none"><li>-Action content</li><li>-Spatial content</li><li>-Dynamic content</li></ul> <p>&gt;&gt; Tasks from Item 3 Anthology booklet on E-AQA.</p> <p>-Outcome a <b>duet</b></p> <p>-Experiment with structuring devices and form</p> <p>-Explore choreographic intention and how to communicate:</p> <ul style="list-style-type: none"><li>-Mood</li><li>-Meaning</li><li>-Idea</li><li>-Theme</li><li>-Style/Style fusions</li></ul> <p><b><u>Performance</u></b></p> <p>Technical skills including:</p> <ul style="list-style-type: none"><li>· A/S/R/D/ Content</li><li>· timing</li><li>· rhythmic</li><li>· style</li></ul> <p>Expressive skills including:</p> <ul style="list-style-type: none"><li>· projection</li><li>· focus</li><li>· spatial awareness</li><li>· facial expression</li><li>· sensitivity to other dancers</li></ul>	<p>- Knowledge and understanding for critical appreciation of understanding the features of production. Particular focus on:</p> <ul style="list-style-type: none"><li>• Staging / set</li><li>• Lighting</li><li>• Costume</li><li>• Dancers</li><li>• Aural settings</li></ul> <p>Making comparisons to previous anthology works</p> <p>- An introduction to Wayne McGregor’s choreographic approaches</p> <p>-Written tasks – exam style questions on understanding of intention/ choreographic processes of Infra and physical skills</p> <p>(AO3/AO4 - Component 2: Dance appreciation)</p> <p>- Three hypothetical choreography written tasks – linked to practical tasks.</p> <p>(AO3 - Component 2: Dance appreciation)</p> <p><b><u>Choreography</u></b></p> <ul style="list-style-type: none"><li>-Short <b>solo</b> composition task (cube)</li></ul> <p>-An exploration of choreographic approaches using Wayne McGregor’s method. SHOW-MAKE-TASK</p> <p>1. SHOW- Teach a phrase to the whole class and dancers recreate the phrase exactly.</p> <p>2. MAKE-Dancers make a phrase on another dancer.</p> <p>3. TASK-Teacher sets a choreographic task for dancers to complete or pose a choreographic problem for dancers to solve.</p> <p>-Use the movement material from the three phrases as the starting point for creating a new <b>solo</b> of 1 – 1 ½ minutes</p> <p><b><u>Performance</u></b></p> <p>Technical skills including:</p> <ul style="list-style-type: none"><li>· A/S/R/D/ Content</li><li>· timing</li><li>· rhythmic</li><li>· style</li></ul> <p>Physical skills including:</p> <ul style="list-style-type: none"><li>· Posture</li><li>· Alignment</li><li>· Balance</li><li>· Coordination</li><li>· Control</li><li>· Flexibility</li><li>· Mobility</li><li>· Strength</li><li>· Extension</li><li>· Isolation</li></ul>	<p>- Knowledge and understanding for critical appreciation of understanding the features of production Particular focus on:</p> <ul style="list-style-type: none"><li>• Costume</li><li>• Aural settings</li></ul> <p>- Written tasks – exam style questions on understanding of Mental Skills (process and performing)</p> <p>(AO3/AO4 - Component 2)</p> <p>- Focus on exam technique for 6 mark questions</p> <p><b><u>Choreography</u></b></p> <ul style="list-style-type: none"><li>- Workshop the following dance styles:</li><li>· hip hop</li><li>· krumping</li><li>· locking and popping</li><li>· breaking</li><li>· animation</li><li>· waacking techniques</li></ul> <p>-Teacher led <b>group choreography for 4-6 dancers</b></p> <p>-Use of action content from the professional work, including ninja walk, ninja glide, ninja static and chariots of fire.</p> <p>-Extend and develop motifs using choreographic devices including – motif and development, unison and canon, repetition, contrast, highlight and climax</p> <p>-Decide on or design own costume for the group dance</p> <p>-Decide on appropriate aural setting</p> <p><b><u>Performance</u></b></p> <ul style="list-style-type: none"><li>-Mental skills (Process) including:</li><li>· Systematic repetition</li><li>· Mental rehearsal</li><li>· Rehearsal discipline</li><li>· Planning of rehearsal</li><li>· response to feedback</li><li>· Capacity to improve</li></ul> <p>-Mental skills (Performance) including:</p> <ul style="list-style-type: none"><li>· Movement memory</li><li>· Commitment</li><li>· Concentration</li><li>· Confidence</li></ul>	<p><i>Compare to EofE and Infra</i></p> <p>- Knowledge and understanding for critical appreciation of understanding the features of production. Particular focus on:</p> <ul style="list-style-type: none"><li>• Staging / set</li><li>• Lighting</li><li>• Properties</li><li>• Costume</li><li>• Dancers</li><li>• Aural settings</li></ul> <p>- An introduction to Christopher Bruce’s choreographic approaches</p> <p>-Knowledge and understanding of structuring devices and form including:</p> <ul style="list-style-type: none"><li>-Binary</li><li>-Ternary</li><li>-Rondo</li><li>-Narrative</li><li>-Episodic</li><li>-Beginning middle end</li><li>-Unity</li><li>-Logical sequence</li><li>-Transitions</li></ul> <p>- Written tasks – exam style questions on understanding of features of production, structuring, and form.</p> <p>(AO3/AO4 - Component 2)</p> <p><b><u>Choreography</u></b></p> <p>-Explore neo-classical style by learning sons solo – including floor work</p> <p>- Continue groundwork for content of set phrases Breath and Shift</p> <ul style="list-style-type: none"><li>· Floor work demands</li></ul> <p>-An exploration of choreographic approaches using Christopher Bruce’s Method.</p> <p>-Use Christopher Bruce’s starting point of table and chairs – for students to respond to</p> <p>-Students explore structure and form</p> <p>-Students replicate the ‘Semi-Narrative’ Structure and form with Solo, Duet, Trio, Quartet</p> <p>-Outcome <b>quartet</b></p> <p><b><u>Performance</u></b></p> <ul style="list-style-type: none"><li>-Consider appropriate costume choices</li></ul> <p>Safe working practice:</p> <ul style="list-style-type: none"><li>· working with props</li></ul> <p>Technical skills including:</p> <ul style="list-style-type: none"><li>· A/S/R/D/ Content</li><li>· timing</li><li>· rhythmic</li><li>· style</li></ul> <p>Physical skills including:</p> <ul style="list-style-type: none"><li>· Posture</li><li>· Alignment</li><li>· Balance</li><li>· Coordination</li><li>· Control</li><li>· Flexibility</li><li>· Mobility</li><li>· Strength</li><li>· Extension</li><li>· Isolation</li></ul>	<ul style="list-style-type: none"><li>· how the movement and particularly the role of the female dancer supports the dance idea.</li><li>· how the use of focus supports the dance idea</li><li>· how the response is not a stereotypical one</li></ul> <p>- Knowledge and understanding for critical appreciation of understanding the features of production Particular focus on:</p> <ul style="list-style-type: none"><li>· performance environment</li><li>· how the lighting supports the dance idea</li><li>•how the use of film supports the dance idea</li></ul> <p>Focus on exam technique for 12 mark questions:</p> <ul style="list-style-type: none"><li>•Compare and contrast</li><li>•similarities and differences</li></ul> <p><b><u>Choreography</u></b></p> <p>Workshops that cover:</p> <ul style="list-style-type: none"><li>· exploring different performance environments</li><li>· exploring different stimuli</li><li>· improvising in response to a stimulus</li><li>· generating movement material</li><li>· understanding the importance of selecting and discarding dance material</li><li>· Developing and structuring learning about the importance of refining.</li></ul> <p>-Choreograph a group dance (2 – 5 dancers) that is a response to a stimulus of your own choice. Use of site sensitive performance environments.</p> <p>-Prepare an accompanying programme note 150-200 words. (use programme note assessment guidelines).</p> <p>- Lay groundwork for content of set phrase Breathe</p> <ul style="list-style-type: none"><li>· ASD</li><li>· Choreographic style</li></ul> <p><b><u>Performance</u></b></p> <p>-Film the dance pieces in their site sensitive areas.</p> <p>-Sharing of choreographic work within the class.</p> <p>Technical skills including:</p> <ul style="list-style-type: none"><li>•action content</li><li>•dynamic content</li><li>•spatial content</li><li>•timing content</li></ul> <p>Expressive skills including:</p> <ul style="list-style-type: none"><li>· projection</li><li>· focus</li><li>· spatial awareness</li><li>· facial expression</li><li>· sensitivity to other dancers</li><li>· Musicality</li><li>· Communication of Choreographic intent</li></ul>
Language for Life (Key terms/Vocabulary)	<p>-action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>-dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>-spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>-relationship content (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p>	<p>-action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>-dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>-spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>-relationship content (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p>	<p>-action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>-dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>-spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>-relationship content (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p>	<p>-action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>-dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>-spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>-relationship content (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p>	<p>-action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>-dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>-spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>-relationship content (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p>	<p>-action content (eg travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight)</p> <p>-dynamic content (eg fast/slow, sudden/sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt)</p> <p>-spatial content (eg pathways, levels, directions, size of movement, patterns, spatial design)</p> <p>-relationship content (eg lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations)</p>

	<ul style="list-style-type: none"> <li>-Constituent features</li> <li>-Lighting</li> <li>-Set/props</li> <li>-Costume</li> <li>-Aural setting</li> <li>-Style: Samba, Capoeira, Brazilian, Carnival</li> <li>-Choreographic process</li> <li>-Choreographer</li> <li>-Dancers</li> <li>-Performance environment</li> <li>-Structure</li> <li>-Form</li> <li>-Motif and development</li> <li>-Choreographic devices</li> <li>-Unison and Canon</li> <li>-Mental skills</li> <li>-Expressive skills</li> <li>-Physical skills</li> <li>-Technical skills</li> <li>-Safe practices</li> <li>-Choreographic intent</li> <li>-Solo/Duet/Trio/Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>-Constituent features</li> <li>-Lighting</li> <li>-Set/props</li> <li>-Costume</li> <li>-Aural setting</li> <li>-Style</li> <li>-Choreographic process</li> <li>-Choreographer</li> <li>-Dancers</li> <li>-Performance environment</li> <li>-Structure</li> <li>-Form</li> <li>-Motif and development</li> <li>-Choreographic devices</li> <li>-Unison and Canon</li> <li>-Mental skills</li> <li>-Expressive skills</li> <li>-Physical skills</li> <li>-Technical skills</li> <li>-Safe practices</li> <li>-Choreographic intent</li> <li>-Solo/Duet/Trio/Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>-Constituent features</li> <li>-Lighting</li> <li>-Set/props</li> <li>-Costume</li> <li>- Aural setting</li> <li>-Style</li> <li>-Choreographic process</li> <li>-Choreographer</li> <li>-Dancers</li> <li>-Performance environment</li> <li>-Structure</li> <li>-Form</li> <li>-Motif and development</li> <li>-Choreographic devices</li> <li>-Unison and Canon</li> <li>-Mental skills</li> <li>-Expressive skills</li> <li>-Physical skills</li> <li>-Technical skills</li> <li>-Safe practices</li> <li>-Choreographic intent</li> <li>-Solo/Duet/Trio/Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>-Constituent features</li> <li>-Lighting</li> <li>-Set/props</li> <li>-Costume</li> <li>- Aural setting</li> <li>-Style</li> <li>-Choreographic process</li> <li>-Choreographer</li> <li>-Dancers</li> <li>-Performance environment</li> <li>-Structure</li> <li>-Form</li> <li>-Motif and development</li> <li>-Choreographic devices</li> <li>-Unison and Canon</li> <li>-Mental skills</li> <li>-Expressive skills</li> <li>-Physical skills</li> <li>-Technical skills</li> <li>-Safe practices</li> <li>-Choreographic intent</li> <li>-Solo/Duet/Trio/Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>-Constituent features</li> <li>-Lighting</li> <li>-Set/props</li> <li>-Costume</li> <li>- Aural setting</li> <li>-Style</li> <li>-Choreographic process</li> <li>-Choreographer</li> <li>-Dancers</li> <li>-Performance environment</li> <li>-Structure</li> <li>-Form</li> <li>-Motif and development</li> <li>-Choreographic devices</li> <li>-Unison and Canon</li> <li>-Mental skills</li> <li>-Expressive skills</li> <li>-Physical skills</li> <li>-Technical skills</li> <li>-Safe practices</li> <li>-Choreographic intent</li> <li>-Solo/Duet/Trio/Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>-Constituent features</li> <li>-Lighting</li> <li>-Set/props</li> <li>-Costume</li> <li>- Aural setting</li> <li>-Style</li> <li>-Choreographic process</li> <li>-Choreographer</li> <li>-Dancers</li> <li>-Performance environment</li> <li>-Structure</li> <li>-Form</li> <li>-Motif and development</li> <li>-Choreographic devices</li> <li>-Unison and Canon</li> <li>-Mental skills</li> <li>-Expressive skills</li> <li>-Physical skills</li> <li>-Technical skills</li> <li>-Safe practices</li> <li>-Choreographic intent</li> <li>-Solo/Duet/Trio/Ensemble</li> </ul>
<b>Extended writing Opportunities</b>	-Research into Samba and Brazilian dance styles.			-Exam style 6 mark questions	-Exam style 6 mark questions	-Mock programme note writing  --Exam 12 mark questions
<b>Maths Across the Curriculum</b>	Timing themselves in relation to the exam board requirements (length), counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/actors/props/set, costume (height, width), design – distance between lighting, angles of light, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs.	Timing themselves in relation to the exam board requirements (length), counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/actors/props/set, costume (height, width), design – distance between lighting, angles of light, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs.	Timing themselves in relation to the exam board requirements (length), counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/actors/props/set, costume (height, width), design – distance between lighting, angles of light, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs.	Timing themselves in relation to the exam board requirements (length), counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/actors/props/set, costume (height, width), design – distance between lighting, angles of light, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs.	Timing themselves in relation to the exam board requirements (length), counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/actors/props/set, costume (height, width), design – distance between lighting, angles of light, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs.	Timing themselves in relation to the exam board requirements (length), counts, manipulation of number, directions, angles, spacing, proxemics, distance on stage to audience/actors/props/set, costume (height, width), design – distance between lighting, angles of light, sound – working out the volume to compliment the action (number), timing of start and end, number and order of songs.
<b>Links to careers/ aspirations</b>	Dancer Choreographer Producer Dance Teacher Personal Trainer Dance critic/ Journalist Community outreach Management/Leadership roles Dance researcher Arts administration Learning and participation roles	Dancer Choreographer Producer Dance Teacher Personal Trainer Dance critic/ Journalist Community outreach Management/Leadership roles Dance researcher Arts administration Learning and participation roles	Dancer Choreographer Producer Dance Teacher Personal Trainer Dance critic/ Journalist Community outreach Management/Leadership roles Dance researcher Arts administration Learning and participation roles	Dancer Choreographer Producer Dance Teacher Personal Trainer Dance critic/ Journalist Community outreach Management/Leadership roles Dance researcher Arts administration Learning and participation roles	Dancer Choreographer Producer Dance Teacher Personal Trainer Dance critic/ Journalist Community outreach Management/Leadership roles Dance researcher Arts administration Learning and participation roles	Dancer Choreographer Producer Dance Teacher Personal Trainer Dance critic/ Journalist Community outreach Management/Leadership roles Dance researcher Arts administration Learning and participation roles
<b>Cultural Capital</b>	Students to work in diverse and mixed groups  Exploring social, cultural and historical context  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  Challenge gender biases and stereotypes  Taking part in a Samba workshop  SHS Dance Company (TILT)	Students to work in diverse and mixed groups  The themes within the set text support diversity, equality and inclusivity  Exploring social, cultural and historical context  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  Residential trip with Drama GCSE Group including workshops from a Physical Theatre company  SHS Dance Company (TILT)	Students to work in diverse and mixed groups  The themes within the set text support diversity, equality and inclusivity  Exploring social, cultural and historical context  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  Watching Live Dance  SHS Dance Company (TILT)	Students to work in diverse and mixed groups  The themes within the set text support diversity, equality and inclusivity  Exploring social, cultural and historical context  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  Taking part in a workshop from Boy Blue Entertainment  Performing as part of the Dance showcase  SHS Dance Company (TILT)	Students to work in diverse and mixed groups  The themes within the set text support diversity, equality and inclusivity  Exploring social, cultural and historical context  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  Encouraged to audition for School Musical/Show. Experience of professional audition environment  SHS Dance Company (TILT)	Students to work in diverse and mixed groups  Exploring social, cultural and historical context  Exploring the work from multiple perspectives  Encouraging the expression of diverse perspectives and interpretations  Opportunities for students to draw on their own experiences  Sharing/ performing to an invited audience  SHS Dance Company (TILT)
<b>Practical Application of Skills</b>	Learning repertoire Performing in a stylistically accurate way	Learning repertoire Using a stimulus to choreograph a duet that communicates the choreographic intention	Explore choreographers processes Perform applying physical skills	Use mental skills to ensure group performance is accurate (Technical skills)	Develop choreography applying structure and form	Create site sensitive works responding to a stimulus. Performers develop technical and expressive skills to communicate choreographic intention.