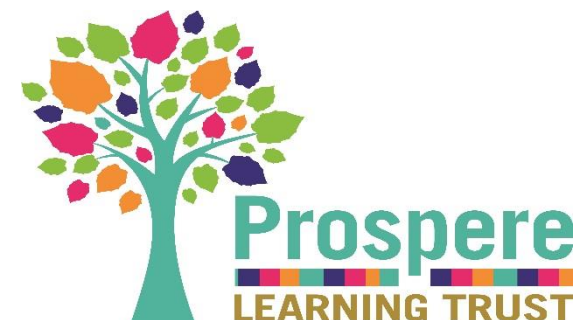


## Dance (GCSE)



| The areas of development are:  | Solutions  |
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| <b><u>Dance</u></b>  |  |
| <ul style="list-style-type: none"> <li>• Creating choreography that includes a variety of action, space, dynamics and dance relationships</li> </ul>   | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher)</li> <li>• Attend workshops with visiting dance teachers/companies (either in school or locally – Lowry Theatre, Dance House Manchester, Z-Arts)</li> <li>• Explore existing dance works, either live or online: some suggestions include Rambert Dance, Christopher Bruce, Hofesh Schecter, Blue Boy entertainment, Wayne McGregor, Matthew Bourne, Itzik Galili, StopGap Dance Company, James Cousins, Jasmin Vardimon</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul> |
| <ul style="list-style-type: none"> <li>• Creating choreography that includes a number of choreographic devices to add interest and demonstrate understanding of choreography skills</li> </ul> | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher)</li> <li>• Attend workshops with visiting dance teachers/companies (either in school or locally – Lowry Theatre, Dance House Manchester, Z-Arts)</li> <li>• Explore existing dance works, either live or online: some suggestions include Rambert Dance, Christopher Bruce, Hofesh Schecter, Blue Boy entertainment, Wayne McGregor, Matthew</li> </ul>  |

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|  | <p>Bourne, Itzik Galili, StopGap Dance Company, James Cousins, Jasmin Vardimon</p> <ul style="list-style-type: none"> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Creating choreography that links to a specific stimulus, theme or subject matter to demonstrate understanding of choreography skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher) attend workshops with visiting dance teachers/companies (either in school or locally - Lowry Theatre, Dance House Manchester, Z-Arts)</li> <li>• Explore existing dance works, either live or online: some suggestions include Rambert Dance, Christopher Bruce, Hofesh Schecter, Blue Boy entertainment, Wayne McGregor, Matthew Bourne, Itzik Galili, StopGap Dance Company, James Cousins, Jasmin Vardimon</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul> |
| <ul style="list-style-type: none"> <li>• Responding to learning short and longer phrases of dance movement to show demonstration of mental skills during the rehearsal process. These skills include commitment, concentration, confidence, movement memory, responding to feedback and capacity to improve</li> </ul> | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher)</li> <li>• Attend workshops with visiting dance teachers/companies (either in school or locally – Lowry Theatre, Dance House Manchester, Z arts)</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Responding to learning short and longer phrases of dance movement to show demonstration of sound physical skills during performance work. These skills include strength, alignment, control, stamina, flexibility, extension and coordination</li> </ul>                      | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher)</li> <li>• Attend workshops with visiting dance teachers/companies (either in school or locally - Lowry Theatre, Dance House Manchester, Z-Arts)</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Responding to learning short and longer phrases of dance movement to show demonstration of sound technical skills during performance work. These skills include demonstrating a range of</li> </ul>   | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher)</li> </ul>  |

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| <p>actions, dynamics, spatial and relationships. In addition to sense of timing, rhythmic qualities and dance style</p>  | <ul style="list-style-type: none"> <li>• Attend workshops with visiting dance teachers/companies (either in school or locally - Lowry Theatre, Dance House Manchester, Z-Arts)</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Responding to learning short and longer phrases of dance movement to show demonstration of expressive skills during performance work. These skills include projection, focus, spatial awareness, facial expression, musicality and communication of choreographic intent</li> </ul> | <ul style="list-style-type: none"> <li>• Attend revision/rehearsal sessions with teacher and independently (Tuesday/Thursday after school, or any evening pre-arranged with your teacher)</li> <li>• Attend workshops with visiting dance teachers/companies (either in school or locally - Lowry Theatre, Dance House Manchester, Z-Arts)</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Showing knowledge and understanding of choreographic and performance skills and responding to written tasks and exam practice to demonstrate this</li> </ul>  | <ul style="list-style-type: none"> <li>• See revision materials provided by teacher on <a href="#">Doddle</a></li> <li>• Use revision materials in exercise book (the best revision guide)</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>  |
| <ul style="list-style-type: none"> <li>• Using knowledge and understanding to critically appreciate own work and responding to written tasks and exam practice to demonstrate this</li> </ul>  | <ul style="list-style-type: none"> <li>• See revision materials provided by teacher on <a href="#">Doddle</a></li> <li>• Use revision materials in exercise books (the best revision guide)</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul>   |
| <ul style="list-style-type: none"> <li>• Using knowledge and understanding to critically appreciate professional works and responding to written tasks and exam practice to demonstrate this</li> </ul>  | <ul style="list-style-type: none"> <li>• See revision materials provided by teacher on <a href="#">Doddle</a></li> <li>• Use revision materials in exercise books (the best revision guide)</li> <li>• Explore professional works accessible online or the links sent via Doddle. The professional works are: 'shadows' by Christopher Bruce, 'A Linha Curva' by Itzik Galili, 'Emancipation of Expression' by Kenrick H2O Sandy, 'Artificial Things' by Lucy Bennett, 'Infra' by Wayne McGregor and 'Within Her Eyes' by James Cousins</li> <li>• See AQA <a href="#">Dance Specification</a></li> </ul> |

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