

Dance Year 11 Curriculum Map - *Inspiring students to explore and succeed*

Term	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
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<p>Autumn 1</p>	<ul style="list-style-type: none"> • Appreciation • <i>'Emancipation of expressionism'</i> by Kenrick H2O Sandy MBE. • <i>'Artificial things'</i> by Lucy Bennett. • Analysis of A, S and D. • Performance. • Assessment task 1: solo performance. • Understanding of: <ul style="list-style-type: none"> o the rehearsal processes o the physical o technical and expressive skills o the mental skills and attributes needed for performance. 	<ul style="list-style-type: none"> • <i>'Emancipation o expressionism'</i> by Kenrick H2O Sandy MBE. • <i>'Artificial things'</i> by Lucy Bennett. • Compare similarities and differences between the two works. • Complete handbook on rehearsal technique. • Answer exam style questions on own experience of performance. 	<ul style="list-style-type: none"> • Phrases, breathe, focus, shift and scoop. • Analysis of the action, space and dynamic content of the four set phrases. • Link to understanding of: <ul style="list-style-type: none"> o use of transitions o highlights o climax o phrasing. 	<ul style="list-style-type: none"> • Safe working practices: safe execution. • Understanding the importance of: <ul style="list-style-type: none"> o movement memory o commitment o concentration o confidence. • Understanding the importance of: <ul style="list-style-type: none"> o systematic repetition o mental rehearsal o response to feedback o capacity to improve o planning of rehearsal. • Practice of performance to camera. • Teacher assessment of a live performance. • Film the set phrases.
<p>Autumn 2</p>	<p>Topic - Focus</p>	<p>Topic – Appreciation</p>	<p>Topic - Choreography</p>	<p>Topic – Performance</p>

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	<ul style="list-style-type: none"> • Appreciation. • 'Shadows' by Christopher Bruce. • 'A linha curva' by Itzik Galili. • Choreography. • Choreographic intent and understanding its importance and relevance to a successful dancer. • Research the importance of an artistic vision. • Performance. • Assessment task 1: duet/trio performance. 	<ul style="list-style-type: none"> • 'Shadows' by Christopher Bruce. • 'A linha curva' by Itzik Galili • Compare similarities and differences between the two works. • Model writing a programme note to support understanding of the work. • Start work on a choreographic journal. 	<ul style="list-style-type: none"> • Choreographic intent and understanding its importance and relevance to a successful dancer. • Re-visiting and understanding use of focus on solo work - learning the set action, dynamics, space and relationships. • Working with students to develop the original content of the two set phrases through A, D, S and R. • Developing student input for duet/trios. • Modelling appropriate choices of aural setting. • Choose a stimulus from the AQA set task list. • Consideration of artistic vision. Begin the research process. 	<ul style="list-style-type: none"> • Safe working practices: <ul style="list-style-type: none"> ◦ warm up ◦ safe execution. • Focus on understanding: <ul style="list-style-type: none"> ◦ musicality ◦ sensitivity to other dancers ◦ communication of choreographic intent. • Understanding the importance of safe execution of challenging movement material. • Peer/teacher feedback on technical, physical and expressive skills. • Continued focus on rehearsal strategies. • Teacher assessment of a live performance. • Film the performance.
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Spring 1	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> • Appreciation. • ‘<i>Infra</i>’ by Wayne McGregor. • ‘<i>Within her eyes</i>’ by James Cousins. • Choreography. • Assessment task 2: choreography. 	<ul style="list-style-type: none"> • ‘<i>Infra</i>’ by Wayne McGregor. • ‘<i>Within her eyes</i>’ by James Cousins. • Compare similarities and differences between the two works. • Write a programme note to support understanding of the work. • Choreographic journal completed to support both the process of choreography plus link to component 2. 	<ul style="list-style-type: none"> • Devise a timetable to help guide the completion of the work. • Consider selection of aural setting and performance environment (where appropriate). • Explanation of assessment criteria and how marks are awarded. • Re–visit choreographic processes. Start the process of choreography. • Teacher assessment of live performance of the choreography. 	<p>Completed</p>

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Spring 2	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> • Component 2: critical appreciation. • <i>‘Emancipation of expressionism’</i> by Kenrick H2O Sandy MBE. • <i>‘Artificial things’</i> by Lucy Bennett. • <i>‘Shadows’</i> by Christopher Bruce. • <i>‘A linha curva’</i> by Itzik Galili • <i>‘Infra’</i> by Wayne McGregor. • <i>‘Within her eyes’</i> by James ‘Cousins. 	<ul style="list-style-type: none"> • ‘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.’ 	<ul style="list-style-type: none"> • Consolidation of the previous learning. • Section A: preparation for responding to hypothetical stimuli. Practice writing about choreographic processes and performing skills. • Section B: revision on analysis of own work within the course either performance or choreography. 	Completed

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Summer 1	Topic - Focus	Topic – Appreciation	Topic - Choreography	Topic – Performance
	<ul style="list-style-type: none"> • Component 2: Critical appreciation • ‘<i>Emancipation of expressionism</i>’ by Kenrick H2O Sandy MBE. • ‘<i>Artificial things</i>’ by Lucy Bennett. • ‘<i>Shadows</i>’ by Christopher Bruce. • ‘<i>A linha curva</i>’ by Itzik Galili. • ‘<i>Infra</i>’ by Wayne McGregor. • ‘<i>Within her eyes</i>’ by James ‘Cousins.’ 	<ul style="list-style-type: none"> • ‘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.’ 	<ul style="list-style-type: none"> • Consolidation of the previous learning. • Section C: GCSE Dance Anthology: learning to analyse, evaluate and identify similarities and differences in the works. • Developing the ability to explain and justify opinions with reasoning about the works. 	Completed