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**Knowledge Rich Curriculum Plan**

Year 11 GCSE Dance

Theory – Section B of the Paper



|  | **Theory Unit: Infra** |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| **Lesson 1:****Introduction to Section B** | Section B of your written paper will have questions solely based on your own practical work for Component 1. These are your final practical assessment dances as follows:*1.* **Performance in a Duet/Trio***2.* **Your two Set Phrases**3. **Choreography from a given AQA stimulus**There will be three **explain** questions linked to your own work, eachworth 6 marks. The total marks for this section is 18.● There may be 2 Performance questions + 1 Choreography, **or**2 Choreography + 1 Performance.● The questions will ask you to explain how you used **a range** ofperformance and choreographic skills to support **choreographic****intent** and **effectiveness of performance**.● The amount of skills you need to explain will vary from question toquestion. For example there are 11 physical skills to choose fromand so you are likely to need to talk about 7 of these to hit the topmarks. However there are only 5 in the structure category and so 4would be sufficient. As a rule of thumb, explain **4 minimum for any****question** and then aim for **2 more on top if it’s possible**.**You must know the following:**● Your dances. Do not forget them when the practical assessmentis over. Make sure you have a video of each of them either onyour phone or a USB. You WILL need them.● Performance and Choreographic Skills. You cannot answerthese questions without knowing these WELL.● Why the skills are important.● How to structure an answer. | The Tier 2 command words used in this section are:**Identify** | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** * How to structure dance exam questions using KER.
 | **6 Mark Question** |
| **Lesson 1 and 2****Physical Skills** | **Explain how your use of physical skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks]****To achieve 6 marks on the physical skills question you need to:**● You must use a **variety of different skills** in your answer. If you only use 1 skill, you can only get 1 mark. If there are 11 physical skills, aim for talking about 6 or 7 for the top marks.● You must give **movement examples** to support your answer. If you do not, you can only get 3 marks maximum.● You must **explain how each skill made the dance effective.****Explaining why physical skills are effective.**Section B questions ask you to **explain,** and a physical skills question may ask you to explain why the skills you used made your dance **effective**. It is very tempting to just say ‘it made my dance look more interesting’ but that is not enough for the top marks.**So how do physical skills make a dance effective? Here are some ideas:*** **Create a confident performance**
* **Create impact**
* **Contribute to the dance’s climax**
* **Health and safety**
* **Achieve stillness linked to mood/ dance idea**
* **Work with music/aural setting**
* **Added to the dynamics of the piece**

**Consider what would happen if you *didn’t* have these skills.****HW****Explain how your use of physical skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks}** | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3**MobilityIsolationControlStrengthFlexibilityAlignmentBalancePostureExtensionCo-ordinationStamina | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** * How to structure dance exam questions using KER.
 | **6 Mark Question** |
| **Lesson 3:****Expressive Skills** | **Explain how your use of expressive skills contributed to the overall effectiveness of your duet/trio performance. [6 marks]** Section B questions ask you to **explain,** and an expressive skills question may ask you to explain why the skills you used made your dance **effective**. It is very tempting to just say ‘it made my dance look more interesting’ but that is not enough for the top marks.**So how do expressive skills make a dance effective? Here are some ideas. The first 4 are done for you - can you find reasons for why the remaining 4 could be effective? Consider what would happen if you *didn’t* have these skills.****So how do expressive skills make a dance effective? Here are some ideas:*** **Create a confident performance**
* **Create impact**
* **Contribute to the dance’s climax**
* **Health and safety**
* **Demonstrate the theme/mood/ dance idea**
* **Work with music/aural setting**
* **Added to the dynamics of the piece**

**HW****Explain how your use of expressive skills contributed to the overall****effectiveness of your set phrase performances. [6 marks]** | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3**FocusFacial expressionSpatial awarenessSensitivity to othersProjectionPhrasing Communication of choreographic intentMusicality | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** * How to structure dance exam questions using KER.
 | **6 Mark Question** |
| **Lesson 4:** **Mental Skills** | **Explain how your use of mental skills and attributes contributed to the overall effectiveness of your duet/trio performance. [6 marks]****The mark scheme states:**● You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 10 mental skills, aim for talking about 6 or 7 for the top marks.● You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.● You must explain how each skill made the dance effective.Section B questions ask you to **explain,** and a mental skills question may ask you to explain why the skills you used made your dance **effective**. It is very tempting to just say ‘it made my dance look more interesting’ but that is not enough for the top marks.**So how do mental skills make a dance effective? Here are some ideas. The first 6 are done for you - can you find reasons for why the remaining 4 could be effective? Consider what would happen if you *didn’t* have these skills.****So how do expressive skills make a dance effective? Here are some ideas:*** **Create a confident performance**
* **Contribute to the dance’s climax**
* **Health and safety**
* **Makes the dance more accurate**
* **Better quality of performance**
* **Demonstrate the theme/mood/ dance idea**
* **Work with music/aural setting**
* **Added to the dynamics of the piece**

**HW****Explain how your use of mental skills contributed to the overall****effectiveness of your set phrase performances. [6 marks]** | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3**Planning a RehearsalSystematic repetitionRehearsal DisciplineResponse to FeedbackCapacity to ImproveMental RehearsalCommitmentConcentrationConfidenceMovement Memory | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** * How to structure dance exam questions using KER.
 | **6 Mark Question** |
| **Lesson 5:****Technical Skills** | **Explain how your use of technical skills contributed to the overall****effectiveness of your duet/trio performance. [6 marks]**A technical skills question is probably the hardest of the performance categories. This is because actions, space, dynamics and relationships naturally lend themselves to choreography answers. You must remember to keep **performance** at the forefront of your mind throughout.**So how do technical skills make a dance effective? Here are some ideas. The first 7 are done for you - can you find 3 more?****The mark scheme states:**● You must use a variety of skills from different categories in your answer. If you only use 1 category, you can only get 1 mark. If there are 7 technical skills categories, aim for talking about one from 5 of them for the top marks.● You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.● You must explain how each skill made the dance effective.**HW****Explain how your use of technical skills contributed to the overall****effectiveness of one of your set phrases. [6 marks]** | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3**TimingMoving in a stylistically accurate wayDynamicsActionRelationshipsRhythmic ContentSpace | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** * How to structure dance exam questions using KER.
 | **6 Mark Question** |
| **Lesson 6:****Explaining your Choreography****Action and Dynamics** | Section B questions ask you to **explain** how your choice of **action, space, dynamics, structure** and **choreographic devices** communicated your **choreographic intent**.Everything you talk about must link back to what your dance is about.**1. Make sure you talk about choreographic intent, not the initial stimulus.****2. If you don’t state your choreographic intent at the start of your answer, you could get zero.****Explain how your use of action supported your choreographic intent. [6 marks]****Explain how your use of dynamics supported your choreographic intent. [6 marks]****The mark scheme states:**● You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 8 action categories, aim for 6 for the top marks.● You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.● You must explain how each skill supported your choreographic intent. | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3 Action:**Travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.**Tier 3 Dynamics:**Fast/slow, sudden/ sustained, acceleration/deceleration, strong/light, direct/indirect, flowing/abrupt | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** How to structure dance exam questions using KER. | **6 Mark Question** |
| **Lesson 7:****Explaining your Choreography****Space and Structure** | **Explain how your use of space supported your choreographic intent. [6 marks]****The mark scheme states:**● You must use a variety of different skills in your answer. If you use only use 1 skill, you can only get 1 mark. If there are 6 space categories, aim for talking about 4 or 5 for the top marks.● You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.● You must explain how each skill supported your choreographic intent.**Explain how your use of structuring devices and form supported your****choreographic intent. [6 marks]****The mark scheme states:**● You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 5 structure categories, aim for talking about 4 for the top marks. 5 would be even better!● You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.● You must explain how each skill supported your choreographic intent.● **REMEMBER!** You must use the **correct name** of the structure. The examiner will not accept letters eg ABA. | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3 Space**Pathways, levels, directions, size of movement, patterns, spatial design **Tier 3 Structure**BinaryTernaryRondoNarrativeEpisodic | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** How to structure dance exam questions using KER. | **6 Mark Question** |
| **Explaining your Choreography****Choreographic Devices** | **Explain how your use of choreographic devices supported your choreographic intent. [6 marks]****The mark scheme states:**● You must use a variety of different skills in your answer. If you only use 1 skill, you can only get 1 mark. If there are 7 device categories, aim for talking about 5 for the top marks.● You must give movement examples to support your answer. If you do not, you can only get 3 marks maximum.● You must explain how each skill supported your choreographic intent. | The Tier 2 command words used in this section are:**identify****describe** **explain****Tier 3**RepetitionContrastManipulation of numberUnisonCanonHighlightsClimaxMotif and development | ***Students need to already know that...*** * Physical, technical, expressive, mental, action, space, dynamics, relationships, choreographic devices and structure from Section A of the paper and practical work

***Students need to already know how...*** How to structure dance exam questions using KER. | **6 Mark Question** |