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**Knowledge Rich Curriculum Plan**

Year 11 GCSE Dance

Theory – Section A 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:**  **1.Knowing the Choreography Skills**  **2.The Hypothetical Choreography**  **3.The very first question of Section A** | 1. Start to understand the choreographic categories and place the choreographic words into them.  Action  Space  Dynamics  Relationships  Structure  Aural Setting  2 and 3. The first thing you will see on your written paper is a stimulus. This could be an image, some text or an idea. You will also be told how many dancers you should use in your answers. You will first be asked to create a dance idea, choreographic intent or theme from the stimulus. There are no rights or wrongs.  **Example Question**  Outline a choreographic intent for your solo, which refers to the stimulus and the use of one dancer. [3 marks]. | The Tier 2 command words used in this section are:  **Outline**  **Tier 3 see below** | ***Students need to already know that...***   * The stimulus is a starting point for your imaginary dance. * *The choreographic intent is the aim of the dance; what the choreographer aims to communicate.*   ***Students need to already know how...***   * To response to a stimulus from practical work but don’t have the experience of how to answer it I an exam style question. | End of unit test |
| **Lesson 2 and 3:**  **The remaining questions relating to a stimulus in Section A** | Once you have your dance idea, every answer that follows must link back to it.  You could be asked about:  **Actions** you might use  **Dynamics**  **Relationships**  **Space**  **Structure**  **Aural setting**  **Choreographic devices**  **Performance environment** | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * The stimulus is a starting point for your imaginary dance. * The choreographic intent is the aim of the dance; what the choreographer aims to communicate.   ***Students need to already know how...***   * To response to a stimulus from practical work but don’t have the experience of how to answer it I an exam style question*.* | End of unit test |
| **Lesson 4:**  **The Motif and Motif Develop Question** | **There are rules about how to write a motif which are given below.**  1. The motif must be around 3-4 actions long. Anything less and it may be seen as just a couple of gestures which would then get zero.  2. It must be **one** motif for **one** dancer. Don't divide it across a group unless it's a unison phrase.  3. The motif must be doable. Don’t have a lie down on the floor going into a barrel jump!  4. You must describe your motif step by step from start to finish - like an instruction manual. The examiner must be able to do your motif from your description. If they can’t - it gets zero.  5. When your motif is correctly written, you should then make sure  **There are rules about how to do this, given below.**  1. Keep it simple - very simple. You would get the same amount of  marks for a complicated fragmentation or instrumentation  development as you would for an easy change of direction. So  stick with changing direction, space or dynamic.  2. You need to develop part of the motif - not the whole thing.  3. Give the method, the original version and then the new using this formula:  **I would change the [feature] …………….**  **Instead of ……………………….**  **I would ………………………......**  **Example Question**  Describe a motif that you could choreograph for your dance. Your answer should include actions, space and dynamics. [3 marks]  Give **three** ways you could develop the use of space in the motif described in Question 1. [3 marks] | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * The choreographic words associated with the choreographic categories:   Action  Space  Dynamics  Relationships  Structure  Aural Setting  ***Students need to already know how...***   * What a motif is and how to develop this in practical lessons. | End of unit test |
| **Lesson 5:**  **Full Hypothetical Choreography Practice Questions Question 1**  **2 for HW.** | 1. Outline a choreographic intent that you could consider for your duet using Image 1 and the use of two dancers. [3 marks] 2. Describe a motif that you could choreograph for your dance. Your answer should include actions, space and dynamics. [3 marks] 3. Give **two** ways you could develop the motif described in Question 2.2 2.1. [2 marks] 4. Describe **one** way you could use climax to support the choreographic intent outlined in Question 1. [2 marks] 5. Name a performance environment you could use in 4.1 your duet. [1 mark] 6. Describe **one** way your choice of performance environment supports the choreographic intent outlined in Question 1. [2 marks] 7. Name **three** relationships that you could use in your dance. [3 marks] 8. Describe **one** way you could use **one** of the relationships named in Question 5.1 to support your choreographic intent. [2 marks] | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * The choreographic words associated with the choreographic categories:   Action  Space  Dynamics  Relationships  Structure  Aural Setting  ***Students need to already know how...***   * What a motif is and how to develop this in practical lessons. | End of unit test |
| **Lesson 6:**  **Performance Skills** | It is vital that you know all of the performance skills words  and which category they fit into:  Physical  Technical  Expressive  Mental  Safe Practice | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * Be aware of the performance categories from practical lessons.   ***Students need to already know how...***   * *Some definitions of the skills from KS3 and KS4 practical lessons but might not remember them exactly.* | End of unit test |
| **Lesson 7:**  **Performance Skills Questions**  **Focus of the lesson is define the physical skill and describe an exercise.** | There are a variety of different types of questions that may be asked  about performance skills.  **1. Multiple Choice.**  It is likely that there will be one multiple choice question, where you are asked to identify a skill or perhaps a definition. This is a simple tick box but be aware that it will probably be tied to the next  question.  **2. Define Meaning.**  You will probably be asked to define the meaning of a performance skill in this section of the paper. It could be any of them. You should already have a copy of the AQA Glossary and this has all of the definitions written out for you. You just need to learn them.  <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>  *We look at examples of each of these on the following pages.*  **3. Describe an Exercise.**  It’s highly likely that you will be asked to devise an exercise to improve a particular performance skill. Sometimes you might be asked for a rehearsal method.  **4. Thinking about Safe Practice.**  Safe practice may well be asked about here. These questions require some thought as they are often worded regarding ‘advice for a dancer’.  **5. Reasoning Questions.**  These types of question ask you to consider why a skill is important, how a skill might be demonstrated etc. They are often worded as ‘Give two reasons why….’ | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * The performance skill words associated with the performance categories.   ***Students need to already know how...***   * Some definitions of the skills from KS3 and KS4 practical lessons but might not remember them exactly. * Have participated in exercises to improve physical skills in their lessons and outside of lessons. | End of unit test |
| **Lesson 8:**  **When the ‘exercise’ question relates to expressive, mental or**  **technical skills.** | Sometimes you will be asked how to improve a skill from the mental,  technical or expressive skill categories. These skills require a different answer and a focus on **rehearsal methods** instead.  **Rehearsal methods:**   * identify focal points in the room systematic repetition * film yourself and watch it back * use mirrors to check for accuracy * make a graphic score * make a graphic score * peer feedback for accuracy * analyse the counts in the music * teacher feedback for accuracy * take notes * break down the phrase | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’. | ***Students need to already know that...***   * The performance skill words associated with the performance categories.   ***Students need to already know how...***   * Some definitions of the skills from KS3 and KS4 practical lessons but might not remember them exactly. * Have participated in exercises to improve technical, expressive and mental skills in their lessons and outside of lessons. | End of unit test |
| **Lesson 9:**  **Thinking about Safe Practice.** | There are six elements of safe practice that you could be asked about:  **1: Nutrition 2: Hydration 3: Warm Up 4: Cool Down**  **5: Safe Execution 6: Dance wear**  **Nutrition**  ● The best types of food to eat to sustain energy. This means carbohydrates like bread, pasta, rice, potatoes - all of which release energy slowly and will keep you going.  ● It’s also useful to know when is the best time to eat before exercise: around 2-4 hours before you start.  **Hydration**  Drinking plenty of water has benefits such as:  ● Helps the muscles work efficiently, thus avoiding cramp  ● Prevents a build-up of lactic acid  ● Prevents dizziness  ● Keeps your blood pumping efficiently  ● Keeps your body cool  **Warm Up**  Warm Up is an essential part of preparing the body for dance. This is why:  ● Increases the blood flow to the muscles  ● Increases the heart rate gradually  ● Prepares the body mentally as well as physically  ● Increases the body temperature and thus makes the muscles more elastic  **Cool Down**  Cool Down is equally important for these reasons:  ● Helps the heart rate return to normal  ● Prevents a build-up of lactic acid and therefore avoids muscle soreness  ● Allows the mind to return to a calm, restful state  **Safe Execution**  These questions are all to do with the **correct way of performing an action**. For this you need to think about how your teacher asks you to perform movements in the studio. For example, when you land from a jump, what does your teacher ask you to think about?  Might it be?  ● Bend your knees  ● Keep your posture upright  ● Make sure your ankles and knees are aligned  **‘What advice would you give to a dancer who needs to land safely from an elevation’?**  **‘What advice would you give to a dancer who needs to move safely into the floor’?**  **Appropriate Dance wear.**  This is easy marks! All you have to do is think about what you wear for dance class and why your teacher insists on it.  **Practice Questions:**   1. What advice would you give to a dancer who needs to stay energised in performance? [2 marks] 2. 2. What advice would you give to a dancer who needs to safely lift a partner? [2 marks] 3. 3. Give **two** reasons why hydration is important to a dancer. [2 marks] 4. 4. Give **two** reasons why wearing appropriate dance wear is important to a dancer. [2 marks] 5. 5. Give **two** reasons why warming up is important for dance performance. [2 marks] | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * The performance skill words associated with the performance categories. * Have learnt parts of safe practice in Year 9.   ***Students need to already know how...***   * Have knowledge of safe practice form practical dance lessons. | End of unit test |
| **Lesson 10:**  **Reasoning Questions.**  **‘Give two reasons why….’ ‘What advice would you give…’**  **Reasoning questions:**  **Practice 1 Questions**  **Practice 2 Questions for HW** | To prepare for this kind of question, you should constantly be asking yourself **WHY?** In all of your practical work. Here are some things for you to ponder - jot down your ideas below.  **Why is having good stamina important in a dance performance?**  **Why is having good extension important in a dance performance?**  **Why is having good focus important in a dance performance?**  **Why is concentration important in a dance performance?**  **Questions:**  **Give two reasons why having good strength is important to a dancer. [2 marks]**  **But it just means ‘WHY’? as on the previous page.**   1. Give two reasons why having good strength is important to a dancer. [2 marks] 2. Give two reasons why having good musicality is important to a dancer. [2 marks] 3. Give two reasons why having good spatial awareness is important to a dancer. [2 marks] 4. Give two reasons why having good control is important to a dancer. [2 marks]   **Performance Questions: Practice 1**  1 What type of dance skill is ‘flexibility’ ? Tick (P) one box [1 mark]  Technical  Expressive  Physical  Mental  2. Define the dance term ‘flexibility’. [1 mark]  3. Describe an exercise that you could use to improve flexibility. [2 marks]  4. Give **two** reasons why having good projection is important to a dancer. [2 marks]  5. Give **two** reasons why you would use mental rehearsal during the rehearsal process. [2marks]  6. Give **two** reasons why cooling down is important after dance performance. [2 marks]  7. What advice would you give to a dancer who needs to perform a high leg extension safely. [2 marks] | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***   * The performance skill words associated with the performance categories.   ***Students need to already know how...***   * Some definitions of the skills from KS3 and KS4 practical lessons but might not remember them exactly. * Have participated in exercises to improve technical, expressive and mental skills in their lessons and outside of lessons. | End of unit test |
| **Lesson 11:**  **Section A Practice Paper 1 or 2** | * They are now completing a test on everything that has been covered on Section A of the paper. * They will have been supported in their revision, used the knowledge organisers and other techniques throughout the unit to recall knowledge of the work.   To answer exam style questions between 1 and 6 marks on Section A. | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***  ● The questions in this section are short answer questions, each worth 1-4 marks. The total marks for this section is 30.  ● The **Hypothetical Choreography** questions will be based on a given stimulus and all answers must refer to that stimulus.  ● The **Performance Skills** questions could ask you about any physical, expressive, technical or mental skill. They could focus on what they mean, how you might improve them or how you might  advise a dancer.  ● **Safe practice** questions are likely to appear in this section and could be based on dance wear, nutrition, hydration, warm up, cool down or safe execution of movement.  ***Students need to already know how...***  You must know the following:  ● All of the performance and choreographic skills. Which category each skill falls into.  ● Definitions of skills and other key terminology from the AQA Glossary.  ● Safe practice: basic knowledge of how dancers stay safe in the studio  and in performance. Appropriate dance wear, nutrition, hydration,  warm up, cool down and why it is important to execute movements  properly. | End of unit test |
| **Lesson 12:**  **Test Green Pen** | * They are now using green pen to correct or add to their test on everything that has been covered on Section A. * They need to complete a SSS challenge on an area of their test that needs the most revision. * To answer exam style questions between 1 and 4 marks on Section A. * To green pen their work to highlight any misconceptions or errors in their work. | The Tier 2 command words used in this section are:  **give**  **describe**  **outline**  **name**  **identify**  They all mean ‘tell me’.  **Tier 3 see below** | ***Students need to already know that...***  ● The questions in this section are short answer questions, each worth 1-4 marks. The total marks for this section is 30.  ● The **Hypothetical Choreography** questions will be based on a given stimulus and all answers must refer to that stimulus.  ● The **Performance Skills** questions could ask you about any physical, expressive, technical or mental skill. They could focus on what they mean, how you might improve them or how you might  advise a dancer.  ● **Safe practice** questions are likely to appear in this section and could be based on dance wear, nutrition, hydration, warm up, cool down or safe execution of movement.  ***Students need to already know how...***  You must know the following:  ● All of the performance and choreographic skills. Which category each skill falls into.  ● Definitions of skills and other key terminology from the AQA Glossary.  ● Safe practice: basic knowledge of how dancers stay safe in the studio  and in performance. Appropriate dance wear, nutrition, hydration,  warm up, cool down and why it is important to execute movements  properly. | SSS Assessment Point |











