

## Curriculum Overview – Year 11 Dance

Unit Title	Learning	How can parents best support?
<p><b>Practical</b></p> <p><u>Term 1 and 2</u> Mock Choreography</p> <p>Real Choreography</p>	<p>Students will research 5 stimulus set by the exam board and explore ideas in relation to action, space, dynamics and relationships. Students will then explore ideas, thoughts and actions, translating them into motifs, phrases, sections of movement to convey their artistic intention.</p>	<p>Encourage your child to:</p> <ul style="list-style-type: none"> <li>• Listen to variety of instrumental music that has dynamic variation and different moods. This can either be on YouTube or the resources drive in school.</li> <li>• Research in depth from a variety of different sources.</li> <li>• Discuss with you how they interpreted the stimulus and could they think of more ideas/be more creative?</li> <li>• Choreograph at home or show you their dance. Does their dance look like the idea they have told you?</li> </ul>
<p><b>Theory Professional Works</b></p> <p><u>Term 1</u> Recap over Within Her Eyes, A Linha Curva, Emancipation of Expressionism and Infra.</p> <p><u>Term 2</u> Artificial things and Shadows</p>	<p>Throughout this unit students will learn how to critically appreciate the 3 professional works from the dance anthology set by AQA.</p> <ul style="list-style-type: none"> <li>• Knowledge of the defining characteristics of the professional work; Physical setting, lighting, choreographic style, stimulus/starting points, dance style, movement content, costume, aural setting and performance environment.</li> </ul>	<p>Encourage your child to:</p> <ul style="list-style-type: none"> <li>• Watch the works on the resources drive.</li> <li>• Explain to you what each of the works are about.</li> <li>• Describe the costume, setting, aural setting and lighting to you.</li> <li>• Explain in detail how the costume, setting, aural setting and lighting enhances the work.</li> <li>• Find similarities/ differences between the works.</li> <li>• Make revision posters/ cards on the works.</li> <li>• Revise using the exam style questions that are in their booklet and homework books.</li> <li>• Plan before they write 6 or 12 mark questions.</li> </ul>

<p><b><u>Term 2 and 3</u></b> Recap over Section A of the course.</p> <p>Section B of the exam paper.</p>	<ul style="list-style-type: none"> <li>• Knowledge of the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention.</li> <li>• Knowledge of the purpose or significance of different performance environments in which the dance was created and performed.</li> <li>• To develop critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts.</li> <li>• To critically appreciate a professional work through describing, analysing, interpreting, comparing, contrasting, evaluating and reflecting on all of the works in response to short answer and extended writing questions</li> </ul> <p><b><u>Section A</u></b> Responding to a stimulus:</p> <ul style="list-style-type: none"> <li>• The meaning of the relevant terminology for choreography (also taught through practical);</li> <li>• Action, space and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Have videos of your set phrases, duo/trio and choreography which will help you answer questions on Section B.</li> <li>• Have a copy of their programme notes to help with Section B of the examination paper.</li> </ul> <p>All of the above can be done with the help of the booklets they use in class or the revision guide.</p>
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- The process of choreography from a starting point and stimulus to the finished product.
- Motif and motif development.
- How to structure dance.
- Performance environments.
- Dance relationships and choreographic devices.
- Aural settings.

Safe dance practice:

- The meaning of the relevant terminology for performance (also taught through practical); expressive, physical, technical and mental skills.
- How to improve expressive, physical and technical skills.
- Knowledge of nutrition and hydration in relation to a dancer.
- The appropriate dance wear for class and rehearsal.
- Factors that influence the safety of the dance environment.
- The stages of a warm up and cool down and why it is important.
- Safe practice as a performer in relation to; elevation and landing, supporting and lifting and dancing in a group.
- Injury prevention and treatment.

**Section B**

Analysing your own work:

- Understanding the actions, space and dynamics of the set phrases.
- Understanding the choreographic intention, action, space, dynamics and relationships of the duo/trio.
- Knowledge of your Year 11 solo/group choreography.
- Using your knowledge from Section A of the theory paper (choreographic and performance skills knowledge) to write 6 mark questions on your practical work using the KER structure.