

## Curriculum Overview – Year 10 Dance

Unit Title	Learning	How can parents best support?
<p><b>Practical</b></p> <p><u><b>Term 1</b></u> Set Phrase 1</p> <p><u><b>Term 1 and Term 2</b></u> Performance in a Duo/Trio.</p> <p><u><b>Term 2 and 3</b></u> Set Phrase 2</p>	<p>For both the set phrases and duo/trio units, students will be assessed on their ability to demonstrate their physical competence, effectiveness as performers and their knowledge of safe working practice through the following:</p> <ul style="list-style-type: none"> <li>• Physical skills: posture, alignment, co-ordination, balance, strength, flexibility, mobility and control.</li> <li>• Technical skills: travel, turn, stillness, floor work, transfer of weight, dynamic content, spatial movement, movement performed accurately and relationships.</li> <li>• Expressive skills: projection, focus, spatial awareness, facial expression, musicality, sensitivity to others and communication of choreographic intent.</li> <li>• Mental skills: movement memory, commitment, concentration and confidence.</li> <li>• Safe practice as a performer within a group context: execution of movements, clothing, jewellery, hair, footwear.</li> <li>• How to achieve a high quality performance through self and peer assessment.</li> </ul>	<p>Encourage your child to:</p> <ul style="list-style-type: none"> <li>• Perform and practice at home in a safe space.</li> <li>• Work on areas of development when they receive feedback from assessments.</li> <li>• Stretch, work on their strength and stamina at home.</li> <li>• Watch the set phrases and practice to the metronome using the following links:</li> </ul> <p>AQA – Set Phrases</p> <p><a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases">https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases</a></p> <p>YouTube – Metronome:</p> <p><a href="https://www.youtube.com/watch?v=9bmtEie7QB0">https://www.youtube.com/watch?v=9bmtEie7QB0</a></p>

<p><b><u>Term 3</u></b> Mock Choreography</p>	<p>Students will research a stimulus set by the teacher 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</b></p> <p><b><u>Term 1</u></b> Within Her Eyes / A Linha Curva.</p> <p><b><u>Term 2</u></b> A Linha Curva/ Emancipation of Expressionism</p> <p><b><u>Term 3</u></b> Emancipation of Expressionism/ Infra</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> <li>• Knowledge of the relationships between choreography, performance and features of</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>• Plan before they write 6 or 12 mark questions.</li> <li>• Always use the KER structure when writing 6 or 12 mark questions.</li> <li>• Make revision posters/ cards on the works.</li> </ul>

	<p>production and the ways in which these have been used together to enhance audience understanding of the choreographic intention.</p> <ul style="list-style-type: none"> <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>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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