



	<u>Component 1 –</u>	<u>Learning Intent Across Activities</u>	<u>Learning Activities</u>	<u>Wider Curriculum</u>
<p><u>Year 10</u> <u>Autumn 1</u> – <u>Summer 2</u></p>	<p>For this component students must take part in a series of workshops. They must explore a variety of dance styles, skills and techniques. Students study 3 contrasting dance works by 3 different practitioners. We have chosen to look at Swansong – Contemporary ballet – by Christopher Bruce, Rich Man’s Frug – Jazz Dance – by Bob Fosse and Hairspray – Musical Theatre – by Adam Shankman. The criteria requires the students to have an understanding of the roles and responsibilities of performers and non-performers along with an understanding of the key characteristics of each style. They must explore they styles practically, research and analyse the works and the practitioner. They are required to form opinions about the themes and purposes begin each work they study and record their findings as a PowerPoint Presentation. They must also complete a log book which is a record of the workshops and their processes when exploring the styles practically.</p>	<ul style="list-style-type: none"> • Understand how to use a visual stimulus to create movement. • Be able to create a phrase of movements in pairs relating to a visual stimulus. • Understand the term Motif Development. <ul style="list-style-type: none"> • To develop an understanding of Swansong/ Hairspray/ Rich Man’s Frug • To be able to research information about Swansong/ Hairspray/ Rich Man’s Frug • To understand the key characteristic of Swansong/ Hairspray/ Rich Man’s Frug <ul style="list-style-type: none"> • To understand the terms Action/Space/Dynamics/Relationships • To be able to explore appropriate contact ideas for your performance. To understand question and answer/ Musical Theatre/ Bob Fosse <ul style="list-style-type: none"> • Be able to identify question and answer within Swansong, isolation • To know how to create your own question and answer section <ul style="list-style-type: none"> • To understand the dance term Climax • To be able to create a climax for your choreography • To understand how to create effective starting and ending positions <ul style="list-style-type: none"> • To understand what is meant by performance skills • Know why performance skills are important for dance • Be able to apply performance skills • Understand the role of the Choreographer <ul style="list-style-type: none"> • Understand the role of the Dancer • Be able to explain the themes and purpose of the dance 	<ul style="list-style-type: none"> • Solo, Trio and Group Performances • Discussion and Questioning • Choreographic devices • Motif development <ul style="list-style-type: none"> • Self-evaluation • Peer assessment • Professional work analysis • Learn set professional repertoire 	<p><u>Self-Reflection –</u> Throughout this scheme students are encouraged to reflect upon their work and their process. They are asked to consider how they could improve or do things differently in the future in order to achieve the most positive outcome. This could relate to their work directly or how well they have worked with others or developed their skills.</p> <p><u>Self-Motivation -</u> The students will therefore need to develop a higher level of self-motivation when working alone or in small groups and be less dependent on the ideas of the teacher. They will need to make their own choices and share their own ideas.</p>



Dance

achieve

<p>Year 11 Autumn 1 – Spring 1</p>	<p>Component 2 – For this component students are required to learn and perform (a minimum of) 2 minutes of professional repertoire. They must reflect upon their practice by completing a skills audit and rehearsal logs of their process. They will self-reflect and evaluate their work throughout.</p>	<ul style="list-style-type: none"> To develop an understanding of different dance styles <ul style="list-style-type: none"> To participate in workshops To know key features of a variety of dance styles To learn a section of a professional work/ repertoire and perform To develop on performance and physical skills to improve performance for assessment Be able to evaluate your work and set targets <ul style="list-style-type: none"> Analyse a variety of professional repertoire Select a set piece of repertoire to replicate Develop use of movement memory Develop understanding of the style and practitioner <ul style="list-style-type: none"> Use technology to reflect How to evaluate and improve of own performance 	<ul style="list-style-type: none"> Solo or group performance Self/peer-assessment Questioning and discussion 	<p>FBV Opportunities: Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.</p> <p>Careers and Employability Opportunities: Work related skills: leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities/ inclusivity</p>
<p>Y11 Spring 1 – Summer 2</p>	<p>Component 3 – This is an externally assessed component. Students are set a task by the exam board</p>	<ul style="list-style-type: none"> Explore a given stimulus in groups Create a performance which meets the brief given by the exam board Development of stimuli for dance Development of performance skills Development of choreographic devices 	<ul style="list-style-type: none"> Group performance <ul style="list-style-type: none"> Research Discussion/questioning Self/peer-assessment 	<p>FBV Opportunities: Mutual Respect and Tolerance: Being a good audience; Respect of performances; Use of equipment; tolerance of differing people (abilities); respect of different cultures Democracy: with decision making within a groups/pairs; understanding roles; Rule of Law: following activity rules and conventions; Individual Liberty: making judgements of their own and others performances and feeling safe in their activity.</p> <p>Careers and Employability Opportunities: Work related skills: leadership / communication / analysis / teamwork / presentation / analysis of strengths and weaknesses / perseverance in challenging activities/ inclusivity</p>