

# Curriculum Intent, Implementation and Impact 2019-20

Subject GCSE DANCE (AQA)

Year group: 9

Periods per fortnight: 6

## INTENT:

The dance students will be focusing on the three core areas of the exam syllabus; Performance, Choreography and appreciation.

Students will work on understanding and appreciating the six professional works

Students will complete two solo technical studies, a duet/trio and a choreography task set by the board.

Students will study dance by 'doing' and the study of the anthology will both broaden their knowledge and understanding of dance and ability to critically appraise dances of different styles and cultural influences.

Curiosity through the dances explored, striving to perform with confidence, ambitious in improving quality of performance and respectful in approach to the differing styles and dances explored.

E learning is available for students who wish to challenge themselves further outside of the classroom – workshops to support the technical studies and professional works will be available during the year. See Ms Curness for details.

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p><b>Topic One:</b> An Introduction to GCSE Dance</p> <p>Warm Ups RADS Motif development Choreography for solo Performing skills (using Strictly!)</p> <p>A brief introduction to the professional works</p> <p><b>Assessment:</b> Oct 2019 – SOLO Nov 2019 – Duet Dec 2019 - Group</p>	<p><b>Extended Learning:</b></p> <ul style="list-style-type: none"> <li>Rehearsals each week (minimum of one hour)</li> <li>Notes made on the topics</li> <li>All sheets are kept on Google classroom</li> <li>Self-assessments using video</li> </ul> <p><b>Google Classroom</b></p> <ul style="list-style-type: none"> <li>All dance assessments for review</li> <li>Stimulus for development</li> <li>Links to support understanding of Contemporary dance</li> <li>Professional dances from anthology posted</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to widen understanding of dance forms through film/TV YouTube</li> <li>Spaces for rehearsals/allowing students to stay after school for rehearsals</li> <li>Music! Helping students to widen their music tastes!</li> </ul>
Spring Term	<p><b>Topic Two-Focus on choreography</b></p> <p>Motif development 2 Themes for dance – Use of stimulus/music/images/poetry</p> <p><b>Professional Work One</b> – Emancipation of Expressionism</p> <p><b>Assessment</b> Jan – Motif development performance Feb – trios March – Group</p>	<p><b>Homework:</b></p> <ol style="list-style-type: none"> <li>Rehearsals – 1 hour per week</li> <li>Notes for EPN</li> <li>Booklets are written to support the Professional work (uploaded on google classroom)</li> </ol> <p><b>Google Classroom</b></p> <ul style="list-style-type: none"> <li>All dance assessments for review</li> <li>Stimulus for development</li> <li>Links to support understanding of</li> </ul>	<ul style="list-style-type: none"> <li>Encourage students to widen understanding of dance forms through film/TV YouTube</li> <li>Spaces for rehearsals/allowing students to stay after school for rehearsals</li> <li>Music! Helping students to widen their music tastes!</li> </ul>

	Exam Questions based on Professional Work One	Contemporary dance If available students will be attending a dance performance (dependant on local theatre)  <b>Year Nine students also are the dance leaders for the key stage one &amp; Two dance competitions</b>	
Summer Term	<p><b>Topic 3 - Show Focus (and presentation skills):</b></p> <ol style="list-style-type: none"> <li>1. Performance Skills</li> <li>2. Health &amp; Safety</li> <li>3. Technical Skills</li> <li>4. Mental Skills</li> <li>5. Expressive Skills</li> </ol> <p><b>Professional Work 2 – A Linha Curva</b></p> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>1. Performances based on the show work</li> <li>2. Written questions based upon the Professional work 2</li> </ol>	<p><u>Homework:</u></p> <ol style="list-style-type: none"> <li>1. Rehearsals for the show</li> <li>2. Booklet supporting learning on A Linha Curva</li> <li>3. Planning for the show</li> </ol> <p><b>Google Classroom</b></p> <ul style="list-style-type: none"> <li>• All dance assessments for review</li> <li>• Stimulus for development</li> <li>• Links to support understanding of Contemporary dance</li> </ul> <p>If available students will be attending a dance performance (dependant on local theatre)</p> <p>SUMMER HOMEWORK – comparative essay on first two works.</p>	<p>Encouragement to use the E learning available.</p> <ul style="list-style-type: none"> <li>• Encourage students to widen understanding of dance forms through film/TV YouTube</li> <li>• Spaces for rehearsals/allowing students to stay after school for rehearsals</li> <li>• Music! Helping students to widen their music tastes!</li> </ul>

## IMPACT:

By having the video assessments both spaced out and organised separately the dancers should have time to work through each piece methodically and focus on the criteria for each dance.

Students will increase their ambition as they use this time to reflect and review and realise that by breaking the course into the clear areas they have the ability to achieve.

Breaking down the 6 professional works into learning groups will allow students to develop the confidence to discuss and evaluate the aspects of performance and choreography seen throughout. Their professional curiosity should also be enhanced by viewing these works and allow them to challenge to create more diverse performance pieces.

By having a strong rehearsal ethic encouraged through classwork and through continuous homework students should be able to develop the resilience they need to produce the 4 exam dances in year 11.