

## Year 10 GCSE PE Curriculum

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
<p>(Year 10 September – November)</p> <p><b>Theory:</b> Study of professional work piece 1 - 'Emancipation of Expressionism' (6 studied across whole course)</p> <p><b>Practical:</b> Exploring ASDR in dance and workshopping to develop technical and performance.</p>	<p><b>3.3.2 Critical appreciation of professional set works.</b></p> <p>1. E of E by Kenrick H20 Sandy, by Boy Blue Entertainment.</p> <p><b>3.1.1 Solo performance –</b> Developing students technical, practical and performance skills through ASDR workshops and E of E material.</p>	<p><b>Theory</b> - Introduces students to the analysis of professional works and looks at the history of the industry with links to Street Dance – often a popular style to start with. Provides a key insight to analysing dance performances, a skill needed for the rest of the course.</p> <p><b>Practical</b> -develops students' physical skills needed: flexibility, balance, posture, alignment, strength, stamina, co-ordination</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>In class group performance to show ASDR exploration and group choreo tasks based on E of E.</p> <p>End of topic test on 'E of E'. Application to previous exam questions.</p>	<p>SPAG- understanding mark schemes and answering developed answers for exam content in response to evaluating professional works.</p> <p>Numeracy - understanding and applying rhythms, counts of music. Using counts of 8 to sequence a motif.</p>	<p>Linking- Connection finding</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p>	<p>After school Dance club to support progress.</p> <p>Attending external dance classes to strengthen physical and performance skills.</p> <p>Visits/watch videos at home of productions/shows to inspire and apply dance appreciation.</p>
<p>Year 10 Mid November – December</p>	<p><b>3.3.2 Critical appreciation of professional set works</b> – 2. 'A linha curve' by</p>	<p><b>Theory:</b> Contrasting professional work to show comparison and how dance</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p>	<p>SPAG- understanding mark schemes and answering</p>	<p>Linking- Connection finding</p> <p>Hardworking – Practice</p>	<p>After school Dance club to support progress.</p>

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<p><b>Theory:</b> study professional work 2 - 'A Linha Curve'</p> <p><b>Practical:</b> Continuation of developing ASDR in dance and performance skills through workshops based around a Linha curva.</p>	<p>Itzik Galili, a Rambert Dance Company</p>	<p>appreciation differs on intent. Introduces another dance style/fusion.</p> <p><b>Practical:</b> workshopping ASDR and building confidence and application in performance skills.</p>	<p>End of topic test on 'Linha Curve', and 'E of E'. Application to previous exam questions. Developing exam technique.</p>	<p>developed answers for exam content in response to evaluating professional works.</p> <p>Numeracy - understanding and applying rhythms, counts of music. Using counts of 8 to sequence a motif.</p>	<p>Analysing – Precision</p> <p>Realising - Automaticity</p> <p>Empathy – concerned for society</p>	<p>Attending external dance classes to strengthen physical and performance skills.</p> <p>Visits/watch videos at home of productions/shows to inspire and apply dance appreciation.</p> <p>Revision DANCE GCSE booklet.</p>
<p><b>Year 10 January – February</b></p> <p><b>Theory:</b> Professional works 3 - 'Shadows'</p> <p><b>Practical:</b> Duet/trio performance and Choreography workshops to aid development of</p>	<p><b>3.3.2 Critical appreciation of professional set works</b></p> <p>3. Shadows by Christopher Bruce, Phoenix Dance Theatre.</p> <p><b>3.1.2 - Duet/trio performance.</b> min 3 mins showing</p>	<p><b>Theory:</b> Contrasting professional work to show comparison and how dance appreciation differs on intent. Introduces another dance style/fusion.</p> <p>performance in a group trio's pupils work through the</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>Duet/trio live performance: assessment 'mock'. Final recording to occur in Jan of year 11. Performance section = 30% of final grade.</p>	<p>SPAG- understanding mark schemes and answering developed answers for exam content in response to evaluating professional works.</p>	<p>Linking- Connection finding</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p> <p>Empathy – concerned for society.</p>	<p>After school Dance club to support progress.</p> <p>Attending external dance classes to strengthen physical and performance skills.</p> <p>Visits/watch videos at home of productions/shows to</p>

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choreo ability in prep for Yr.11 solo Choreo piece. Focusing on <b>Duet/trio performance.</b>	performance skills and attributes	choreo process and developing technical skills. Sequenced here to ensure pupils are initially guided through the choreo process and to secure understanding for later when they must create own choreo that is assessed for final grade.	End of topic test on 'within her eyes, Artificial things and Linha curve'. Application to previous exam questions and recalling prior knowledge.	Numeracy - understanding and applying rhythms, counts of music. Using counts of 8 to sequence a motif.		inspire and apply dance appreciation.  DANCE GCSE booklet.
<p><b>Year 10 Mid Feb-March</b></p> <p><b>Theory:</b> Study Professional work 4 – 'Within her eyes'</p> <p><b>Practical:</b> Duet/trio performance and Choreography workshops to aid development of choreo ability in prep for Yr.11 solo</p>	<p><b>3.3.2 Critical appreciation of professional set works</b></p> <p>4. Within her eyes by James Cousins, the James Cousin Company.</p> <p><b>3.1.2 - Duet/trio performance continues.</b></p> <p>Duet/trio performance + programme note</p>	<p><b>Theory:</b> Contrasting professional work to show comparison and how dance appreciation differs on intent. Introduces another dance style/fusion.</p> <p><b>Practical:</b> sequenced here to develop choreographic skills to prepare students</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>End of topic test on 'within her eyes, E of E, shadows and Linha curve'. Application to previous exam questions and recalling prior knowledge.</p>	<p>SPAG- understanding mark schemes and answering developed answers for exam content in response to evaluating professional works.</p> <p>Numeracy - understanding and applying</p>	<p>Linking- Connection finding</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p> <p>Empathy – concerned for society</p>	<p>After school Dance club to support progress.</p> <p>Attending external dance classes to strengthen physical and performance skills.</p> <p>Visits/watch videos at home of productions/shows to inspire and apply dance appreciation.</p>

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Choreo piece. Focusing on <b>Duet/trio performance.</b>	(combined with 2 set phrases = 30% of final grade)	for their final choreo piece in year 11.	Practical performances of duet and trios 'mock' in prep for year 11 final recording. Allows pupils to self-evaluate and develop own dance critique.	rhythms, counts of music. Using counts of 8 to sequence a motif.		
<p><b>Year 10 April - May</b></p> <p><b>Theory:</b> Study Professional work 5 – Infra – Wayne McGregor</p> <p><b>Practical:</b> Learn Set phrase 1 – Breathe. (2 set phrases taught and internally assessed/recorded in Jan of year 11)</p>	<p><b>3.3.2 Critical appreciation of professional set works</b> Infra by Wayne McGregor</p> <p><b>3.1.1 Solo performance</b> – set phrase 1 Breathe (performance)</p>	<p><b>Theory:</b> Contrasting professional work to show comparison and how dance appreciation differs on intent. Introduces another dance style/fusion</p> <p><b>Practical</b> - set phrase Shift (contemporary based) develops students' physical skills needed: flexibility, balance, posture, alignment, strength, stamina, co-ordination</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>Application to previous exam questions and recalling prior knowledge. Breathe live performance: assessment 'mock'. Final recording to occur in Jan of year 11.</p>	<p>SPAG- understanding mark schemes and answering developed answers for exam content in response to evaluating professional works.</p> <p>Numeracy - understanding and applying rhythms, counts of music. Using counts of 8 to</p>	<p>Linking- Connection finding</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p> <p>Empathy – concerned for society</p>	<p>After school Dance club to support progress.</p> <p>Attending external dance classes to strengthen physical and performance skills.</p> <p>Visits/watch videos at home of productions/shows to inspire and apply dance appreciation.</p>

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		needed for choreo task later in course.		sequence a motif.		
<p><b>Year 10 June- July</b></p> <p><b>Theory:</b> Study professional work 6 – Artificial things</p> <p><b>Practical:</b> Learn Set phrase 2 – Shift. (2 set phrases taught and internally assessed/recorded in Jan of year 11)</p>	<p><b>3.3.2 Critical appreciation of professional set works</b> 1. 'Artificial things.' by Lucy Bennett, StopGap Dance Company.</p> <p><b>3.1.1 Solo performance</b> – set phrase 2 Shift (performance)</p> <p>set phrase Shift and Breathe (contemporary based)</p>	<p><b>Theory:</b> Contrasting professional work to show comparison and how dance appreciation differs on intent. Introduces another dance style/fusion. Final set work delivered. <b>(All professional works required for exam content covered by end of year 10).</b></p> <p><b>Practical:</b> Continuation of above to strengthen skills and performance elements in prep for choreo task in year 11.</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>End of topic test on 'within her eyes, Artificial things, Infra, shadows, E of E, and Linha curve'.</p> <p>Application to previous exam questions and recalling prior knowledge.</p>	<p>SPAG- understanding mark schemes and answering developed answers for exam content in response to evaluating professional works.</p> <p>Numeracy - understanding and applying rhythms, counts of music. Using counts of 8 to sequence a motif.</p>	<p>Linking- Connection finding</p> <p>Hardworking – Practice</p> <p>Analysing – Precision</p> <p>Realising - Automaticity</p> <p>Empathy – concerned for society</p>	<p>After school Dance club to support progress.</p> <p>Attending external dance classes to strengthen physical and performance skills.</p> <p>Visits/watch videos at home of productions/shows to inspire and apply dance appreciation.</p>