

## Year 10 Dance Curriculum Rationale

Dance is a powerful, creative and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, building on previous experience in the subject. Students will understand and recognise the role of dance in young people's lives and will study a range of dance styles and style fusions. The course combines a contemporary solo performance alongside 2 set phrases, with the flexibility of pupils choosing any other style in which to perform and choreograph assessment pieces, thus offering a holistic development in a range of dance styles. The study of six professional works in the dance anthology develops pupil's ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks. Dance GCSE provides students with the skills and experience to better prepare themselves for the demands of AS and A-level Dance, as well as a deeper insight into the professional industry.

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 - 'Artificial things.' (6 studied across whole course)</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> 1.'Artificial things.' by Lucy Bennett, StopGap Dance Company.</p> <p><b>3.1.1 Solo performance</b> – set phrase 1 Breathe (performance)</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> - set phrase Breathe (contemporary based) develops students' physical skills needed:</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>Breathe live performance: assessment 'mock'. Final recording to occur in Jan of year 11.</p> <p>End of topic test on 'Artificial Things'. 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>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		flexibility, balance, posture, alignment, strength, stamina, co-ordination				
<p><b>Year 10 Mid November – December</b></p> <p><b>Theory:</b> study professional work 2 - 'A Linha Curve'</p> <p><b>Practical:</b> Duet/trio performance + programme note (combined with 2 set phrases = 30% of final grade)</p>	<p><b>3.3.2 Critical appreciation of professional set works</b> – 2. 'A linha curve' by Itzik Galili, a Rambert Dance Company</p> <p><b>3.1.2 - Duet/trio performance.</b> min 3 mins showing performance skills and attributes.</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> performance in a group trio's (teacher led) guides pupils through the 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</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>End of topic test on 'Linha Curve', and 'Artificial things'. Application to previous exam questions. Developing exam technique.</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> <p>Revision DANCE GCSE booklet.</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		choreo that is assessed for final grade.				
<p><b>Year 10 January – February</b></p> <p><b>Theory:</b> Professional works 3 - 'within her eyes'</p> <p><b>Practical:</b> Learn and perform set phrase 2 – Shift.</p>	<p><b>3.3.2 Critical appreciation of professional set works</b> – 3. Within her eyes by James Cousins, the James Cousin Company.</p> <p><b>3.1.1 Solo performance</b> – set phrase 2 shift (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 needed for choreo task later in course.</p>	<p>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>Shift live performance: assessment 'mock'. Final recording to occur in Jan of year 11.</p> <p>End of topic test on 'within her eyes, Artificial things 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 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> <p>DANCE GCSE booklet.</p>
<p><b>Year 10 Mid Feb-March</b></p>	<p><b>3.3.2 Critical appreciation of professional set works</b> 4. Infra by Wayne</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 4 – 'Infra'</p> <p><b>Practical:</b> Choreography work/development in prep for Yr.11 Choreo piece.</p>	<p>Mcgregor, The Royal Ballet.</p> <p><b>3.2 Choreography.</b> Learning the practical skills of how to choreograph a set solo from an external stimulus. Action/space/dynamics/relationships.</p>	<p>appreciation differs on intent. Introduces another dance style/fusion.</p> <p><b>Practical:</b> sequenced here to develop choreographic skills to prepare students for their final choreo piece in year 11 as cannot be recorded until year of qualifications.</p>	<p>End of topic test on 'within her eyes, Artificial things, Infra and Linha curve'. Application to previous exam questions and recalling prior knowledge.</p> <p>Practical performances of own choreo prep, as a 'mock' in prep for year 11 final recording. Allows pupils to self-evaluate and develop own dance critique.</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><b>Year 10 April - May</b></p> <p><b>Theory:</b> Study Professional work 5 – Shadows</p> <p><b>Practical:</b></p>	<p><b>3.3.2 Critical appreciation of professional set works</b></p> <p>5. Shadows by Christopher Bruce, Phoenix Dance Theatre.</p> <p><b>3.2 - Choreography.</b></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>Low stakes retrieval quizzes/forms quizzes/quizlets.</p> <p>End of topic test on 'within her eyes, Artificial things, Infra, shadows and Linha curve'. Application</p>	<p>SPAG- understanding mark schemes and answering developed answers for exam content in response to evaluating</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>

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Pupils given previous 5 stimulus and have a preparation in planning own solo choreo.	Pupils work on creating own solo choreography in response to 5 stimuli's.	<b>Practical:</b> Sequenced to allow pupils to apply learnt/developed knowledge from prior taught unit and prepare to create own solo in prep/practice for their final choreo task which will be assessed when launched in Sept of Year 11 from AQA.	to previous exam questions and recalling prior knowledge.	professional works.  Numeracy - understanding and applying rhythms, counts of music. Using counts of 8 to sequence a motif.	Empathy – concerned for society	Visits/watch videos at home of productions/shows to inspire and apply dance appreciation.
<p><b>Year 10 June- July</b></p> <p><b>Theory:</b> Study professional work 6 – Emancipation of Expressionism.</p> <p><b>Practical:</b> Own choreo continuation and refining.</p>	<p><b>3.3.2 Critical appreciation of professional set works</b> 6. E of E by Kenrick H20 Sandy, by Boy Blue Entertainment.</p> <p><b>3.2 - Choreography.</b> Pupils work on creating own solo choreography in response to 5 stimuluses.</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>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'. 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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		<p><b>Practical:</b> Continuation of above to strengthen skills and performance elements in prep for choreo task in year 11.</p>		<p>rhythms, counts of music. Using counts of 8 to sequence a motif.</p>		