



# Dance Key Stage 4 Curriculum Overview

Y10	<b>GCSE Dance</b>					
	Week 1 ← → Week 39					
Unit	Safe working practises Choreography	Choreographic process Choreography	Anthology – A Linha Curva Anthology – A Linha Curva	Anthology - Shadows Anthology – Shadows / Performance	Performance Solo Performance – assessed set phrases	Anthology - Within Her Eyes Retrieval of knowledge: Choreographic process
Key content  (know that...know how...)	Safe working practices (during performance). Mental skills and attributes (process). Safe working practices (process). Relationship content. Action content. Dynamic content. Spatial content. Development of dance idea from a range of stimuli.	Researching – communication of choreographic intent. Improvising – relationships, actions, dynamics, space. Generating. Selecting. Developing – choreographic devises, aural setting. Structuring – structuring devices. Refining and synthesising. Choreographic process. Communication of choreographic intent – mood, meaning, idea, theme, style.	Features of production: Staging/set design Lighting Properties Costume Dancers Aural setting Performance environment Choreographic approach Choreographic intent Choreographic content.	Features of production: Staging/set design Lighting Properties Costume Dancers Aural setting Performance environment Choreographic approach Choreographic intent Choreographic content. Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance). Utilise knowledge and skills in a group performance.	Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance). Accurate replication of exam board set phrase (shift). Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance).	Features of production: Staging/set design Lighting Properties Costume Dancers Aural setting Performance environment Choreographic approach Choreographic intent Create a piece of choreography using the choreographic process. Communication of choreographic intent – mood, meaning, idea, theme, style.
Prior Knowledge	Warm and cool down stretches of joints. Core and advanced skills in KS3 dance.	Core and advanced skills in KS3 dance.	Leadership in KS3 development of analysing performance. Analysis of professional dance at KS3.	Analysis of first anthology.	Core and advanced skills in KS3 dance. Performance based practical lessons. Retrieval of knowledge in theory lessons within the same block of work.	Analysis of earlier anthologies.

<p style="text-align: center;"><b>GCSE Assessment Objectives</b></p>	<p>Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1)</p> <p>Create dance, including movement material and aural setting, to communicate choreographic intention. (AO2)</p> <p>Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3)</p> <p>Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)</p>	<p>Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1)</p> <p>Create dance, including movement material and aural setting, to communicate choreographic intention. (AO2)</p> <p>Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3)</p> <p>Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)</p>	<p>Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1)</p> <p>Create dance, including movement material and aural setting, to communicate choreographic intention. (AO2)</p> <p>Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3)</p> <p>Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)</p>	<p>Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1)</p> <p>Create dance, including movement material and aural setting, to communicate choreographic intention. (AO2)</p> <p>Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3)</p> <p>Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)</p>	<p>Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1)</p> <p>Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3)</p> <p>Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)</p>	<p>Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1)</p> <p>Create dance, including movement material and aural setting, to communicate choreographic intention. (AO2)</p> <p>Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3)</p> <p>Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)</p>
<p style="text-align: center;"><b>Assessments</b></p>	<p>Component Assessment.</p> <p>Assessment of knowledge identified above for safe working practises.</p>	<p>Component Assessment.</p> <p>Assessment of knowledge identified above for choreographic process (AO3).</p> <p>Practical Assessment of choreography (AO2):</p> <p>Selection and use of appropriate action and dynamic content to realise choreographic intent.</p> <p>Selection and use of appropriate spatial content (and relationship content where appropriate) to realise choreographic intent.</p> <p>Selection and use of appropriate structuring devices and form to realise choreographic intent.</p> <p>Selection and use of appropriate choreographic devices to realise choreographic intent.</p> <p>Selection and use of appropriate aural setting (and performance environment where appropriate) to realise choreographic intent.</p>	<p>Component Assessment.</p> <p>Assessment of knowledge identified above for anthologies. (AO4)</p> <p>Diagnostic extended writing piece.</p>	<p>Component Assessment.</p> <p>Assessment of knowledge identified above for anthologies. (AO4)</p> <p>Diagnostic extended writing piece.</p>	<p>Component Assessment.</p> <p>Assessment of knowledge identified above for performing skills. (AO3)</p> <p>Practical assessment of performance. (AO1)</p> <p>Demonstration of physical skills and attributes safely to reflect choreographic intent.</p> <p>Demonstration of technical skills accurately and safely to reflect choreographic intent.</p> <p>Demonstration of expressive skills to reflect choreographic intent.</p> <p>Demonstration of mental skills and attributes during performance.</p> <p>(Recorded in Year 11 as exam piece of work).</p>	<p>Component Assessment.</p> <p>Assessment of knowledge identified above for anthologies. (AO4)</p> <p>Diagnostic extended writing piece.</p>

Y11	GCSE Dance			
Unit	Anthology – Emancipation of Expressionism Solo Performance – assessed set phrases.	Anthology – Infra Group Performance – assessed.	Artificial Things Choreography – assessed.	Revision techniques and spaced practice
Key content <b>(know that... Know how...)</b>	Retrieval of knowledge on - Features of production: Staging/set design Lighting Properties Costume Dancers Aural setting Performance environment Choreographic approach Choreographic intent Accurate replication of exam board set phrase (breathe). Retrieval of knowledge on - Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance).	Retrieval of knowledge on - Features of production: Staging/set design Lighting Properties Costume Dancers Aural setting Performance environment Choreographic approach Choreographic intent Performance piece as a group. Retrieval of knowledge on - Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance).	Retrieval of knowledge on - Features of production: Staging/set design Lighting Properties Costume Dancers Aural setting Performance environment Choreographic approach Choreographic intent Retrieval of knowledge on - Choreographic process.	Recap and implement the below skills across all topics. Consolidate subject knowledge across all topics. Apply knowledge to exam questions. Exam technique. Revision skills including use of Revision booklets/guides/online workshops.
Prior Knowledge	Analysis of previous anthologies. Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance).	Analysis of previous anthologies. Physical skills and attributes. Technical skills. Expressive skills. Mental skills and attributes (during performance).	Analysis of previous anthologies. Researching – communication of choreographic intent. Improvising – relationships, actions, dynamics, space. Generating – motifs to reflect choreographic intention. Selecting – relevant motifs. Developing – choreographic devises, aural setting. Structuring – structuring devices. Refining and synthesising. Choreographic process.	Content of Section A – Knowledge and understanding of choreographic processes and performing skills. Content of Section B - Critical appreciation of own work. Content of Section C - Critical appreciation of professional works.

			Communication of choreographic intent – mood, meaning, idea, theme, style.	
<b>GCSE Assessment Objectives</b>	Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1) Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)	Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1) Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)	Perform dance, reflecting choreographic intention through physical, technical and expressive skills. (AO1) Create dance, including movement material and aural setting, to communicate choreographic intention. (AO2) Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3) Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)	Demonstrate knowledge and understanding of choreographic processes and performing skills. (AO3) Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. (AO4)
<b>Assessments</b>	Component Assessment. Assessment of knowledge identified above for anthologies. (AO4) Diagnostic extended writing piece. Practical assessment of performance (AO1). Demonstration of physical skills and attributes safely to reflect choreographic intent. Demonstration of technical skills accurately and safely to reflect choreographic intent. Demonstration of expressive skills to reflect choreographic intent. Demonstration of mental skills and attributes during performance. (Recorded as exam piece of work).	Component Assessment. Assessment of knowledge identified above for anthologies. (AO4) Diagnostic extended writing piece. MOCK EXAM. Practical assessment of performance (AO1). Demonstration of physical skills and attributes safely to reflect choreographic intent. Demonstration of technical skills accurately and safely to reflect choreographic intent. Demonstration of expressive skills to reflect choreographic intent. Demonstration of mental skills and attributes during performance. (Recorded as exam piece of work).	Component Assessment. Assessment of knowledge identified above for anthologies. (AO4) Diagnostic extended writing piece. Practical Assessment of choreography (AO2): Selection and use of appropriate action and dynamic content to realise choreographic intent. Selection and use of appropriate spatial content (and relationship content where appropriate) to realise choreographic intent. Selection and use of appropriate structuring devices and form to realise choreographic intent. Selection and use of appropriate choreographic devices to realise choreographic intent. Selection and use of appropriate aural setting (and performance environment where appropriate) to realise choreographic intent. Recorded as exam piece of work).	Assigned past papers. Marked and question level analysis completed to identify gaps in knowledge and tailor intervention and revision.