



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject):			Year group: 10	
Dance				
Term	Key topics / scheme of work	What most pupils will learn (prior assessment may alter starting point & content)	Key skills used	How will this learning be assessed?
Term 1	A Linha Curva by Itzik Galili	<p>Pupils will learn the first work in the Dance Anthology.</p> <p>They will learn the component features of the work.</p> <p>Pupils will learn movement inspired by the themes in the piece in order to embed the work for recall during their theory exam.</p> <p>Pupils will choreograph their own movement inspired by the themes in ALC.</p>	<ul style="list-style-type: none"> ✓ Analytical skills ✓ Essay writing skills using describing and interpreting ✓ Choreography skills ✓ Performance skills ✓ Self-assessment and target setting 	<p>Presentation in groups, to the class, on one of the key features of the work.</p> <p>End of unit test of the key features plus a longer answer exam style question</p>
Term 2	Choreography from different stimuli.	<p>What a stimulus is.</p> <p>How to use different stimuli to create movement.</p>	<ol style="list-style-type: none"> 1. Choreographic devices 2. Group work 3. Creativity 4. Performance skills 	Formative verbal feedback during all lessons from





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	GCSE Set Phrase 1 - Performance	<p>How to create and develop motifs.</p> <p>How to use a range of choreographic devices to enhance the creativity of their work.</p> <p>Pupils will learn the first of the set phrases for part of the GCSE dance performance piece, Breathe.</p> <p>They will focus on performance skills: physical, technical, expressive and mental and safe practice.</p>	5. Target setting <ul style="list-style-type: none">✓ Performance skills✓ Mental skills during the process – concentration, commitment, movement memory✓ Ability to respond from feedback✓ Target setting	<p>teacher and peers.</p> <p>Summative feedback at the end of the unit.</p> <p>Written feedback on choreography and performance of each group.</p> <p>Basic knowledge test</p> <p>Performance using the GCSE grading criteria for the set phrases.</p> <p>Written questions to test their understanding of performance skills: what they are; where they</p>
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				are used; and how they can be developed.
Term 3	Emancipation of Expressionism by Kenrick H2O Sandy	<p>Pupils will learn the key components of E of E, the second in the Dance Anthology.</p> <p>They will learn short phrases inspired by E of E.</p> <p>They will learn the different street dance styles used in E of E.</p> <p>They will develop the phrases learnt using key choreographic devices identified by the choreographer.</p>	<ul style="list-style-type: none">✓ Analytical skills✓ Essay writing skills using describing and interpreting✓ Choreography skills✓ Performance skills✓ Self-assessment and target setting	<p>Presentation of key features to the class. Pupils will be divided into groups and given a feature to focus on.</p> <p>End of unit test of key features.</p>
Term 4	GCSE Set Phrases - Performance	<p>Pupils will learn the second of the set phrases for part of the GCSE dance performance piece, Shift.</p> <p>They will focus on performance skills: physical, technical and expressive.</p> <p>Pupils will continue to learn technical sequences to improve their technique which will enhance their performance skills.</p>	<ul style="list-style-type: none">✓ Performance skills✓ Mental skills during the process – concentration, commitment, movement memory✓ Ability to respond from feedback✓ Target setting✓ Self-assessment and target setting	<p>Performance using the GCSE grading criteria for the set phrases.</p> <p>Written questions to test their understanding of performance skills: what they are; where they are used; and</p>





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	Theory: Infra by Wayne McGregor	Contextual information on the fourth set work. Key components of costume, set, lighting, aural setting. Analysis of components. Comparison with other set works.	<ul style="list-style-type: none">✓ Analytical skills✓ Essay writing skills using describing and interpreting✓ Choreography skills✓ Performance skills	how they can be developed. Presentation of key features to the class. Pupils will be divided into groups and given a feature to focus on. End of unit test of key features.
Term 5	Shadows by Christopher Bruce.	Pupils will learn the key components of Shadows, the third in the Dance Anthology. They will experiment with movement in the style of Shadows to help enhance their written appreciation of the work. They will develop the phrases learnt using key choreographic devices identified by the choreographer. They will create movement communicating the key themes in Shadows.	<ul style="list-style-type: none">✓ Analytical skills✓ Essay writing skills using describing and interpreting✓ Choreography skills✓ Performance skills✓ Self-assessment and target setting	Presentation of key features to the class. Pupils will be divided into groups and given a feature to focus on. End of unit test of key features.





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	<p>Within Her Eyes by James Cousins.</p>	<p>Pupils will learn the key components of Within Her Eyes, the fourth in the Dance Anthology. They will experiment with movement in the style of WHE to help enhance their written appreciation of the work. They will develop the phrases learnt using key choreographic devices identified by the choreographer. They will create movement communicating the key themes in WHE. They will learn how a site sensitive performance environment can enhance the choreographic intention of a work.</p>	<ul style="list-style-type: none"> ✓ Analytical skills ✓ Essay writing skills using describing and interpreting ✓ Choreography skills ✓ Performance skills ✓ Self-assessment and target setting 	<p>Analytical skills</p> <p>Essay writing skills using describing and interpreting</p> <p>Choreography skills</p> <p>Performance skills</p> <p>Self-assessment and target setting</p>
<p>Term 6</p>	<p>Performance Piece</p>	<p>Pupils will learn four short motifs from the two other set phrases. Pupils will learn to develop the set motifs to communicate a choreographic intention from a given stimulus. Pupils will use their knowledge of performance skills using the GCSE performance criteria. Pupils will develop their stamina through performance of a 3 ½ - 5-minute dance.</p>	<ul style="list-style-type: none"> ✓ Performance skills ✓ Mental skills during the process – concentration, commitment, movement memory ✓ Ability to respond to feedback ✓ Target setting 	<p>Performance using the GCSE grading criteria for the set phrases.</p> <p>Written questions to test their</p>





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				understanding of performance skills: what they are; where they are used; and how they can be developed.
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