



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

				used; how they can be developed.
Term 2	Choreography from different stimuli. Stimuli from exam board NEA.	<ul style="list-style-type: none">• What a stimulus is.• How a stimulus leads to a choreographic intention.• How to create movement which successfully communicates the choreographic intention.• Pupils will be encouraged to experiment and create movement relating to a range of stimuli• Practical work will be supported with written work linked to section A of the GCSE paper. <p>Pupils will gain knowledge of:</p> <ol style="list-style-type: none">1. Choreographic processes<ul style="list-style-type: none">✓ researching✓ improvising✓ generating✓ selecting✓ developing✓ structuring✓ refining and synthesising.2. Choreographic Devices<ul style="list-style-type: none">✓ motif and development	<ol style="list-style-type: none">1. Choreographic devices2. Choreographic processes3. Group work4. Creativity5. Performance skills6. Target setting7. Theoretical knowledge and application of choreography.	<p>Formative verbal feedback during all lessons from 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 using exam style questions, scaffolding to support the early process.</p>





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		<ul style="list-style-type: none"> ✓ repetition ✓ contrast ✓ highlights ✓ climax ✓ manipulation of number ✓ unison and canon 		
Term 3	Emancipation of Expressionism by Kenrick H2O Sandy	<ul style="list-style-type: none"> • Pupils will learn the key components of E of E, the second in the Dance Anthology. • They will learn short phrases inspired by E of E. • They will learn the different street dance styles used in E of E. • They will develop the phrases learnt using key choreographic devices identified by the choreographer. 	<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	<ul style="list-style-type: none"> • Pupils will learn the second of the set phrases for part of the GCSE dance performance piece, Shift. • They will focus on performance skills: physical, technical and expressive. • Pupils will continue to learn technical sequences to improve their technique which will enhance their performance skills 	<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</p>





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	Shadows by Christopher Bruce.	<ul style="list-style-type: none"> • 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 	<p>used; and how they can be developed.</p> <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 5	Performance Piece	<ul style="list-style-type: none"> • Pupils will learn four short motifs from the two other set phrases. • Pupils will learn short movement phrases created by the teacher. • Pupils will learn to develop the set motifs and movement phrases 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. 	<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>Written questions to test their understanding of performance skills: what they are; where they are used; and how they can be developed.</p>





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Term 6	Within Her Eyes by James Cousins.	<ul style="list-style-type: none"> • 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 and the use of camera can enhance the choreographic intention of a work. <ul style="list-style-type: none"> • Pupils will spend time rehearsing and embedding the physical, expressive, technical, and mental skills needed to successfully perform the 2 GCSE set phrases. 	<ul style="list-style-type: none"> • Analytical skills • Essay writing skills using describing and interpreting • Choreography skills • Performance skills • Self-assessment and target setting <ul style="list-style-type: none"> • Physical skills • Mental skills during the process – concentration, commitment, movement memory, ability to respond to feedback, systematic repetition, rehearsal discipline • Target setting • Expressive skills • Technical skills 	<p>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. Analytical skills</p> <p>Essay writing skills using describing and interpreting</p> <p>Choreography skills Performance skills Self-assessment and target setting</p> <p>Performance using the GCSE grading criteria for the set phrases.</p>





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	<p>Performance:</p> <p>Embedding the set phrases</p>			
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