



ST. CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): DANCE			Year group: 11	
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 and 2	Set Phrase Infra by Wayne McGregor Component 1: Choreography	<ul style="list-style-type: none"> Rehearsing and refining their knowledge of the two set phrases, which will be filmed for assessment after half term. Performance skills Pupils must be aware that this is their final assessment, which will be marked and used for their GCSE. The filming will not be repeated. Contextual information on the fourth set work. Key components of costume, set, lighting, aural setting. Analysis of components. Comparison with other set works. Pupils will be set their choreography task set by the exam board. They will be expected to create a dance of between 3 – 3 ½ minutes for a group dance (2 – 5 dancers) and 3 	<ul style="list-style-type: none"> ✓ Performance skills ✓ Mental skills during the process – concentration, commitment, movement memory ✓ Ability to respond from feedback ✓ Target setting ✓ Analytical skills ✓ Essay writing skills using describing and interpreting ✓ Choreography skills ✓ Performance skills ✓ Self-assessment and target setting 	<p>Performance using the GCSE grading criteria for the set phrases.</p> <p>Written feedback and final grade.</p> <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>





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		<p>minutes for a solo dance. They can choose either a group dance or a solo.</p> <ul style="list-style-type: none"> • Pupils will use the skills they have learnt over the last 2 years. • Choreographic processes and devices. • Selection of appropriate aural setting. • Appropriate use of actions, space, dynamics (and relationships if doing a group piece.) • Pupils will also prepare a programme note to accompany their work, showing an understanding of how and why they have created their dance and how they have communicated their choreographic intention. 	<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>Performance using the GCSE grading criteria for the performance piece.</p> <p>Written feedback and final grade.</p>
Term 3 and 4	Component 1: Performance in a duet/trio	<ul style="list-style-type: none"> • Pupils will use a stimulus and identifiable movement from 2 set phrases to create a performance piece in a duet or trio of between 3 and 5 minutes. • Pupils will develop their understanding of performance for the theory paper while they are working practically. • Pupils must learn the key terms, definitions and the application of these in order to answer questions from section B of the exam paper. 	<ul style="list-style-type: none"> ✓ Creativity ✓ Motif and development ✓ Use of aural setting ✓ Communication ✓ Group work 	<p>Choreography assessed using AQA grading grid. Filmed and marked in preparation to be sent to the exam board.</p>





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	Artificial Things by Lucy Bennett	<ul style="list-style-type: none"> • Pupils will be able to reference their own practical work when answering questions, which will prepare them for section A and B of the exam paper. <hr/> <ul style="list-style-type: none"> • Contextual information on the final set work. • Key components of costume, set, lighting, aural setting. • Analysis of components. • Comparison with other set works 	<p>Communication of choreographic intention through the use of choreographic devices and processes as prescribed by AQA exam board</p> <hr/> <ul style="list-style-type: none"> ✓ Analytical skills ✓ Essay writing skills using describing and interpreting ✓ Choreography skills ✓ Performance skills <p>Self-assessment and target setting</p>	<p>Written programme note, not exceeding 500 words.</p> <p>Knowledge tests.</p> <p>Essay style questions.</p> <p>Compare and contrast questions.</p>
Term 5	GCSE Theory Revision	<ul style="list-style-type: none"> • Revision techniques. • Retrieval of knowledge of six professional works • Retrieval of performance skills and their application within the practical context. • Retrieval of choreography skills and their application within the practical context. 	<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"> ✓ Describe, analyse and interpret. ✓ Compare and contrast 	<p>Knowledge tests.</p> <p>Essay style questions.</p> <p>Compare and contrast questions.</p>





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		<ul style="list-style-type: none">• Pupils will learn and help to choreograph a performance piece for two or three dancers of between 3 and 5 minutes.•• Pupils will develop their understanding of performance for the theory paper while they are working practically.• Pupils will be able to reference their own practical work when answering questions, which will prepare them for section A and B of the exam paper.	✓ Essay writing	
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