



ST CATHERINE'S COLLEGE

A CHURCH OF ENGLAND ACADEMY

Learning overview for (subject): Dance			Year group: 10	
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	<p>Component 1: Performances Set Phrases</p> <p>Component 1: Performance in a duet/trio</p>	<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. 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 or a performance for the theory paper while they are working practically. Pupils must learn the key terms, definitions and the application of these to answer questions from section B of the paper. 	<ul style="list-style-type: none"> Performance skills Mental skills during the process – concentration, commitments, movement memory Ability to respond from feedback Target setting Analytical skills Skills from answering section B questions relating to own performance Performance skills Self-assessment and target setting Performance skills Ability to respond from feedback Target setting 	<p>Performance using the GCSE grading criteria for the set phrases.</p> <p>Verbal feedback</p> <p>Formal exam of the performance in a duet/trio</p> <p>Performance using the GCSE grading criteria for the performance piece</p> <p>Written and verbal feedback</p> <p>Marking the final grade</p>





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	<p>Infra by Wayne McGregor and Artificial Things by Lucy Bennett</p> <p>Set Phrase Exam</p>	<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. • Contextual information on the fifth and sixth set work. • Key components of costume, set, lighting, aural setting. • Analysis of components. • Comparison with other set works. <ul style="list-style-type: none"> • Pupils will learn how to refine their performance of Shift and Breathe – set by the exam board. • Pupils will refine their knowledge of all 4 categories of performance skills. 	<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>Knowledge tests</p> <p>Essay style questions</p> <p>Compare and contrast questions</p> <p>Formal exam of set phrases. Filmed and marked according to the AQA GCSE grading criteria</p>
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Term 2 and 3	Component 1: Choreography	<ul style="list-style-type: none">• Pupils will be set their choreography task set by the exam board.• They will be expected to create a dance of between 3 and 3 ½ minutes for a group dance (2-5 dancers) and 3 minutes for a solo dance. They can choose either a group dance or a solo.• Pupils will use the skill style 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 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">• Creativity• Key choreography skills as set out by AQA• Motif and development• Use of aural setting• Communication• Group work <p>Communication of choreographic intention using choreographic devices and processes as prescribed by AQA exam board</p>	<p>Choreography assessed using AQA grading grid.</p> <p>Filmed and marked in preparation to be sent to the exam board.</p> <p>Written programme note, not exceeding 500 words.</p>
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Term 4 and 5	Component 1: Completion GCSE Theory Revision	<ul style="list-style-type: none">• Time allocated for any performance or choreography which needs to be improved or completed.• 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.• Prepare outline for questions on section B for the theory paper.• Pupils will be set their choreography task set by the exam board.	<ul style="list-style-type: none">• Analytical skills• Essay writing skills using describing and interpreting• Describe, analyse and interpret• Similarities and differences• Essay writing	Knowledge tests Essay style questions Compare and contrast questions
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