



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	A Linha Curva by Itzik Galili	<ul style="list-style-type: none"> Pupils will learn the first work in the Dance Anthology. They will learn the component features of the work. Pupils will learn movement inspired by the themes in the piece to embed the work for recall during their theory exam. Pupils will choreograph their own movement inspired by the themes in ALC. Pupils will learn the set phrases for part of the GCSE dance performance piece, Shift and Breathe. They will focus on performance skills: physical, technical, expressive and mental and safe practice. Pupils will learn how to answer exam style questions on how physical and expressive skills contribute to their overall performance. 	<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"> ✓ Performance skills – physical, expressive, technical and mental ✓ Ability to respond from feedback ✓ 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> <p>Performance using the GCSE grading criteria for the set phrases.</p> <p>Written questions to test their understanding of</p>





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	GCSE Set Phrase 1 and 2. Performance			performance skills: what they are; where they are 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	<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</p>





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		<ul style="list-style-type: none"> ✓ refining and synthesising. 2. Action, space, dynamics and relationships. 3. Choreographic Devices <ul style="list-style-type: none"> ✓ motif and development ✓ repetition ✓ contrast ✓ highlights ✓ climax ✓ manipulation of number ✓ unison and canon 		support the early process.
Term 3	<p>Emancipation of Expressionism by Kenrick H2O Sandy</p> <p>Performance in a duet/trio</p>	<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. • Pupils will learn set material from 2 set phrases. • Pupils will learn how to develop this material to include in a performance in a duet/trio. • Pupils will learn a series of motifs based on a choreographic intention. 	<ul style="list-style-type: none"> • Analytical skills • Essay writing skills using describing and interpreting • Choreography skills • Performance skills • Self-assessment and target setting • Physical, expressive, technical and mental skills. • Group work. • Choreography 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>





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		<ul style="list-style-type: none">• Pupils will use their choreographic knowledge to develop the motifs and set material into a performance in a duet/trio.• Pupils will develop their performance skills in practical performance and in theoretical tasks.	<ul style="list-style-type: none">• Answering exam style questions on the use of performance skills.	
Term 4	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>Performance using the GCSE grading criteria for the set phrases. Written questions to test their understanding of performance skills: what they are; where they are 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</p>





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				a longer answer exam style question
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 	Written questions to test their understanding of performance skills: what they are; where they are used; and how they can be developed.
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"> • 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. Analytical skills</p> <p>Essay writing skills using describing and interpreting</p> <p>Choreography skills</p>





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	<p>Performance: Embedding the set phrases</p>	<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">• 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>Performance skills Self-assessment and target setting</p> <p>Performance using the GCSE grading criteria for the set phrases.</p>
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