

Subject:	Dance Intent:	Our Exam Board is: AQA
DANCE	The Dance Department offers a powerful and expressive subject to study at GCSE level. It encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. The course is split into three areas: performance, choreography and dance appreciation. Students will study a range of professional works which will help develop their ability to critically analyse works. These works have been selected to broaden students' knowledge and understanding of the wide range of dance choreographed and performed in the UK today.	

The Big Questions...

Year 10	Year 11
<p>Performing skills, Safe Working Practice and Professional works 1 and 2 (Sept-Dec):</p> <ul style="list-style-type: none"> - What are the physical, technical and expressive skills used in dance performance? How do these skills develop in the studio to enable us to perform confidently and effectively? What are mental skills? How do mental skills in the rehearsal process differ to those used in a performance? What are the safe working practices in rehearsal and performance? Why is important to know about safe working practice for a dancer to maintain and fit and healthy career? What is a professional work? How doe choreographers create a dance from a stimulus? How do we analyse dance? What are the production features in a work? <p>Approaches to Choreography and Professional work 3 (Jan-Apr): What is a choreographic approach? How do choreographers work with dancers? What are the different ways that movement can be created? What is improvisation and what are the benefits or using it? How can movement be developed to show more complexity? How do choreographic devices and dance relationships enhance choreography? What dance styles are seen in a professional work? How can we compare similarities and differences in production features?</p> <p>Performance skills and Professional work 4 (May-Jul):</p> <ul style="list-style-type: none"> - How can an idea, theme or mood be developed into a small group dance? How can dancers show musicality and sensitivity to other dancers in performance? What ways can we demonstrate safe practice at a challenging level e.g. physical contact, elevations and moving into and out of the floor at speed. How do we describe, interpret, analyse and evaluate dance? Why is a personal contribution important? 	<p>Choreography and Professional work 5 (Sept-Nov):</p> <ul style="list-style-type: none"> - What is a stimulus and how do we research beyond the most obvious idea? How do I create interesting movement that relates to my dance idea? What choices do I need to consider when selecting appropriate accompaniment for choreography? How important is it to plan rehearsals in preparation for completing the choreography assessment? What are the skills that I need to know for choreography? What is the purpose or significance of different performance environments? What are the relationships between choreography and features of production to enhance audience understanding of the dance idea? <p>Solo Performance, Examination Techniques and Professional work 6 (Dec-Feb):</p> <ul style="list-style-type: none"> - What makes an effective solo performance on video? What ways can I improve my performance in the studio? Ho <p>Professional work 6, Performance and Choreography Assessments (Feb-Apr):</p> <ul style="list-style-type: none"> - What connections can you make between the choices of set design, lighting and costume etc of the professional works? How have you created your final choreography assessment? How did you research the selected stimulus from AQA exam board? How have you improved your performance of the set solo phrases and performance in a group pieces in rehearsals?

What skills will I develop?

- You will be able to critically analyse, interpret and evaluate professional work
- You will know how to perform and choreograph a short solo or small group dance. You will be able to approach making movement in a number of different ways and be creative
- You will show initiative and be able to work effectively as part of a small team and independently

What great resources can I use?

- <https://www.aqa.org.uk/subjects/dance/gcse> link to the GCSE Dance syllabus
- <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>
- <https://www.aqa.org.uk/resources/dance/gcse/dance/teach/command-words>
- <https://filestore.aqa.org.uk/resources/dance/specifications/AQA-8236-SP-2016.PDF>

How will I be assessed?

At Key stage 4 work is assessed termly through GCSE graded exams on the units shown above so that students can understand their strengths and weaknesses on each unit. Students show their knowledge and understanding by completing a range of exam style questions through ShowMyHomework. Teacher feedback is given verbally, in books and on assessed work so that pupils can improve their understanding before moving on to the next section of the course.

Examination: The end of the GCSE course is 40% exam-based and will involve one GCSE paper, taken at the end of Year 11. The paper is 1hr 30 mins long.

Three ways that parents/carers can help...

1. Ensure your child allows more than the 'night before' to complete dance homework. If often requires thinking time and should not be rushed!
2. Purchase 'Arts pool' Revision Guide from Yateley School Dance Department to support the written course.
3. Download the fact files and interview notes for the 6-professional works for revision. These will be supplied through Showmyhomework.