# Dance

| Exam Board & course code | | | |
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| AQA GCSE Dance 8236 | | | |
| Topics that will be taught | | | |
| Year Group | Autumn Term | Spring Term | Summer Term |
| Year 10<br><br><u>Component 1 – Dance practical</u> | <u>Performance</u><br>• Warm ups<br>• Corner work<br>• Breath<br><br><u>Duet/trio</u><br>• Learn contemporary routine<br><br><u>Choreography</u><br>• Various stimulus<br>• Poem<br>• Music<br>• Painting | <u>Performance</u><br>• Corner work<br>• Breath solo<br>• Shift solo<br><br><u>Duet/trio</u><br>• Continue with contemporary routine.<br>• Start jazz routine. | <u>Performance</u><br>• Breathe solo<br>• Shift solo<br><br><u>Duet/ trio</u><br>• Contemporary routine<br>• Jazz routine<br><br><u>Choreography</u><br>• Mock booklet |
| Component 2 – Dance Appreciation | <u>Safe working practices (during performance)</u><br>• safe execution<br>• appropriate dancewear, including:<br>• footwear<br>• hairstyle<br>• absence of jewellery.<br><br>Safe working practices (process)<br>• warming up<br>• cooling down<br>• nutrition | <u>Technical skills</u><br>• action content (<br>• dynamic<br>• spatial content<br>• relationship<br>• timing content<br>• rhythmic content<br>• movement in a stylistically accurate way.<br><br><u>Mental skills and attributes</u><br>• systematic repetition<br>• mental rehearsal<br>• rehearsal discipline | <u>Choreographic devices, including:</u><br>• motif and development<br>• repetition<br>• contrast<br>• highlights<br>• climax<br>• manipulation of number<br>• unison and canon.<br><br><u>Structuring devices and form</u><br>• binary<br>• ternary<br>• rondo |

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| | • hydration.<br><br><u>Physical skills</u><br>• posture<br>• alignment<br>• balance<br>• coordination<br>• control<br>• flexibility<br>• mobility<br>• strength<br>• stamina<br>• extension<br>• isolation<br><br><u>Expressive skills</u><br>• projection<br>• focus<br>• spatial awareness<br>• facial expression<br>• phrasing.<br>• For duet/trio performance only:<br>• musicality<br>• sensitivity to other dancers<br>• communication of choreographic intent, including mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). | • planning of rehearsal<br>• response to feedback<br>• capacity to improve.<br><br><u>Mental skills and attributes (during performance), including:</u><br>• movement memory<br>• commitment<br>• concentration<br>• confidence.<br><br><u>ASDR</u><br>• action<br>• space<br>• dynamic<br><br>• relationships<br><br><u>Performance environments</u><br>• proscenium arch<br>• end stage<br>• site-sensitive<br>• in-the-round .<br><br><u>Choreographic process</u><br>• research<br>• improvise<br>• generating<br>• selecting<br>• developing<br>• structuring<br>refining and synthesising | • narrative<br>• episodic<br>• beginning/middle/end<br>• unity<br>• logical sequence<br>• transitions.<br><u>Aural settings:</u><br>• song<br>• instrumental<br>• orchestral<br>• spoken word<br>• silence<br>• natural sound<br>• found sound<br>• body percussion.<br><u>Effects on choreographic outcomes:</u><br>• mood and atmosphere<br>• contrast and variety<br>• structure<br>• relationship to theme/idea.<br><br><u>Communication of choreographic intent</u><br>• meaning (s)<br>• idea (s)<br>• theme (s)<br>• style/style fusion(s). |

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| Year 11<br><br><u>Component 1 – Dance practical</u> | <u>Performance</u><br><br>• Final moderation filming of solo's (Breath & Shift)<br><br><u>Duet/ trio</u><br><br>• Final moderation filming duet/ trio.<br><br>Chorography<br><br>• Booklet workshop | <u>Chorography</u><br><br>• Creating chorography<br>• Filming chorography | |
| Component 2 – Dance Appreciation | <u>Linha Curva</u><br><br>• Features of production<br>• Performance environments.<br>• Choreographic approaches<br>• Choreographic content<br>• Choreographic intent<br><br><u>Infa</u><br><br>• Features of production<br>• Performance environments.<br>• Choreographic approaches<br>• Choreographic content<br>• Choreographic intent<br><br><u>Emancipation of expressionism</u><br>• Features of production<br>• Performance environments.<br>• Choreographic approaches | <u>Within Her Eyes</u><br><br>• Features of production<br>• Performance environments.<br>• Choreographic approaches<br>• Choreographic content<br>• Choreographic intent<br><br><u>Shadows</u><br>• Features of production<br>• Performance environments.<br>• Choreographic approaches<br>• Choreographic content<br>• Choreographic intent<br><u>Artifical Things</u><br>• Features of production<br>• Performance environments.<br>• Choreographic approaches<br>• Choreographic content<br>• Choreographic intent | |

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| | • Choreographic content<br>• Choreographic intent | | |

| What parents can do to support learning | Useful links and reference materials |
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| <u>Supporting Theory Content</u><br>• Encourage short, regular revision sessions using class notes and revision guides.<br>• Past papers, support marking with mark scheme.<br><br><u>Encouraging dance technique/ practice</u><br>• Support involvement in dance class (contemporary, jazz and ballet would be most advantageous).<br>• Providing a space to practice routine or to choreograph. | AQA specification - https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification<br><br>Arts pool revision resources- https://arts-pool.co.uk/revision/ |