

Year 10 Dance

GCSE Dance aims to allow students to build on their initial learning and excel in the three core areas of the curriculum; choreography, performance and appreciation. Students will revisit and develop their knowledge and complexity in thinking in these areas to become more independent and creative learners. Students develop their knowledge of choreography by responding to a variety of stimuli and using choreographic processes such as researching, improvising and structuring to make more informed creative choices. They will also build on their knowledge of performance by developing their technical, expressive and mental skills and studying a variety of techniques, styles and genres to develop their confidence and discipline in performing in front of an audience. Students will consistently revisit and reflect and improve on all areas of their performance to obtain a sense of resilience and self-awareness. The 'anthology' of professional dance works is added to and built on throughout Year 10 to further advance students' appreciation skills and give them insight into a wide range of current dance works. The anthology's mix of artistic, cultural and aesthetically diverse works is used to broaden students' knowledge and understanding of choreography and performance and develop the analytical skills required to critically appreciate.

Methods of deepening and securing knowledge:	
Spaced practice	Throughout the year, the same three core areas of learning are revisited and built upon to allow students to progress in their skills practically and develop their knowledge in a structured way.
Retrieval practice	Retrieval is used throughout Year 10 to allow students to revisit and revise key skills and concepts. This is done through starter and plenary tasks in lessons (verbal/written/interactive), written booklet tasks and Independent learning tasks.
Elaboration	Students elaborate and develop their knowledge and skills within practical elaboration every lesson and theory is completely embedded within practice in the studio with use of individual booklets.
Concrete examples	Exemplar performances and professional works are used to inspire and outline key objectives.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	Mock choreography project - Students are given a choice of stimuli (externally set) to research/develop and progress through the choreographic process independently Set Phrases (Shift/Flux) - Teaching of set phrases for practical exam (component 1 duo/trio) - Focus on students' understanding of technical skills in performance		Completion of mock choreography project - Perform, formally assess and carry out Aim Higher Time Component 1: Duo/Trio Performance Piece - Teaching and developing duo/trio performances in preparation for final exam in September/October		Theory in practice - Workshops to embed theory knowledge within practice (interleaving performance/choreography and appreciation across own practice and professional works) Completion of Component 1 Duo/Trio performance piece - Film and reflect in preparation for exam in Autumn term	

	Professional ('anthology') work 3 <i>A Linha Curva</i> by Itzik Galili Recap and retrieval/responding to higher tier exam style questions.		PPE Preparation Recap and retrieval/responding to higher tier exam style questions (6 - 12 marks).		Professional ('anthology') works 4 and 5 <i>Within Her Eyes</i> by James Cousins and <i>Infra</i> by Wayne McGregor Final recap/retrieval and end of year assessment/Aim Higher Time for written component (AH3 data).	
Assessment	- Formative assessment and retrieval tasks and Aim Higher response tasks - Ongoing formative practical assessment (informal) – set phrases and choreography	Exam style written assessment for AH1 (3 x professional works) - Formative practical assessment: set phrases and choreography	- Formative quizzing/peer and self-assessments/retrieval/Aim Higher tasks - Ongoing formative practical assessment (informal) – trio performance/choreography	Written PPE paper for AH2. - Practical PPE: mock choreography project assessment and trio performance (work in progress)	- Formative quizzing/peer and self-assessments/retrieval/aim higher tasks - Ongoing formative practical assessment (informal) – trio performance	Summative written assessment and practical performance assessment of duo/ trio group performances for AH3

Independent Learning:

Independent learning is a core part of learning and serves to support the learning in class, enrich the student experience and develop knowledge and skills. There are several types of independent learning set in Dance e.g. revision and retrieval tasks in individual booklets/research and planning for choreography tasks/reflecting on their own practice/responding to exam style questions (6 - 12 marks) using scaffolds/supporting notes. Google classroom is used consistently to facilitate independent learning tasks. Preparing for assessment is an essential part of each topic as each assessment allows teachers and students to see their progress. It is crucial that revision is completed so students can show what they know.