Scheme of work

Introduction

This SOW offers a route through the GCSE Dance (8236) specification.

It covers the specification in a logical order and suggests possible teaching and learning activities for each section of the specification.

The specification references are shown at the start of each section, whilst the learning outcomes indicate what most students should be able to achieve after the work is completed.

Timings have been suggested but are approximate. Teachers should select activities appropriate to their students and the curriculum time available.

The order is by no means prescriptive and there are many alternative ways in which the content could be organised.

The resources indicate those resources commonly available to schools, and other references that may be helpful. Resources are only given in brief and risk assessments should be carried out.

**Contents**

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**Year 10, block 1, 2, 3**

**Autumn term 1**

**Topic: Focus**

* Appreciation.
* *‘Emancipation of expressionism’* by Kenrick H2O Sandy MBE.
* Choreography.
* Introduction to ‘action, space dynamics relationships’ (ASDR).
* Performance developing technical and physical skills.

**Topic: Appreciation**

* Study Boy Blue – ‘*Emancipation of expressionism*’ by Kenrick H2O Sandy MBE.
* Features of production - focus on costume and aural setting.
* Decide on or design own costume for the group dance.
* Decide on appropriate aural setting.
* Written tasks: exam style questions on understanding of dance style, choreographic intent, dance relationships.

**Topic: Choreography**

* Use of action content from the professional work, including ninja walk, ninja glide, ninja static and chariots of fire.
* Teacher-led group dance with 5-6 dancers.
* Workshop the following dance styles:
  + hip hop
  + krumping
  + locking and popping
  + breaking
  + animation
  + waacking techniques.

**Autumn term 2**

**Topic: Focus**

* Appreciation.
* ‘*Artificial things’* by Lucy Bennett.
* Choreography.
* Motif development and choreographic terms.
* Understanding structure.
* Performance.
* Improving technique and broadening vocabulary.
* Understanding expressive skills.

**Topic: Appreciation**

* Study ‘*Artificial things’* by Lucy Bennett.
* Features of production – set design and lighting.
* Look at the facial expression and storytelling used in the Dave Toole’s solo at the end of the work.
* Written tasks: exam style questions on understanding of expressive skills.
* Three hypothetical choreography written tasks linked to practical tasks.

**Topic: Choreography**

* Teacher-led collaborative choreography – outcome is a 2 minute trio.
* Choose three links to the professional work, for example:
  + learn three movement phrases from the trio section in *Artificial Things*
  + images/portraits of families
  + snow globe and use of confined space.
* Motif development and choreographic terms.
* Responding to a given stimuli:
  + Task 1 working in trios.
  + Task 2 working in pairs.
  + Task 3 working individually.
* Focus on structuring devices and form.
* Focus on choreographic devices, including motif and development, contrast, highlights and climax.
* Consideration of aural settings and how they affect choreographic outcomes.

**Spring term 1**

**Topic: Focus**

* Appreciation.
* ‘*Shadows*’ by Christopher Bruce.
* Choreography.
* Understanding the processes of researching and improvising.
* Responding to a given stimulus.
* Performance.
* Improving technique.

**Topic: Appreciation**

* Study ‘*Shadows*’ by Christopher Bruce.
* Critical appreciation of understanding the features of production:
  + staging/set
  + lighting
  + properties
  + costume
  + dancers
  + aural settings.
* Written tasks: exam style questions on understanding of features of production.

**Topic: Choreography**

* Workshops exploring stimuli and starting points.
* Task: collaborative group choreography. Working in fours choose one of the following stimuli:
  + a sculpture by Frances Bruno Catalano
  + a suitcase
  + the music: ‘*Faun*’ by Olafur Arnalds.
* ‘*Text*’ by Emma Lazarus: ‘Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me. I lift my lamp beside the golden door’. (Part of the poem engraved on the base of the Statue of Liberty).

**Year 10, block 1, 2, 3**

**Autumn term 1**

**Topic: Performance**

* Safe working practices:
  + warm up
  + cool down.
* Safe working practices including:
  + appropriate dancewear
  + footwear
  + hairstyle
  + absence of jewelry.
* Technical and physical skills including:
  + accuracy of actions
  + timing
  + rhythm
  + style.

**Topic: Events**

Perform group dances to an audience. It can be formal or informal and a public performance to parents, colleagues or peers.

**Autumn term 2**

**Topic: Performance**

* Safe working practices:
  + safe execution
  + safe execution when working with others.
* Expressive skills including:
  + projection
  + pocus
  + spatial awareness
  + facial expression
* sensitivity to other dancers.

**Topic: Events**

Perform group dances to an audience. It can be formal or informal and a public performance to parents, colleagues or peers.

**Spring term 1**

**Topic: Performance**

* Safe working practices: hydration.
* Group sharing of choreographic work.
* Technical and physical skills including:
  + posture
  + alignment
  + balance
  + coordination control.

**Topic: Events**

Attend a live performance.

**Year 10, block 4, 5, 6**

**Spring term 2**

**Topic: Focus**

* Appreciation.
* ‘*A linha curva’* by Itzik Galili.
* Choreography.
* Understanding of spatial design.
* Patterns, formations, pathways, directions, levels, size of movement.
* Performance.
* Exploration of dance styles.

**Topic: Appreciation**

* Study ‘*A linha curva’* by Itzik Galili.
* Analysis of the features of production.
* Particular focus on:
  + action and dynamic content
  + spatial content
  + dance relationships
  + choreographic devices such as manipulation of number and repetition, unison, canon etc.

**Summer term 1**

**Topic: Focus**

* ‘*Infra’* by Wayne McGregor.
* Choreography.
* Choreographic approaches.
* Use of video recording to aid analysis and bring about improvement of own work.
* Performance.
* Introduction to movements from set phrases Breatheand Shiftinto class work.

**Topic: Appreciation**

* Study *‘Infra’* by Wayne McGregor.
* Analysis of the features of production.
* Particular focus on: action, dynamic and spatial content.
* Complete a choreographic workbook including learning about motif writing.
* Complete exam style questions on choreographic processes.

**Summer term 2**

**Topic: Focus**

* Appreciation.
* ‘*Within her eyes’* by James Cousins.
* Choreography.
* Focus on choreographic processes such as research.
* Understanding how to respond creatively to a stimulus.
* Performance.
* Exploring contact and weight-taking.
* Introduce movements from set phrases Focus and Scoop into class work.

**Topic: Appreciation**

* Study ‘*Within her eyes’* by James Cousins.
* Analysis of the features of production.
* Particular focus on:
  + how the use of focus supports the dance idea
  + how the response is not a stereotypical one
  + performance environment
  + how the lighting supports the dance idea.

**Year 10, block 4, 5, 6**

**Spring term 2**

**Topic: Choreography**

* Workshops that cover different dance styles (Salsa, Capoeira, African and Contemporary).
* Workshops that explore the use of props.
* Devise a whole class group dance that includes:
  + entrances and exits
  + skateboards and scooters
  + phrases from the work
  + a fusion of the dance styles explored in class.
* Consider use of aural setting to create the appropriate mood or meaning of the dance.

**Summer term 1**

**Topic: Choreography**

* Solo composition task.
* An introduction to choreographic approaches using Wayne McGregor’s method:

1. Teach a phrase to the whole class and dancers recreate the phrase exactly.
2. Dancers make a phrase on another dancer.
3. Teacher sets a choreographic task for dancers to complete or pose a choreographic problem for dancers to solve.

* Use the movement material from the three phrases as the starting point for creating a new solo of 1–1 ½ minutes.

**Summer term 1**

**Topic: Choreography**

* Workshops that cover:
  + exploring different performance environments
  + exploring different stimuli
  + improvising in response to a stimulus
  + generating movement material
  + understanding the importance of selecting and discarding dance material
  + developing and structuring learning about the importance of refining.
* Task: choreograph a group dance (2–5 dancers) that is a response to a stimulus of your own choice.
* Consider use of site sensitive performance environments.

**Year 10, block 4, 5, 6**

**Spring term 2**

**Topic: Performance**

* Perform to an audience.
* Consider appropriate costume choices.
* Safe working practice: working with a prop.
* Technical and physical skills including:
  + flexibility
  + stamina
  + extension
  + mobility
  + isolation
  + strength.

**Summer term 1**

**Topic: Performance**

* Perform the solo for peers.
* Developing mental skills including:
  + movement memory
  + commitment
  + concentration
  + confidence.
* Safe working practice: nutrition.
* Technical skills including:
  + action content
  + dynamic content
  + spatial content
  + timing content.

**Topic: Events**

Perform solos for peers.

**Summer term 2**

**Topic: Performance**

* Film the dance pieces in their site sensitive areas.
* Sharing of choreographic work within the class.
* Technical skills including:
  + action content
  + dynamic content
  + spatial content
  + timing content.

**Topic: Events**

Invited audience to an evening performance called ‘*Dance on camera’*.

**Year 11, block 7, 8, 9**

**Autumn term 1**

**Topic: Focus**

* Appreciation.
* ‘*Emancipation of expressionism’* by Kenrick H2O Sandy MBE.
* *‘Artificial things’* by Lucy Bennett.
* Analysis of A, S and D.
* Performance.
* Assessment task 1: solo performance.
* Understanding of:
  + the rehearsal process
  + the physical
  + technical and expressive skills
  + the mental skills and attributes needed for performance.

**Topic: Appreciation**

* ‘*Emancipation of expressionism’* by Kenrick H2O Sandy MBE.
* ‘*Artificial things’* by Lucy Bennett.
* Compare similarities and differences between the two works.
* Complete handbook on rehearsal technique.
* Answer exam style questions on own experience of performance.

**Topic: Choreography**

* Phrases, breathe, focus, shift and scoop.
* Analysis of the action, space and dynamic content of the four set phrases.
* Link to understanding of:
  + use of transitions
  + highlights
  + climax
  + phrasing.

**Topic: Performance**

* Safe working practices: safe execution.
* Understanding the importance of:
  + movement memory
  + commitment
  + concentration
  + confidence.
* Understanding the importance of:
  + systematic repetition
  + mental rehearsal
  + response to feedback
  + capacity to improve
  + planning of rehearsal.
* Practice of performance to camera.
* Teacher assessment of a live performance.
* Film the set phrases.

**Topic: Events**

Perform set phrases to peers/teacher/invited members of staff.

**Autumn term 2**

**Topic: Focus**

* Appreciation.
* *‘Shadows’* by Christopher Bruce.
* ‘*A linha curva’* by Itzik Galili.
* Choreography.
* Choreographic intent and understanding its importance and relevance to a successful dancer.
* Research the importance of an artistic vision.
* Performance.
* Assessment task 1: duet/trio performance.

**Topic: Appreciation**

* ‘*Shadows*’ by Christopher Bruce.
* ‘*A linha curva’* by Itzik Galili
* Compare similarities and differences between the two works.
* Model writing a programme note to support understanding of the work.
* Start work on a choreographic journal.

**Topic: Choreography**

* Choreographic intent and understanding its importance and relevance to a successful dancer.
* Re-visiting and understanding use of focus on solo work - learning the set action, dynamics, space and relationships.
* Working with students to develop the original content of the two set phrases through A, D, S and R.
* Developing student input for duet/trios.
* Modeling appropriate choices of aural setting.
* Choose a stimulus from the AQA set task list.
* Consideration of artistic vision. Begin the research process.

**Topic: Performance**

* Safe working practices:
  + warm up
  + safe execution.
* Focus on understanding:
  + musicality
  + sensitivity to other dancers
  + communication of choreographic intent.
* Understanding the importance of safe execution of challenging movement material.
* Peer/teacher feedback on technical, physical and expressive skills.
* Continued focus on rehearsal strategies.
* Teacher assessment of a live performance.
* Film the performance.

**Topic: Events**

Performance to an invited audience.

**Spring term 1**

**Topic: Focus**

* Appreciation.
* ‘*Infra*’ by Wayne McGregor.
* ‘*Within her eyes’* by James Cousins.
* Choreography.
* Assessment task 2: choreography.

**Topic: Appreciation**

* ‘*Infra’* by Wayne McGregor.
* ‘*Within her eyes’* by James Cousins.
* Compare similarities and differences between the two works.
* Write a programme note to support understanding of the work.
* Choreographic journal completed to support both the process of choreography plus link to component 2.

**Topic: Choreography**

* Devise a timetable to help guide the completion of the work.
* Consider selection of aural setting and performance environment (where appropriate).
* Explanation of assessment criteria and how marks are awarded.
* Re–visit chorographic processes. Start the process of choreography.
* Teacher assessment of live performance of the choreography.

**Year 11, block 10, 11**

**Spring term 2**

**Topic: Focus**

* Component 2: critical appreciation.
* *‘Emancipation of expressionism’* by Kenrick H2O Sandy MBE.
* ‘*Artificial things’* by Lucy Bennett.
* ‘*Shadows’* by Christopher Bruce.
* ‘*A linha curva’* by Itzik Galili
* *‘Infra’* by Wayne McGregor.
* ‘*Within her eyes’* by James ‘Cousins.

**Topic: Choreography**

* ‘Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance anthology.’
* This is explained further in the GCSE Dance specification.

**Topic: Appreciation**

* Consolidation of the previous learning.
* Section A: preparation for responding to hypothetical stimuli. Practice writing about choreographic processes and performing skills.
* Section B: revision on analysis of own work within the course either performance or choreography.

**Summer term 1**

**Topic: Focus**

* Component 2: Critical appreciation
* ‘*Emancipation of expressionism’* by Kenrick H2O Sandy MBE.
* ‘*Artificial things’* by Lucy Bennett.
* ‘*Shadows’* by Christopher Bruce.
* ‘*A linha curva’* by Itzik Galili.
* *‘Infra’* by Wayne McGregor.
* ‘*Within her eyes’* by James ‘Cousins.

**Topic: Choreography**

* ‘Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance anthology.’
* This is explained further in the GCSE Dance specification.

**Topic: Appreciation**

* Consolidation of the previous learning.
* Section C: GCSE Dance Anthology: learning to analyse, evaluate and identify similarities and differences in the works.
* Developing the ability to explain and justify opinions with reasoning about the works.