Key Stage 4 LTP

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| **Curriculum Intent** |
| ***What are the objectives for your curriculum?*** Learn to choreograph, perform and appreciate dance as an art form inform their development as creative and artistic individuals and broaden their aesthetic, social and cultural experience through a holistic engagement with dance.*What do you want pupils to be able to know and do by the time they end the stage?* Perform confidently. Be able to critically analyse and evaluate professional works and successfully choreograph their own pieces to a high standard.***How does your curriculum plan set out the sequence and structure of how it's going to be implemented****?*We have followed AQA guidelines and responded to previous Y11’s feedback as regards to the content and structure of the course. We have ensured practically activity is high throughout all years to keep pupils engaged and have divided the theory into year groups meaning they learn an exam section a year.***How does your curriculum reflect the school’s context and Catholic Ethos?***Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. Following the curriculum pupils are taught to instil the tree of values through the practical learning.***To what extent have you made these objectives clear?*** Introductory lesson goes through outline of the course and what pupils can expect to achieve. Pupils keep this information in their folders which they access every lesson.***How does your curriculum reflect national policy (for example, British values and PSHE)?***This specification focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Dance is a powerful and empowering form of nonverbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities. Dance develops creative, imaginative, physical, emotional and intellectual capacities. This specification acknowledges the important role that dance plays in young people’s lives. Whilst many students will bring some previous experience of dance, others will have very little. This specification aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.***How does it cater for disadvantaged and minority groups?*** Pupils can perform in solos. The group work is chosen by the teacher to ensure it caters for all pupils’ abilities. All resources are provided and shared.Section A refers to a part of the theory exam, not a part of the curriculum structure.  |

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| **Prior Learning Summary** |
| Dance units covered in KS3Different dance styles in ‘Around the world’Studying a professional work and key dance terminology in ‘Swan Song’ |

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| **Curriculum Structure – Year 9** |
| B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | B | R | R | R | R | R |
| G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | G | J | J | J | J | J | J | J | J | J | K | K | K | K | K | K | K |

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| **Curriculum Structure – Year 10** |
| C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | C | R | R | R | R | R | R | R | R | R |
| L | L | L | L | L | L | L | L | L | M | M | M | M | M | M | M | M | M | M | M | M | J | J | J | J | J | J | J | J | J | K | K | K | K | K | K | K | k | k |

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| **Curriculum Structure – Year 11** |
| D | D | D | D | D | D | E | E | E | E | E | E | E | E | E | E | F | F | F | F | F | F | F | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R | R |
| M | M | M | M | M | M | M | M | M | K | K | K | K | K | K | K | K | K | K | K | K | K | K |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Theory**

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| **Unit B – Safe Practice and Dance Skills** |
| **Overview** | Safe execution and dancewearPhysical / Technical / Expressive / Mental skills |
| **Aims** | To develop knowledge and understanding of potential hazards and how to stay safe whilst dancingTo develop knowledge and understanding of dance skills and the keywords and definitions that will appear in the theory exam. To use what they have learnt in about Safe Practice in their practical work. To be able to confidenally and accurately use the keywords in their practical work.  |

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| **Unit R – Revision** |
| **Overview** | Revise Section A of the Theory Exam |
| **Aims** | Recap Section A of the Theory ExamTo memorise Physical, Technical and Expressive Skills. To be able to write creatively and discuss choreography ideas. To be able to justify your ideas.  |

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| **Unit C – Anthology** |
| **Overview** | Infra, A Linha Curva, Artificial Things, E of E, Shadows, Within Her Eyes - Professional Works set by the Exam Board – Section C  |
| **Aims** | Study, analyse and interpret each professional work which may be present in the written exam. Learn the production values: costume, choreography, lighting, stimulus, aural setting and Choreographic intent.To be able to answer questions about each of the professional works in preparation for the written exam. To be able to compare and contrast professional works in preparation for essay questions. To be able to structure essay questions using scaffolds to support.  |

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| **Unit R – Revision** |
| **Overview** | Revise Section A & C of the Written Exam |
| **Aims** | Develop knowledge and understanding of section A&CSection C – The Professional Works – Rewatch all proffesional works and complete revision booklets on all of them to use for revision purposes. Section A – Physical, Technical and Expressive Skills,Pupils to be able to answer exam questions confidentially based on previous examples including longer essay questions. To learn how to structure essay questions using DILE.  |

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| **Unit D – Section A review** |
| **Overview** | Stimulus developmentTesting knowledge and understanding of performance skills |
| **Aims** | Develop knowledge and understanding of section A. Recap Section A of the Theory ExamTo memorise Physical, Technical and Expressive Skills. To be able to write creatively and discuss choreography ideas. To be able to justify your ideas and structure longer exam questions.  |

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| **Unit E – Section C Review** |
| **Overview** | Recap of professional works - Infra, A Linha Curva, Artificial Things, E of E, Shadows, Within Her Eyes - Professional Works set by the Exam Board – Section C |
| **Aims** | Develop knowledge of features of production and how to answer comparative questionsPupils to be able to answer exam questions confidentially based on previous examples including longer essay questions. To learn how to structure essay questions using DILE. |

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| **Unit F – Section B** |
| **Overview** | Analyse set phrase, duet/trio and choreography performances |
| **Aims** | Develop critical appreciation of pupils own workBe able to analyse and evaluate their own choreography using keywords. This choreogrpahy will have been filmed and sent to the examiner as part of their Performance component. To be able to structure exam questions. |

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| **Unit R – Revision** |
| **Overview** | Revise all theory in preparation for the written exam.  |
| **Aims** | Prepare pupils for examTo develop confidence in answering exam questions from small markers to long marker. To revise all keywords. To practice mock exams and sitting in exam conditions. To recap structure of essay questions. To recap DILE. To recap all six Professional works.  |

**Practical**

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| **Unit G – Safe practice, Physical skills, Technical Skills and Choreographic skills** |
| **Overview** | Posture, alignment, balance, co-ordination, control, flexibility, mobility, strength, stamina, extension, isolation Actions, dynamics, space, relationships, Motif Development and Structure |
| **Aims** | Develop knowledge and understanding as well as physical ability of physical skills. To learn set choreography from the teacher. To gain confidence in performing in front of others. To develop fundamental skills in Dance. To choose skills to improve in their own skillset for Dance.  |

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| **Unit J – Set Phrases** |
| **Overview** | Breathe and Shift |
| **Aims** | Develop knowledge and understanding as well as physical ability of set phrases. To learn both Set Phrases set by the exam board. To evaluate their own performance.To be filmed and assessed performing the set phrases.  |

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| **Unit K – Choreography** |
| **Overview** | Past choreography paper - solos |
| **Aims** | Complete a mock choreography assessment using mark schemeTo gain an understanding of what will be expected in the exam in terms of analysing and evaluating their own choreography. To rewatch and evaluate their own choreography.  |

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| **Unit L – Dance styles** |
| **Overview** | Line dance, Jazz, Hip Hop |
| **Aims** | Develop knowledge and understanding as well as physical ability of different dance styles. To learn how different dance styles require different physical skills. To learn about dance around the world and its impact. To learn choreography from those different styles and evaluate their own strengths and weaknesses. To explore potential dance styles that may suit them for the choreography element of the exam.  |

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| **Unit M – Duet & Trio’s** |
| **Overview** | Learn the set Duet / trio dance |
| **Aims** | Work with group to learn the set performance and enhance with own developments. Perform to an audience and film.To learn choreography taught by an external choreographer.To be able to learn set routines. To use counts and movement memory. To be filmed performing the set choreography. To use expressive skills effectively.  |