

Toynbee Curriculum

KS4 Topic Summaries

DANCE

Personal Best

Toynbee School



Scheme of Learning: Section A

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	SECTION C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

This is the first section of the GCSE Dance course which is studied in both practical and theory. The lessons will follow the same structure and will focus on the key skills needed to complete the course. The specification focuses on skills for performance and choreography- looking specifically into how to execute Dance safely while demonstrating a range of skills. This topic provides students a chance to understand aspects of Dance creation and development in a wider context. It is the first opportunity students will have to make direct links between what they are studying in both practical and theory lessons. This topic will enable students to have a wider understanding of the skills which are drawn upon during the rest of the exam course.

Lesson Sequence:

The lessons have been sequenced to build students understanding and knowledge of key skills, before exploring how these materialize into content needed directly for their theory exam. The skills learnt first are the foundations to the knowledge that follows, without these the students simply could not complete the remaining components.

The topic starts with an initial lesson to introduce students to the GCSE Dance exam paper. It covers the amount of marks in the paper and what the students will be expecting to see from it. This allows the students the opportunity to see what the final product of their learning and journey in Dance will amount to.

The first series of lessons explore the skills needed for both performance and choreography. The skills are drawn upon during Section A and B of the Dance theory paper. The students will first look at the different types of skill, the definitions of each one and how they have applied them to their own work in our practical lessons. Following this students will learn how to further apply the skills to their practical work while learning why they are important and how to improve each skill to improve their overall performance. Students will also look at Safe Studio Practices which are transferrable to their practical lessons.

The next sequence of lessons follow on hand in hand from the skills learnt towards the beginning of the course. Students now will gain knowledge of how to apply these skills into hypothetical choreographies which are developed through the use of skills. Within this sequence of lessons the students will learn how to apply different aspects of their Technical skills to hypothetical choreography situations and be able to justify their answers.

Following this students will look at exam questions to gain knowledge from the outset of how to apply their knowledge into real life exam situations. Using not only their knowledge of the skills but the application of them too. The skills studied primarily in Dance are the basis and key skills for the whole Dance course, with the skills being learnt in theory lessons being mirrored directly in their practical lessons too.

Sequence of Lessons:		Topic Resources:	
1	Introduction to the Exam Paper- Command words	Knowledge Map:	Performance
2	Physical Skills- Definitions and application		
3	Technical Skills- Definitions and application	Any other Resources:	Section A Revision Guide
4	Expressive Skills- Definitions and application		
5	Mental Skills- Definitions and application	Knowledge Test 1:	
6	Applying the skills and why they are important	Knowledge:	Application of Skills in Dance for Performance
7	Safe Working Practice	Application of Knowledge:	Marks will be awarded out of 8 per skill following the GCSE Dance Scheme of Assessment
8	Knowing the skills exam questions		
9	Knowledge Test	Knowledge Test 2:	
10	Hypothetical Choreography- Stimulus Questions	Knowledge:	Application of skills in Dance for Choreography
11	Hypothetical Choreography- Motif Questions		
12	Hypothetical Choreography- Relationships	Application of Knowledge:	Marks will be awarded out of 8 per skill following the GCSE Dance Scheme of Assessment
13	Hypothetical Choreography- Dynamics		
14	Hypothetical Choreography- Space		
15	Hypothetical Choreography- Exam Questions		
16	Knowledge Test		

Scheme of Learning: Section B

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	SECTION C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting using the skills learnt in Section A.

Lesson Sequence:

The lessons have been sequenced to follow a similar structure to that of Section A and their practical knowledge. This is a unit of work which will be split up into sections depending on the point of current study in practical lessons. This means that not all content in this topic will be covered in the same year of the GCSE Dance course, due to the nature of the questions. For example, Choreography cannot be completed until Year 11 when the Stimuli are provided by AQA for their Exam.

Students will learn how to answer questions based on their use of skills during performance and their choices in their Choreography projects. Each lesson will follow the same format, with first the skills being chosen, then identifying where the skills were used within a specific practical piece and then stating why they were effective for the overall performance.

There will be regular informal assessments of the topic due to the nature of it being completely exam question based knowledge. Each lesson will be structured so that the final outcome is an exam style question answer. These will then be marked and feedback given to allow students to make comprise the best possible answers for the questions. Students can use these answers in their exam and are encouraged to revise them throughout the course to enable good recall of the answers.

Sequence of Lessons:

1	Identifying Performance Pieces
2	Solo- Physical
3	Solo- Technical
4	Solo- Expressive
5	Solo- Mental
6	Performance Piece- Physical
7	Performance Piece- Technical
8	Performance Piece- Expressive
9	Performance Piece- Mental
10	Choreography- Action
11	Choreography- Dynamic
12	Choreography- Space
13	Choreography- Relationship
14	Choreography- Choreographic Devices
15	Choreography- Structure
16	Formal Assessment

Topic Resources:

Knowledge Map 1:	Performance	Knowledge Map 2:	Choreography
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Assessment:

Knowledge:	3 Questions worth 6 Marks each.
Application of Knowledge:	Written questions which draw upon 3 out of 14 answers written and perfected before the exam.

Supportive Reading:

Any supported reading listed here	Section B Exemplar Booklet
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Scheme of Learning: Professional Works

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	Section C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:

- The similarities and differences between the defining characteristics of each Dance.
- The contribution of choreography, performance and features of production to the audience's understanding of the work.
- The relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention.
- The purpose or significance of different performance environments in which the Dance was created and performed.

Lesson Sequence:

The first lesson students will see in this topic will be an introduction to Section C: Professional Works. The students will study the same production features for each of the professional works which will be drawn upon within Section C of the GCSE Dance Written Component. The students will learn about 6 Professional Works with the understanding that any 4 of them could appear in their Written Paper. Each Professional Work will follow a sequence of lessons in the same order, however the sequence of Professional Works can, and will, change dependant on the class. The following information will outline the specific features each Professional Work will study and the information students will learn and be expected to draw upon in their exam.

The production features for each professional work are Lighting, Costume, Stage and Set design, Aural Setting, Props, Dancers and Dance for Camera. For the development of exam question answers it is vital that students understand the defining characteristics of each Professional Work. The key characteristics are as follows:

- Staging/set: Projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials.
- Lighting: Colour, placement, direction, angles.
- Properties: Size, shape, materials, how they are used.
- Costume (including footwear, masks, make-up and accessories): Features such as colour, texture, material, flow, shape, line, weight, decoration and how they define a character or gender, identify dancers, enhance or sculpt the body and enhance the action.
- Dancers: Number and gender.
- Aural settings: Song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm.
- Dance for camera: Placement, angle, proximity, special effects.
- Movement: Action, space, dynamics, relationship. Choreographic devices. Structuring devices and form.

In this sequence of work the students will learn the importance of the production features in relation to a range of different features of each Professional Work. The students will be specifically learning:

- How the feature compliments other production features
- Relationship between movement and production features
- Choreographic skills
- Suggesting a mood for the audience
- Characterisation
- Highlighting or hiding characters
- Supporting the Choreographic Intention
- Compliments the Set
- Supports the structure
- Supporting the Stimulus
- Supports the era
- Supports the Location

Once the key skills are learnt students will be taught how compare and contrast the production features to allow for a deeper understanding of each piece. This will teach students skills of comparison which will allow knowledge to be embedded further into the 12 Mark Question answers, thus providing a solid foundation for stronger answers to be formed.

Sequence of Lessons:

1	Introduction to Professional Works
2	A Linha Curva x 8
3	Emancipation of Expressionism x8
4	Shadows x8
5	Infra x8
6	Artificial Things x8
7	Within Her Eyes x8
8	12 Mark Questions- Compare and Contrast

Topic Resources:

Knowledge Map:	Professional Works KO	Any other Resources:	GCSE Dance Revision Guide
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Assessment:

Knowledge:	x2 : 1 Mark questions x1 : 6 Mark Questions x2 : 12 Mark Questions
Application of Knowledge:	Exam questions which draw upon Knowledge from 4 out of 6 of the Professional Works

Supportive Reading:

Any supported reading listed here	Transcript of Interviews from each Choreographer
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Scheme of Learning: Section A : Year 10

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	SECTION C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

This is the first section of the GCSE Dance course which is studied in both practical and theory. The lessons will follow the same structure and will focus on the key skills needed to complete the course. The specification focuses on skills for performance and choreography- looking specifically into how to execute Dance safely while demonstrating a range of skills. This topic provides students a chance to understand aspects of Dance creation and development in a wider context. It is the first opportunity students will have to make direct links between what they are studying in both practical and theory lessons. This topic will enable students to have a wider understanding of the skills which are drawn upon during the rest of the exam course.

Lesson Sequence:

The lessons have been sequenced to build students understanding and knowledge of key skills, before exploring how these materialize into content needed directly for their theory exam. The skills learnt first are the foundations to the knowledge that follows, without these the students simply could not complete the remaining components.

The topic starts with an initial lesson to introduce students to the GCSE Dance Practical exam. It covers the content needed for the assessment in Year 11 and will allow students to see the range of marks awarded for each section of their Practical Dance. This allows the students the opportunity to see what the final product of their learning and journey in Dance will amount to.

The first series of lessons explore the skills needed for both performance and choreography. The skills are drawn upon during Section A and B of the Dance theory paper. The students will first look at the different types of skill within performance and how they can develop and apply their skills within performance. Following this students will learn why they are important and how to improve each skill to improve their overall performance. Safe Studio Practice is a part of every practical lesson and will be fed throughout the course through expectations and development of self assessed practice.

The next sequence of lessons follow on hand in hand from the skills learnt towards the beginning of the course. Students now will gain knowledge of how to apply these skills into choreographies which are developed through the use of skills. Within this sequence of lessons the students will learn how to apply different aspects of their Technical skills to choreographic situations and be able to justify how and why they have applied different choreographic approaches.

Following this students will look at their practical exam content within use of skills in Choreography. Using not only their knowledge of the skills but the application of them too. The skills studied primarily in Dance are the basis and key skills for the whole Dance course, with the skills being learnt in theory lessons being mirrored directly in their practical lessons too.

Sequence of Lessons:

1	Introduction to the Practical exam
2	Physical Skills- Application of Skills
3	Technical Skills- Application of Skills
4	Expressive Skills- Application of Skills
5	Mental Skills- Application of Skills
6	Applying the skills and how to improve them using feedback
7	Safe Working Practice
8	Peer Evaluations
9	Assessment piece
10	Hypothetical Choreography- Stimulus
11	Hypothetical Choreography- Motif Development with Aural setting
12	Hypothetical Choreography- Relationships
13	Hypothetical Choreography- Dynamics
14	Hypothetical Choreography- Space
15	Hypothetical Choreography
16	Assessment Piece

Topic Resources:

Knowledge Map:	Performance and Choreography	Any other Resources:	Section A Revision Guide
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Knowledge Test 1:

Knowledge:	15 Question Knowledge test (40 Marks Total)
Application of Knowledge:	Exam questions where students draw upon their knowledge of the Skills. 1-4 mark questions looking for definitions, examples and explanations.

Knowledge Test 2:

Knowledge:	8 Question Knowledge Test (18 Marks total)
Application of Knowledge:	Exam questions where students show their understanding of Hypothetical Choreography

Scheme of Learning: Choreography : Year 10

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	SECTION C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

In this series of practical lessons students will learn skills for choreography which are essential for their Practical Exam in Year 11. Students will cover topics which will aid their development of their own choreographic projects which will transfer to 30% of their final GCSE Dance grade. This topic will also delve into choreographic approaches and devices used by a range of Choreographers as studied in their Professional Works study in Theory.

Lesson Sequence:

The first series of lessons in this topic will look into different types of Stimuli. Students must learn how to respond creatively to an externally set Stimulus, to choreograph their own complete dance for their Practical exam in Year 11. Students will learn how to identify the 5 types of Stimuli: Visual, Auditory, Tactile, Theme and Movement based. This knowledge will allow students to have a creative and imaginative response to a range of stimuli while using their imagination, problem solving, creativity and the synthesis of ideas to communicate a range of feelings, emotions, meanings and moods through Dance.

Following the exploration of Stimuli, students will be taught methods to creating dance. This will include looking at the choreographic process of:

- Researching • Improvising • Generating • Selecting • Developing • Structuring • Refining and Synthesising.

Within the generating section of this students will learn how a range of Choreographers make their pieces. They will study choreographic approaches which can and will be transferred into their own development of pieces for their exam. Choreography not only looks at the surface level dance but delves deeper into how it can be developed and changed to ensure students are applying their knowledge of skills from choreographic devices and understanding of choreographic forms and devices.

Following the understanding and development of how to choreograph dance using a set Stimuli, students will work collaboratively with their teacher to create a Performance Piece Duet/Trio which will count towards 15% of their final GCSE Dance grade. This piece aims to apply their knowledge of skills learnt in Section A while communicating a choreographic intention with artistry and a unique foundation for development within the piece which is individual to every dancer participating.

There will be regular informal assessments of the topic due to the nature of the topics being studied.

Sequence of Lessons:

1	Choreography- Stimulus 1
2	Choreography- Stimulus 2
3	Choreography- Stimulus 3
4	Choreography- Stimulus 4
5	Choreography- Stimulus 5
6	Choreographic Approaches- 1
7	Choreographic Approaches- 2
8	Choreographic Approaches- 3
9	Choreographic Approaches- 4
10	Choreographic Devices- Carousel 1
11	Choreographic Devices- Carousel 2
12	Aural Setting
13	Performance Piece

Topic Resources:

Knowledge Map:	Choreography	Any other Resources:	Professional Work KO
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Assessment:

Knowledge:	Application of Knowledge
Application of Knowledge:	Practical Dance assessments taken throughout the learning.

Scheme of Learning:

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	SECTION C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

Learning, Refining and Evaluating two Solo Performance Pieces. These pieces are worth 15% of the GCSE Dance final grade. This topic aims to provide students the ability to apply knowledge of skills and demonstrate their understanding of performance. Students will learn the importance of development of physical, technical, mental and expressive skills and why they are important.

Lesson Sequence:

Learning:

In these sequence of lessons students will be taught their solo performances. The Solo performance is provided by AQA and is expected to be learnt and performed the same as the video and notes provided. This is a technical performance piece, looking at how students perform using a range of physical, technical, expressive and mental skills. Students will be expected to perform their solo on their own and in time to a metronome.

Refining:

The refining lessons will be a chance for students to perform their set phrase as a soloist and to gain crucial feedback from their teacher which will improve the performance aspect of the piece. Students will be taught how to perform a piece of Dance with confidence and commitment to the learning while showing movement memory and concentration during the performance.

Refining and Evaluating:

Within this series of lessons students will be identifying where their specific skills were used in their solo performance and why they were effective for the overall performance. This is an evaluative skill which is needed for the Section B of their exam paper. This will also allow students to critically appreciate their own performance.

Sequence of Lessons:

1	Solo Performance: Learning Breathe
2	Solo Performance: Learning Breathe
3	Solo Performance: Learning Breathe
4	Solo Performance: Refining Performance
5	Solo Performance: Refining Performance
6	Solo Performance: Refining and Evaluating Performance
7	Solo Performance: Refining and Evaluating Performance
8	Solo Performance: Refining and Evaluating Performance
9	Solo Performance: Learning Flux
10	Solo Performance: Learning Flux
11	Solo Performance: Learning Flux
12	Solo Performance: Refining Performance
13	Solo Performance: Refining Performance
14	Solo Performance: Refining and Evaluating Performance
15	Solo Performance: Refining and Evaluating Performance
16	Solo Performance: Refining and Evaluating Performance

Topic Resources:

Knowledge Map:	Performance	
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Assessment:

Knowledge:	Set out the number of knowledge questions for this topic
Application of Knowledge:	A description of how the pupil will be expected to apply the knowledge here – see example summary for reference

Scheme of Learning: TITLE OF TOPIC GOES HERE

Topic Sequence:

1	2	3	4	5	6	7	8
SECTION A	SECTION B	SECTION C	Practical Autumn	Practical Spring	Practical Summer	Year 11	

Topic Overview:

This year of practical dance is entirely based on the completion of the GCSE Practical Dance Specification. Students will complete:

Performance

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

Choreography

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

Lesson Sequence:

The sequence of lessons within this topic are aimed at ensuring students have completed their Practical Dance Exam within the deadline for performance and to the best of their ability. Students will draw upon knowledge and performances from Year 10 to complete a series of performances and choreography.

Each student will be assessed regularly through informal showings of work with feedback and developments being provided to them to ensure their performance is to a high standard while meeting all the specification expectations.

Students will be provided 5 Stimuli from AQA which will be the base for their Choreography project which is 30% of their final grade. This is an individual project which students will be expected to complete not only in class time but in their own time too with the use of afterschool sessions specifically provided for Choreography. This topic is where students will be encouraged to have a:

- Creative and imaginative response to a range of stimuli
- Use of imagination, problem solving, creativity and the synthesis of ideas
- Application of knowledge, skills and understanding of choreographic forms and devices
- Communication of ideas, feelings, emotions, meanings and moods.

Exam dates for each performance will be provided to students when the content is learnt, refined and perfected. The dates for these can and will vary with the expectation of all practical work being completed by April Half Term. The practical content is filmed and marked and sent to AQA for moderation. Students can complete each piece multiple times until the most accurate grade for the student is produced.

The sequence of lessons in Year 11 is dependent on the progress of each class. In this year the split of lessons between practical and theory will vary according to the completion of GCSE Content.

Sequence of Lessons:

1	Performance Piece
2	Solo Performance: Breathe
3	Solo Performance: Flux
4	Choreography

Assessment:

Knowledge:	Set out the number of knowledge questions for this topic
Application of Knowledge:	A description of how the pupil will be expected to apply the knowledge here – see example summary for reference

Topic Resources:

Knowledge Map:	The Knowledge Map title should be here	Any other Resources:	Any other resources needed should be here
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