

Subject	Year 11 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
PE – Dance	<p>Autumn Term</p> <p>A Linha Curva –</p> <ol style="list-style-type: none"> 1. Describe and explain the stimuli, choreographic intention and approach of A Linha Curva. 2. Give examples and descriptions from A Linha Curva for costume, setting, performance environment. 3. Understand and describe the aural setting for the piece and give examples of how it is used with choreography. 4. Describe, explain, link the lighting of the piece. 5. Analyse and describe choreography from A Linha Curva by using key subject terminology. 6. Use a set structure to complete an exam styled question. <p>Artificial Things –</p> <ol style="list-style-type: none"> 7. Understand and describe the choreographic intention, stimuli and approach for Artificial Things. 8. Describe and give examples for the setting, performance environment, props and costume for Artificial Things. 9. Describe the aural setting and lighting for Artificial Things and give clear examples. 10. Analyse and describe choreography from Artificial Things by using key subject terminology. 11. Use a set structure to complete an exam styled question for Artificial Things. <p>Set Phrase Recap –</p> <ol style="list-style-type: none"> 12. Perform both Breathe and Shift to the 105pm metronome. 13. Use expressive skills when performing the set phrases, especially projection, facial expressions and focus. 14. Perform both set phrases alone without teacher support. 	<p>Theory –</p> <ul style="list-style-type: none"> • Frequently watch each of professional works that has been studied. These are Artificial Things, A Linha Curva, Emancipation of Expressionism, Infra, Shadows and Within Her Eyes. These can be accessed via planet e-stream, students need to use their school IT log in to watch these. You can find the link for planet e-stream via the school website under useful links. • Support and help students to create mind maps, revision posters and fact files for each of the six professional works. This can be supported through use of tool kits and revision guides provided by the dance department. • Support completion of practise questions inside revision guides within a time frame, to develop confidence in exam style questions. • Encourage attendance for any extra revision sessions the dance department deliver. This may be practical or theory sessions, that students can ask key questions to teachers. • Use knowledge organisers in toolkit to test students on knowledge of set pieces and section A content of the paper. <p>Practical –</p> <ul style="list-style-type: none"> • Support student's attendance in GCSE Dance club every week. They can practise their choreography, solos and duets by using the dance space and gaining teacher support. • Take part in the annual dance show to develop their confidence and performance skills, in preparation for their GCSE Dance practical exam. • Encourage students to regularly practise their technique and warmups to remain active and improve their own muscle memory and performance. <p>General –</p> <ul style="list-style-type: none"> • Encourage students to watch live and prerecorded dance pieces of all styles. • Ask students to teach/explain elements of GCSE Dance, whether that be practical or theory to develop their confidence.

Duet Recap –

15. Complete a duet lasting 2.5 – 3 minutes in duration.
16. Demonstrate and identify physical skills within their performance.
17. Perform in time and synchronized with a partner.
18. Show flow and control in transitions from movement to movement.
19. Respond to feedback from both teacher and peers.
20. Use expressive skills to communicate the choreographic intention.

Spring Term**Section A Revision –**

21. Recall and explain physical, technical, expressive and mental skills.
22. Give written examples of how skills are used in practical assessment pieces.
23. Respond to questions in a written manner to a variety of stimuli.
24. Attempt section A of an exam paper and respond to feedback for improvement.

Section B Revision –

25. Write key movement examples from breathe, shift, duet and choreography.
26. Use the structure IDDEA when attempting answers.
27. Attempt section B questions within a time limit.
28. Understand and improve based on feedback from past papers.

Choreography -

29. Research a minimum of two set stimuli in detail.
30. Choose a choreographic intention for selected stimuli.
31. Create a clear structure for solo that communicates the choreographic intention.

32. Generate and select actions that communicate the intention of the piece.
33. Choreograph a motif and develop it twice at a minimum.
34. Select dynamics that convey the mood and intention of the solo.
35. Choose an aural setting that supports and enhances the intention of the choreography.
36. Choreograph a 2-minute solo based on a set stimulus.

Summer Term

Section C Revision -

37. Understand and use the PEEE structure in 12-mark questions within section C.
38. Give at least two examples for each production for all six professional works.
39. Describe and explain the similarities and differences of all six professional pieces.
40. Attempt and improve following feedback of exam styled questions for section C.

Exam Prep –

41. Perform both Breathe and Shift to the 105BPM in the dance space alone.
42. Exam Perform the choreographed duet with a partner.
43. Complete choreography and perform it in the dance space.
44. Show confidence and movement memory in all performances.
45. Demonstrate and improve expressive skills to communicate the intention of the pieces performed.