

| Subject    | Y10 Core Knowledge – Autumn/Spring/Summer term   | How to support students' learning   |
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| PE - Dance | <p><b>Autumn Term</b></p> <p><b>Section A -</b></p> <ol style="list-style-type: none"> <li>1. Learn and recall the acronyms for each skill bracket - physical, technical, expressive, and mental skills.</li> <li>2. Explain the definition of physical technical, expressive, and mental skills in a simple manner.</li> <li>3. Describe and link practical dance examples when explaining specific skills.</li> <li>4. -Study dance performances and use skill language to analyse strength and weaknesses.</li> </ol> <p><b>E of E -</b></p> <ol style="list-style-type: none"> <li>5. Recall and explain the stimuli, choreographic intention and choreographic approach of Emancipation of Expressionism.</li> <li>6. Describe the use of costume, aural setting, lighting and set of Emancipation of Expressionism.</li> <li>7. Analyse and describe choreography from the piece by using key subject terminology.</li> <li>8. Link production features to the choreographic intention of the piece, giving specific examples from Emancipation of Expressionism.</li> <li>9. Use a set structure to complete an exam styled question.</li> </ol> <p><b>Technique -</b></p> <ol style="list-style-type: none"> <li>10. Perform a technical sequence in small groups.</li> <li>11. Understand and explain the importance of warm up.</li> <li>12. Define the term movement memory.</li> <li>13. Improve timing and perform technical warm up and sequence with sound timing.</li> <li>14. Show an improved posture when static and moving.</li> <li>15. Add in dynamics to technical sequence.</li> </ol> <p><b>Solo -</b></p> <ol style="list-style-type: none"> <li>16. Perform a (set phrase) solo alone.</li> <li>17. Perform solo to 105BPM metronome.</li> <li>18. Demonstrate the use of timing, particularly use of pauses.</li> <li>19. Demonstrate mental skills used to compliment performance of solo - specifically concentration.</li> <li>20. Demonstrate appropriate facial expression and use of eyeline.</li> </ol> | <ul style="list-style-type: none"> <li>• A wide variety of Dance resources are provided through booklets and revisions aids (dance toolkits).</li> <li>• Students have access to the schools Planet E-Stream, where all the professional works are available to watch.</li> <li>• Students can access the set phrase videos through the AQA website, either search for the subject or type in the URL below: <a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teaching/set-phrases">https://www.aqa.org.uk/resources/dance/gcse/dance/teaching/set-phrases</a></li> </ul> |

**Spring Term****Within Her Eyes -**

21. Recall and explain the stimuli, choreographic intention and choreographic approach of Within Her Eyes.
22. Describe the use of costume, aural setting, lighting and set of Within Her Eyes.
23. Analyse and describe choreography from the piece by using key subject terminology.
24. Link production features to the choreographic intention of the piece, giving specific examples from Within Her Eyes.
25. Use a set structure to complete an exam styled question.
26. Describe and explain the use of camera in Within Her Eyes.

**Duet -**

27. Perform a 3-minute-long duet without stopping.
28. Use mental skills in process to practise and rehearse with a partner.
29. Describe the choreographic intention and stimuli of the piece.
30. Perform a duet with good timing with partner.
31. Choreograph own ending of the piece with duet partner.
32. Use expressive skills to communicate the choreographic intention.
33. Demonstrate physical skills such as flexibility, control, strength and co-ordination in the duet.
34. Demonstrate appropriate facial expression and use of eyeline.

**Summer Term****Shadows -**

35. Recall and explain the stimuli, choreographic intention and choreographic approach of Shadows.
36. Describe and give examples of the use of costume, aural setting, lighting and set in Shadows.
37. Analyse and describe choreography from the piece by using key subject terminology.
38. Link production features to the choreographic intention of the piece, giving specific examples from Shadows.
39. Use a set structure to complete an exam styled question.

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|  | <p><b>Infra -</b></p> <ol style="list-style-type: none"> <li>40. Describe and explain the stimuli, choreographic intention and choreographic approach for Infra.</li> <li>41. Give examples and descriptions from Infra for costume, aural setting and performance environment of Infra.</li> <li>42. Understand and explain the use of lighting in Infra and how it links to the intention of the piece.</li> <li>43. Generate and select actions that communicate the intention of the piece.</li> <li>44. Choreograph a motif and develop it twice as a minimum.</li> <li>45. Select dynamics that convey the mood and intention of the choreography.</li> </ol> |  |
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