

Subject	Y11 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
PE - Dance	<p><b>Autumn Term</b></p> <p><b>Infra -</b></p> <ol style="list-style-type: none"> <li>1. Describe, explain and link all production features to the choreographic intention of Infra.</li> <li>2. Analyse and describe choreography from Infra by using key subject terminology.</li> <li>3. Use a set structure to complete an exam styled question.</li> </ol> <p><b>A Linha Curva -</b></p> <ol style="list-style-type: none"> <li>4. Describe and explain the stimuli, choreographic intention and approach of A Linha Curva.</li> <li>5. Give examples and descriptions from A Linha Curva for costume, setting, performance environment.</li> <li>6. Understand and describe the aural setting for the piece and give examples of how it is used with choreography.</li> <li>7. Describe, explain, link the lighting of the piece.</li> <li>8. Analyse and describe choreography from A Linha Curva by using key subject terminology.</li> <li>9. Use a set structure to complete an exam styled question.</li> </ol> <p><b>Section A Revision -</b></p> <ol style="list-style-type: none"> <li>10. Recall and explain physical, technical, expressive and mental skills.</li> <li>11. Give written examples of how skills are used in practical assessment pieces.</li> <li>12. Respond to a variety of stimuli through a written response.</li> </ol> <p><b>Section B Revision -</b></p> <ol style="list-style-type: none"> <li>13. Write key movement examples from breath, shift, duet and choreography.</li> <li>14. Use the structure IDDEA when attempting answers.</li> </ol> <p><b>Choreography -</b></p> <ol style="list-style-type: none"> <li>15. Research a minimum of two set stimuli in detail.</li> <li>16. Choose a choreographic intention for selected stimuli.</li> <li>17. Create a clear structure for solo that communicates the choreographic intention.</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>

	<ol style="list-style-type: none"> <li>18. Generate and select actions that communicate the intention of the piece.</li> <li>19. Choreograph a motif and develop it twice at a minimum.</li> <li>20. Select dynamics that convey the mood and intention of the solo.</li> <li>21. Choose an aural setting that supports and enhances the intention of the choreography.</li> <li>22. Choreograph a 2-minute solo based on a set stimulus.</li> </ol> <p><b>Spring Term</b></p> <p><b>Artificial Things -</b></p> <ol style="list-style-type: none"> <li>23. Understand and describe the choreographic intention, stimuli and approach for Artificial Things.</li> <li>24. Describe and give examples for the setting, performance environment, props and costume for Artificial Things.</li> <li>25. Describe the aural setting and lighting for Artificial Things and give clear examples.</li> <li>26. Analyse and describe choreography from Artificial Things by using key subject terminology.</li> <li>27. Use a set structure to complete an exam styled question for Artificial Things.</li> </ol> <p><b>Set Phrase Recap -</b></p> <ol style="list-style-type: none"> <li>28. Perform both Breathe and Shift to the 105pm metronome.</li> <li>29. Use expressive skills when performing the set phrases, especially projection, facial expressions and focus.</li> <li>30. Perform both set phrases alone without teacher support.</li> </ol> <p><b>Duet Recap -</b></p> <ol style="list-style-type: none"> <li>31. Complete a duet lasting 2.5 - 3 minutes in duration.</li> <li>32. Demonstrate and identify physical skills within their performance.</li> <li>33. Perform in time and synchronized with a partner.</li> <li>34. Show flow and control in transitions from movement to movement.</li> <li>35. Respond to feedback from both teacher and peers.</li> <li>36. Use expressive skills to communicate the choreographic intention.</li> </ol>	
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