

## Key Stage 3

Year 7	Year 8	Year 9
<p><b><u>Introduction to Action, Space, Dynamics &amp; Relationships</u></b> Students look at the <i>ingredients of dance</i> and learn set choreography as well as learning how to choreograph independently and as part of a group.</p> <p><b><u>Nutcracker! By Mathew Bourne</u></b> Students study the contemporary retelling of <i>The Nutcracker</i> by renowned British choreographer Matthew Bourne. Students will learn set repertoire from the production and focus on key performance skills such as characterisation and facial expressions.</p>	<p><b><u>Street Dance – Boy Blue Entertainment</u></b> Students look at <i>Emancipation of Expressionism</i>, one of the set works from the GCSE Dance Anthology. Students will look at recreating an ensemble piece, which explores the works themes of <b>order and chaos</b>.</p> <p><b><u>The Lion King – Musical Theatre</u></b> Here, we explore the importance of movement in <i>The Lion King</i> and how it helps communicate character and storyline. Students learn set movement from <i>The Lioness Hunt</i>, as well as choreographing original movement which embodies the key characteristics of the lioness.</p>	<p><b><u>Samba &amp; Contemporary fusion: A Linha Curva by Rambert</u></b> Students study <i>A Linha Curva</i> by Itzik Gallili for Rambert which is a set work featured on the GCSE Dance Anthology. Students look at a fusion of dance styles; Samba, Contemporary &amp; Capoeira and create a large ensemble piece which explores themes of Brazilian culture &amp; carnival.</p> <p><b><u>Mini House Dance</u></b> Students are set a stimulus which they must respond to in groups. Students must consider appropriate dance style, use of action, space, dynamics &amp; relationships, structure, choreographic devices and aural setting in order to communicate choreographic intent. A good stepping stone for any future House Dance captains!</p>

## Key Stage 4: GCSE

Year 10	Year 11
<p><b><u>Component 1: Performance and choreography</u></b></p> <p><b>Introduction to performance</b></p> <ul style="list-style-type: none"> <li>Students learn the two set phrases and rehearse and refine both phrases throughout the year, in preparation for assessment in Year 11.</li> <li>Students experiment with trio work, learning teacher taught movement as well as developing key motifs from two of the other set solo phrases.</li> </ul> <p><b>Introduction to choreography</b></p> <ul style="list-style-type: none"> <li>Students will create a piece of solo choreography using the current Year 11 exam question as their stimulus. Students will learn about choreographic processes such as motif development, structure and choreographic devices.</li> <li>Students also have choreographic opportunities through their exploration of work created in performance in a trio.</li> </ul> <p><b><u>Component 2: Dance appreciation</u></b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of choreographic processes and performing skills</li> <li>Critical appreciation of own work (performance and choreography)</li> <li>Critical appreciation of professional works from Dance Anthology</li> </ul>	<p><b><u>Component 1: Performance and choreography</u></b> <b><u>CONTROLLED ASSESSMENT – Filmed throughout the year and sent for external moderation</u></b></p> <p><b>Performance 30%</b></p> <ul style="list-style-type: none"> <li>Two set phrases through a solo performance (approximately one minute in duration)</li> <li>Duet/trio performance (3-5 minutes)</li> </ul> <p><b>Choreography 30%</b></p> <ul style="list-style-type: none"> <li>Solo or group choreography based on a variety of stimuli set by the exam board – 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)</li> </ul> <p><b><u>Component 2: Dance appreciation 40%</u></b> <b><u>Written exam: 1 hour 30 minutes (summer exam time)</u></b></p> <ul style="list-style-type: none"> <li>Knowledge and understanding of choreographic processes and performing skills</li> <li>Critical appreciation of own work (performance and choreography)</li> <li>Critical appreciation of professional works from Dance Anthology</li> </ul>

## A Level

Year 12
<p><b><u>AS Dance</u></b></p> <p><b><u>Component 1: Performance and choreography 50%</u></b> <b><u>Perform live for a visiting examiner in the Spring term</u></b></p> <ul style="list-style-type: none"> <li>Choreography and performance of a solo based on a variety of stimuli set by the exam board (60 marks)</li> <li>Performance in a duet/trio (20 marks)</li> </ul> <p><b><u>Component 2: Critical engagement 50%</u></b> <b><u>Written exam: 2 hours</u></b></p> <ul style="list-style-type: none"> <li>Knowledge, understanding and critical appreciation of <b>two</b> areas of study; <b>Rambert Dance Company (1966 – 2002)</b> and <b>American Jazz Dance 1940 – 1975)</b></li> <li>The reflection and understanding of own choreographic and performance practice.</li> </ul>