

Year 11 Dance

	Content	NC REF	Essential Knowledge	Assessment	Rationale (Sequencing/progression of knowledge)
Year 11					
HT1	Developing skills and technique in Dance.	<p>Develop and apply skills and techniques in the rehearsal and performance process</p> <p>Practical creative performance task applying skills and techniques to be an effective dancer</p> <p>Self-evaluation of own performance and of others</p>	<p>Students will participate in rehearsal and practices, continuing the development of skills and techniques with reference to existing performance types, styles, and repertoire.</p> <p>Students will learn how to consider the following in the rehearsal phase.</p> <ul style="list-style-type: none"> - Health and safety considerations - Behaviours and attitudes when working in a group - Interpreting existing performances - Reviewing and recording development of skills, techniques and progress in a logbook or portfolio. - Responding to peer feedback, absorbing and applying feedback and correction <p>Students will observe and discuss current works or repertoire and will reproduce a dance phrase from existing works.</p>	<p>Students will note their progress in rehearsal and performance and will set appropriate targets in a logbook. Written feedback is given and opportunities for students to improve their work and their grade.</p> <p>Teacher, self and peer assessment will aid students to refine their practical skills throughout the unit formatively</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding Open, closed, higher order, Hinge, and process • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process 	<p>Learners will recap both the technical and expressive skills needed by a dancer from the work complete in year 10, and will now apply them practically to a piece of repertoire.</p> <p>Learners will be able to use the skills developed in year 10 through exploration and analysis of professional works for development of their own work.</p> <p>The development of dance skills covered within this phase such as, reviewing their own work, working collaboratively, interpreting works will aid students understanding of the skills and techniques they will need to select during external assessment exam in HT5&6.</p>

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		<p>Students will then learn and develop skills and techniques which will enable them to reproduce a dance sequence or phrases from existing works. Performance skills will include accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p> <p>These physical and interpretive skills will be practised from week to week, building to the performance of set phrases and sequences from current work.</p> <p>Students will track their progress during this component, reflecting on their development of skills and working practices in workshops, through to rehearsals and performances.</p>	<p>Students will be filmed at regular intervals and at the final summative assessment</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p>	
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<p>HT2</p>	<p>Understanding how to respond and perform to a set brief</p>	<p>Understand how to respond to a brief</p> <p>Select and develop skills and techniques in response to a brief</p> <p>Apply skills and techniques in a workshop performance in response to a brief</p> <p>Evaluate the development process and outcome in response to a brief</p>	<p>Students will understand how to respond to a brief through discussion and practical exploration activities such as</p> <ul style="list-style-type: none"> - Discussion of key requirements such as target audience, performance space, planning and manages resources, Style of work - Starting points such as themes, issues, props, space, existing repertoire. - The development of ideas for the work such as structure, style, skills, creative intentions. <p>Students will demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief. These include;</p> <ul style="list-style-type: none"> - Skills and techniques of the individual performer - Skills and techniques of the performers as a group - The style and/or genre of the work being created, e.g. street dance - The influence of selected practitioners, e.g. Fosse, Rosas - Appropriate skills for the target audience, e.g. young children, the elderly. 	<p>Teacher, self and peer assessment will aid students to refine their practical skills throughout the unit formatively</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application • Use of questioning to assess understanding Open, closed, higher order, Hinge, and process • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>Students will be filmed at regular intervals and at the final summative assessment which is sent off to the examiner</p>	<p>Students will be able to use the skills from exploring and analysing professional works in year 10 and will now be able to apply in this unit to their final piece.</p> <p>Students now build upon the technical and expressive skills taught in year 10 and apply them within a performance.</p> <p>Previous knowledge of the application of rehearsal process skills and techniques will be used in this unit</p> <p>Application of performance and realisation skills and techniques from previous years will help students to review and improve and evaluate their own performances as well as others.</p>
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			<p>Students will apply skills and techniques in a workshop performance in response to a brief demonstrating performance skill such as; accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p> <p>Students will reflect on how they contributed to the workshop performance outcome covering the following</p> <ul style="list-style-type: none"> - Effectiveness of the response to the brief - Individual strengths and areas for improvement <p>Overall impact of the work of the group</p>	<p>Written work will be sent to the external examiner.</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p>	
HT3,4,5	<p>External exam Understanding how to respond and perform to a set brief</p>	<p>Understand how to respond to a brief</p> <p>Select and develop skills and techniques in response to a brief</p> <p>Apply skills and techniques in a</p>	<p>Students will understand how to respond to a brief through discussion and practical exploration activities such as</p> <ul style="list-style-type: none"> - Discussion of key requirements such as target audience, performance space, planning and manages resources, Style of work - Starting points such as themes, issues, props, space, existing repertoire. 	<p>Teacher, self and peer assessment will aid students to refine their practical skills throughout the unit formatively</p> <ul style="list-style-type: none"> • One to One discussion • Observation of skill application 	<p>Students will be able to use the skills from exploring and analysing professional works in year 10 and will now be able to apply in this unit to their piece.</p> <p>Students now build upon the technical and expressive skills taught in</p>

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		<p>workshop performance in response to a brief</p> <p>Evaluate the development process and outcome in response to a brief</p>	<ul style="list-style-type: none"> - The development of ideas for the work such as structure, style, skills, creative intentions. <p>Students will demonstrate how to select and develop skills and techniques that are needed to realise the creative ideas in response to a brief. These include;</p> <ul style="list-style-type: none"> - Skills and techniques of the individual performer - Skills and techniques of the performers as a group - The style and/or genre of the work being created, e.g. street dance - The influence of selected practitioners, e.g. Fosse, Rosas - Appropriate skills for the target audience, e.g. young children, the elderly. <p>Students will apply skills and techniques in a workshop performance in response to a brief demonstrating performance skill such as; accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight</p>	<ul style="list-style-type: none"> • Use of questioning to assess understanding Open, closed, higher order, Hinge, and process • Demonstration to students and from students • Peer discussion • Peer Teach • Observation of skills and work in process <p>Students will be filmed at regular intervals and at the final summative assessment which is sent off to the examiner</p> <p>Written work will be sent to the external examiner.</p> <p>Individual teacher marking, group and departmental moderation are all used when assessing the outcomes produced.</p>	<p>year 10 and apply them within a performance.</p> <p>Previous knowledge of the application of rehearsal process skills and techniques will be used in this unit</p> <p>Application of performance and realisation skills and techniques from previous years</p>
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