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| Department | Dance |  |
| Key Stage | Key Stage 4 – Component 2 | |

| Date Delivered | Unit Title | End Point | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
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| 1 | Component 2 | A1: Development of physical, vocal and interpretative skills | Introduction to developing skills and techniques in dance; participation in a workshop relevant to a chosen dance style. | <ul style="list-style-type: none"> • Dance taster session: <ul style="list-style-type: none"> ○ Teacher-led warm up of a dance style chosen by the teacher. ○ Teacher demonstrates basic steps and movements relevant to the dance style. ○ Opportunities for practice of skills, teacher feedback and corrections. ○ Teacher-led cool down | Teacher reviews with the group the summative assessment for learning aim A and the assessment criteria. A1: Development of physical, vocal and interpretative skills A2: Develop skills and techniques during the rehearsal process | Handout: an outline of Component 2 (Dance), including learning aims A, B and C, and a summary of assignments/assessment criteria (teacher to provide) Rehearsal space/studio Component 2 logbooks Audio equipment Whiteboard/smartboard Selection of music Useful textbooks in teaching and delivering dance skills and techniques include: <ul style="list-style-type: none"> • <i>The Art of Dance in Education</i> (Performing Arts Series) by Jacqueline M. Smith-Autard • <i>Dance Composition: A Practical Guide to Creative Success in Dance Making</i> by Jacqueline M. Smith-Autard |
| 2 | | A1: Development of physical, vocal and interpretative skills | Development of physical, musical and performance/interpretative skills relevant to the dance style, for example: energy, use of space, following the accompaniment, rhythm and timing. | <ul style="list-style-type: none"> • Exploring and interpreting different dance styles • Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in a dance style, for example, jazz dance, contemporary dance, street dance, Bollywood. ○ Teacher explains the basic skills, techniques, steps and movements relevant to the dance discipline using an appropriate selection of music. | | Rehearsal space/studio Audiovisual equipment Whiteboard/smartboard Component 2 logbooks Computer/tablet Selection of music Weblinks for different dance styles/influences. Some examples: <ul style="list-style-type: none"> • New-style hip-hop and popping – search for the terms ‘Diversity tutorial’ or see: |

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| | | | | <ul style="list-style-type: none"> ○ Teacher teaches a short movement phrase of eight counts. ○ Group participation with opportunities for practice of skills, teacher feedback and corrections. | | <p>https://www.youtube.com/watch?v=G3LHRNpxTkY</p> <ul style="list-style-type: none"> • Routine including a disabled dancer in a wheelchair – search for the terms ‘AXIS Dance on SYTYCD 2012 - Changing Dance and Disability with Duets and Wheelchairs’ or see: https://www.youtube.com/watch?v=S7L7obgfb18 • Bollywood freestyle – search for the terms ‘Bollywood freestyle teacherial by RSU Dance Company’ or see: https://www.youtube.com/watch?v=994dEBGpWBE • Routine by Company Chameleon – search for the terms ‘Beauty of the Beast, 2014 by Company Chameleon’ or see: http://www.companychameleon.com/vid/eos/ <p>Subscription services can assist teachers in teaching a range of specific dance styles, for example:</p> <ul style="list-style-type: none"> • Imovesdance.com: www.imovesdance.com • One Dance UK: www.onedanceuk.org • East London Dance: www.eastlondondance.org |
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| 3 | | <p>A1: Development of physical, vocal and interpretative skills</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style, for example: characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in chosen dance style ○ Students develop skills using the repertoire begun in the previous lesson, and begin to learn the short movement phrase of eight counts in detail. Teacher to focus on key physical elements, for example, characterisation, dynamic range and spatial awareness. ○ Practice of skills, teacher feedback and corrections. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Weblinks to video clips of dance repertoire (teacher to provide)</p> <p>Selection of music</p> |
| 4 | | <p>A2: Develop skills and techniques during the rehearsal process</p> | <p>Continuing the development of skills and techniques in rehearsal practice, recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development.</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Teacher focuses on key physical elements in the repertoire. ○ Students continue to develop a short movement phrase of eight counts in detail and add on another phrase of eight counts. ○ Practice of skills, teacher feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Computer/tablet</p> <p>Component 2 logbooks</p> <p>Weblinks to video clips of dance repertoire (teacher to provide)</p> <p>Selection of music</p> |
| 5 | | <p>A2: Develop skills and techniques during the rehearsal process</p> <p>Links to:</p> | <p>Continuing the development of skills and techniques in rehearsal practice, recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development.</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Students continue to develop and practise a short movement phrase of eight counts in detail and another phrase of eight counts for more able students. ○ Group participation with opportunities for practice of skills, teacher feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Selection of music</p> |

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| 6 | | <p>A1: Development of physical, vocal and interpretative skills</p> <p>A2: Develop skills and techniques during the rehearsal process</p> <p>Links to:</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, C1: Review own development of skills and techniques for performance</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style; for example, characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>Continuing the development of skills and techniques in rehearsal practice, recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development.</p> | <p>Mock assessment 1: Practice and assessment of dance routine</p> <ul style="list-style-type: none"> ● Teacher films and leads the session, beginning with a warm up. ● Teacher recaps the choreography for the dance repertoire. Students to practise as a whole group. ● Teacher films short sequences from the repertoire in small groups, with a short discussion after each group. ● Students peer assess each group. ● Students should participate in all activities. ● Teacher films and leads a cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Selection of music</p> |
| 7 | | <p>A1: Development of physical, vocal and interpretative skills</p> <p>A2: Develop skills and techniques during the rehearsal process</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style; for example, characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>Continuing the development of skills and techniques in rehearsal practice, recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Students practise and develop key physical elements in the repertoire, such as dynamic range, interaction with and response to other performers, focus, energy, commitment and spatial awareness, with a focus on RADS. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Computer/tablet</p> <p>Component 2 logbooks</p> <p>Weblink to a presentation explaining RADS: search for the terms 'Action Space Dynamics Relationships' or see: https://prezi.com/vw3-ii0iucg/action-space-dynamics-relationships/</p> <p>Selection of music</p> |

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| | | | <p>feedback from teacher/peers, reviewing and recording skills development.</p> | | | |
| 8 | | <p>A1: Development of physical, vocal and interpretative skills A2: Develop skills and techniques during the rehearsal process</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style; for example, characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>Continuing the development of skills and techniques in rehearsal practice, recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development.</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led improvised warm up using RADS commands/words, e.g. walk, roll, turn, low level, high level, sharp, fast. ○ Teacher adds to the choreography of the repertoire so that there are at least four eight-count phrases which can be repeated. ○ Students develop and practise movement phrases in detail, with teacher feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Computer/tablet</p> <p>Component 2 logbooks</p> <p>Weblink to a presentation explaining RADS: search for the terms 'Action Space Dynamics Relationships' or see: https://prezi.com/vw3-ji0iuwgcg/action-space-dynamics-relationships/</p> <p>Selection of music</p> |
| 9 | | <p>A1: Development of physical, vocal and interpretative skills A2: Develop skills and techniques during the rehearsal process</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style; for example, characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>Continuing the development of skills and techniques in rehearsal practice, reproducing repertoire, responding to direction (applying health and safety procedures, being prepared, warming up and cooling down, positive response to teacher</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher- and student-led warm up using student exercises from the introductory activity. ○ Teacher adds to the choreography so that there are at least four eight-count phrases which can be repeated. ○ Students develop and practise movement phrases in detail, with teacher feedback and corrections. ○ Student-led cool down with teacher assistance. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Computer/tablet</p> <p>Component 2 logbooks</p> <p>Selection of music</p> |

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| | | | instruction and feedback, peer feedback, absorbing and applying feedback/corrections), interaction with other performers, reviewing and recording development of skills. | | |
| 10 | | <p>A1: Development of physical, vocal and interpretative skills</p> <p>A2: Develop skills and techniques during the rehearsal process</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style; for example, characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>Continuing the development of skills and techniques in rehearsal practice, reproducing repertoire, responding to direction (applying health and safety procedures, being prepared, warming up and cooling down, positive response to teacher instruction and feedback, peer feedback, absorbing and applying feedback/corrections), interaction with other performers, reviewing and recording development of skills.</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Selected pairs of students lead sections of the warm up using exercises from the introductory activity. The teacher will facilitate the warm up. ○ Students peer assess each other's work. ○ Teacher demonstrates the choreography (a minimum of four eight-count phrases which can be repeated). ○ Students develop and practise movement phrases in detail, with teacher feedback and corrections in small groups. ○ Selected pairs of students lead the cool down with teacher assistance if necessary. | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> |
| 11 | | <p>A1: Development of physical, vocal and interpretative skills</p> <p>A2: Develop skills and techniques during the rehearsal process</p> | <p>Development of physical, musical and performance/interpretative skills relevant to the dance style; for example, characterisation, facial expression, dynamic range, energy, coordination, balance, spatial awareness, interaction with other performers, rhythm and timing, musicality, stage presence.</p> <p>Continuing the development of skills and techniques in rehearsal practice,</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Selected pairs of students lead sections of the warm up using exercises from the introductory activity. Teacher facilitates the warm up if necessary and completes observation notes. ○ Students assess each other's work. ○ Teacher demonstrates the choreography (a minimum of | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Learning aim A – summative assessment, assessment criteria (teacher to provide, for teacher use)</p> <p>Teacher observation records</p> |

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| | | | recall and repeat, reproducing repertoire, warming up and cooling down, working with others, professional practice, peer assessment, absorbing and applying feedback from teacher/peers, reviewing and recording skills development. | <p>four eight-count phrases which can be repeated), focusing on technical and interpretative skills.</p> <ul style="list-style-type: none"> ○ Students continue to practise movement phrases, refining phrases/extracts and exercising teamwork skills, with feedback and corrections. ○ Students demonstrate the choreography in small groups. ○ Selected pairs of students lead the cool down. ○ Teacher makes observations/notes on students' practical work. | | Selection of music |
| 13 | | B1: Application of skills and techniques during rehearsal | Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance). | <p>Application of skills during group repertoire rehearsal</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led short warm up for the group. ○ Students demonstrate their short sequences in pairs, and the group give verbal feedback, e.g. on which movements were used, how these were adapted in the sequence, interaction between the pair, interpretative skills. ○ Teacher and students note down their comments. ○ Teacher-led cool down. ● Teacher gives an overview of learning aims B1 and B2, and explains that students will be taught two pieces of repertoire in two different styles – one group piece and one individual piece. ● Teacher shows example(s) of dance repertoire with two different styles. ● Students observe and discuss the physical, musical, interpretative, stylistic skills and techniques seen in | <p>Professional practice in rehearsals, application of skills during individual repertoire rehearsal</p> <p>B1: Application of skills and techniques during rehearsal</p> | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>DVD of existing work in the chosen style for group dance repertoire/ weblinks for repertoire. For example:</p> <ul style="list-style-type: none"> ● Search for the terms "Tomorrow" in rehearsal by Rambert Dance' or see: https://www.youtube.com/watch?v=V4FsEKQ3AGU ● Search for the terms "Tomorrow" in performance' or see: https://www.youtube.com/watch?v=ukUNt2ZQZw ● Search for the terms 'ZooNation Dance Company – 10th Anniversary – Into the Hoods pt 1' or see: |

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| | | | | <p>the video clips, and comment on how performers interact in performance.</p> <ul style="list-style-type: none"> Students write notes in their logbooks. | | <p>https://www.youtube.com/watch?v=Jlq48nnJpkQ</p> |
| 14 | | B1: Application of skills and techniques during rehearsal | Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance). | <p>Application of skills during group repertoire rehearsal</p> <ul style="list-style-type: none"> Workshop: <ul style="list-style-type: none"> Teacher-led improvised warm up using RADS commands/words; for example, walk, roll, turn, low level, high level, sharp, fast. Students move together improvising in pairs, demonstrating physical and interpretative skills. Teacher shows an example of company dance repertoire from a chosen style. Teacher selects a section from the repertoire for a group dance piece lasting a minimum of two minutes. Students observe and ask questions on the choreography. Teacher explains key features of the repertoire. Teacher compiles notes on the choreography for further reference. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |
| 15 | | B1: Application of skills and techniques during rehearsal | Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance). | <p>Application of skills using RADS during group repertoire rehearsal</p> <ul style="list-style-type: none"> Workshop: <ul style="list-style-type: none"> Teacher-led warm up using RADS movements which relate to the dance repertoire, e.g. walk, roll, turn, low level, high level, sharp, fast. The teacher can use a selection of music to enable the students to apply musicality and interpretative skills. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |

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| | | | | <ul style="list-style-type: none"> ○ Teacher recaps company dance repertoire from a chosen style. ○ Teacher begins to teach a section from the repertoire for a group dance piece lasting a minimum of two minutes. ○ Students practise and apply skills with awareness of musicality and interpretative skills. ○ Teacher-led cool down. | | |
| 16 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>Discussion and application of skills during group repertoire rehearsal</p> <ul style="list-style-type: none"> ● Teacher gives an overview of learning aims B1 and B2. ● Teacher-led discussion of: <ul style="list-style-type: none"> ○ application of musical skills, stylistic features, interpretative skills, communicating meaning of repertoire to an audience. ○ key motifs and phrases ○ requirements for mock assessment. ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Skills development with reference to the repertoire, focusing on key physical elements. ○ Students continue to develop movement phrases building to longer sequences. ○ Group participation with opportunities for practice of skills, response to direction, teacher feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |

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| 17 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>Professional practice in rehearsals, application of skills during group repertoire rehearsal</p> <ul style="list-style-type: none"> ● Teacher-led discussion and review of professional practice in workshops, rehearsals and performances using notes from the introductory activity (and other resources). ● Teacher introduces a mock assessment for Lesson 18: performance and filming of group dance repertoire extracts. ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Skills development with reference to the repertoire, focusing on key physical and stylistic elements. ○ Students continue to develop motifs and movement phrases building to longer sequences. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |
| 18 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics</p> | <p>Mock assessment 2: Practice and assessment of group dance routine, applying skills in rehearsal and performance</p> <ul style="list-style-type: none"> ● Teacher films and leads the session, beginning with a warm up. ● Teacher recaps the choreography for excerpts of the dance repertoire. Students practise as a whole group. ● Teacher films short sequences from the repertoire in small groups, with a short discussion after each group. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Sticky notes</p> <p>Computer/tablet</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Selection of music</p> |

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| | | | <p>particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <ul style="list-style-type: none"> • Students peer assess each group. • Students should participate in all activities. • The teacher films and leads a cool down. | | |
| 19 | | <p>B1: Application of skills and techniques during rehearsal</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group).</p> | <p>Creating a dance motif</p> <ul style="list-style-type: none"> • Workshop: <ul style="list-style-type: none"> ○ Short teacher-led warm up. ○ Teacher recaps RADS: Relationships, Actions Dynamics, Space. ○ Students individually create a short motif based on dance actions (teacher selection). ○ Students demonstrate their motifs in pairs, building confidence towards performing solo. ○ Group gives verbal feedback on physical and interpretative skills, for example, how movements were adapted, how a particular style was demonstrated. ○ Teacher/students note comments. ○ Teacher-led cool down. • Teacher recaps learning aim B and shows examples of individual dance repertoire from two different dance styles. • Students observe and discuss the physical, interpretative and stylistic skills and techniques in the video clips. • Students write notes in their logbooks. | | <p>Rehearsal space/studio Audiovisual equipment Whiteboard/smartboard Component 2 logbooks Computer/tablet Selection of music</p> <p>Weblink to a presentation explaining RADS – search for the terms ‘Action Space Dynamics Relationships’ or see: https://prezi.com/vw3-ji0iucg/action-space-dynamics-relationships/</p> <p>Dance weblinks/DVD showing individual repertoire/motifs, for example:</p> <ul style="list-style-type: none"> • Search for the terms “60+ Motifs for GCSE Dance promo.mpg” by ArtsPool’ or see: https://www.youtube.com/watch?v=IZoOxvVgfXE |

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| 20 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group).</p> | | <p>Application of skills during rehearsal of individual dance motifs from repertoire</p> <ul style="list-style-type: none"> • Teacher-led improvised warm up using dance actions; for example, walk, roll, turn, jump, spin. Students move around the room demonstrating physical and interpretative skills. • Teacher shows clips of dance repertoire motifs from a chosen style, and selects one or two sections for individual dance motifs lasting a minimum of two minutes. • Teacher explains key features of the repertoire and dance terminology. • Students observe and ask questions about the choreography. • Teacher compiles notes on the choreography for further reference. • Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Skills application with reference to the repertoire, focusing on key physical and stylistic elements. ○ Students learn and memorise motifs and movement phrases building to longer sequences. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Weblink explaining dance terminology: search for the terms 'contemporary dance terms' or see: http://www.contemporary-dance.org/dance-terms.html</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style, for example:</p> <ul style="list-style-type: none"> • Search for the terms "'60+ Motifs for GCSE Dance promo.mpg" by ArtsPool' or see: https://www.youtube.com/watch?v=IZoOxvVqfXE |
| 21 | | <p>B1: Application of skills and techniques during rehearsal</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills,</p> | <p>Refining skills during rehearsal of individual dance motifs in repertoire</p> <ul style="list-style-type: none"> • Teacher-led warm up using RADS movements/words which relate to the dance | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> |

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| | | | <p>musicality, interaction with the group).</p> | <p>repertoire; for example, walk, roll, turn, low level, high level, sharp, fast. Teacher will use a selection of music to enable the students to apply musicality and interpretative skills.</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Skills application with reference to the repertoire, focusing on key physical and stylistic elements in the repertoire. ○ Students learn and memorise motifs and movement phrases with awareness of musicality and interpretative skills. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | | <p>Component 2 logbooks Computer/tablet Selection of music Dance weblinks for repertoire/DVD of existing work in the chosen style.</p> |
| 22 | | <p>B1: Application of skills and techniques during rehearsal B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences,</p> | <p>Refining and applying skills during rehearsal of individual dance repertoire</p> <ul style="list-style-type: none"> ● Teacher gives an overview of learning aims B1 and B2 and discusses with students: <ul style="list-style-type: none"> ○ the application of physical, stylistic and interpretative skills ○ how to communicate meaning of repertoire to an audience ○ key features of the motifs and phrases ○ requirements for mock assessment. ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. | | <p>Rehearsal space/studio Audiovisual equipment Whiteboard/smartboard Component 2 logbooks Computer/tablet Selection of music Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |

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| | | | expressive use of voice and movement. | <ul style="list-style-type: none"> ○ Skills application, focusing on key physical and stylistic elements in the repertoire. ○ Students learn and memorise motifs and movement phrases, concentrating on expressive use of movement to communicate meaning to an audience. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. Students perform short sections in groups. ○ Teacher-led cool down. | | |
| 23 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>Professional practice in rehearsals, application of skills during individual repertoire rehearsal</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Teacher-led warm up in the style. ○ Skills application with reference to the repertoire, focusing on key physical and stylistic elements. ○ Students learn and memorise motifs and movement phrases concentrating on expressive use of movement to communicate meaning to an audience. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. Students perform short sections in groups. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |
| 24 | | B1: Application of skills and | Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, | Mock assessment 3: Practice and assessment of individual dance routine, applying skills in rehearsal and performance | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> |

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| | | <p>techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>musicality, interaction with the group).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <ul style="list-style-type: none"> ● The teacher films and leads the session, beginning with a warm up. ● Teacher recaps the choreography for excerpts of the individual dance repertoire, and students practise as a whole group. ● Teacher films students in pairs performing short sequences from the repertoire. ● Students choose one person to peer assess their performance. ● Students should participate in all activities. ● Teacher films and leads a cool down. | | <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Sticky notes</p> <p>Computer/tablet</p> <p>Video camera and tripod</p> <p>Teacher observation records</p> <p>Selection of music</p> |
| 25 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> <p>C2: Review own application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>Review of own development of skills and techniques for performance, practice of group dance repertoire</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Short teacher-led warm up for the group. ○ Teacher recaps the group dance repertoire. ○ Skills application with reference to the repertoire, focusing on key physical and stylistic elements. Students to demonstrate technical, stylistic and interpretative skills when performing the material. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Video of mock assessments for learning aim B (Lessons 18 and 24): group and individual dance repertoire</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |

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| | | | Evaluation of application of skills (physical, musical interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate dance terminology for the style of performance. | | |
| 26 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>Application of skills and techniques in group dance repertoire.</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Short teacher-led warm up for the group. ○ Teacher recaps the group dance repertoire. ○ Skills application with reference to the repertoire, focusing on key physical and stylistic elements. Students to demonstrate technical, stylistic and interpretative skills when performing the material, and skills to communicate meaning to an audience. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |
| 27 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group).</p> | <p>Application of skills and techniques in individual dance repertoire</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Short teacher-led warm up. | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> |

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| | | <p>techniques in performance</p> | <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <ul style="list-style-type: none"> ○ Teacher recaps the individual dance repertoire. ○ Skills application with reference to the repertoire, focusing on key physical and stylistic elements. Students to demonstrate technical, stylistic and interpretative skills when performing the material, and skills to communicate meaning to an audience. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | | <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |
| 28 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>Rehearsal process and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>Application of skills and techniques in individual dance repertoire</p> <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Short teacher-led warm up for the group. ○ Teacher facilitates the recall and repeat of phrases in the individual dance repertoire. ○ Students apply technical, stylistic and interpretative skills to the performance of the material, and skills to communicate meaning to an audience. ○ Group participation with opportunities for practice of skills, response to direction, feedback and corrections. ○ Teacher-led cool down. | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> |
| 29 | | <p>B1: Application of skills and</p> | <p>Rehearsal process and application of skills and techniques (physical,</p> | <p>Development of skills and techniques in reproduction of group and individual dance repertoire</p> | | <p>Rehearsal space/studio</p> |

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| | | <p>techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> | <p>interpretative, stylistic skills, musicality, interaction with the group).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <ul style="list-style-type: none"> ● Workshop: <ul style="list-style-type: none"> ○ Short teacher-led warm up. ○ Teacher demonstrates the choreography for group and individual dance repertoire (each lasting a minimum of two minutes), focusing on technical and interpretative skills, and expressive use of movement to communicate meaning to an audience. ○ Students practise movement phrases refining phrases/extracts and exercising teamwork skills. ○ Group participation with opportunities for practice of skills, teacher feedback and corrections. ○ Students demonstrate the choreography in small groups, pairs and individually. ○ Teacher makes observation notes on all practical work. ○ Teacher-led cool down. | | <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Selection of music</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> <p>Learning aim B – summative assessment, assessment criteria (teacher to provide, for teacher use)</p> <p>Teacher observation records</p> |
| 30 | | <p>B1: Application of skills and techniques during rehearsal</p> <p>B2: Application of skills and techniques in performance</p> <p>Links to:</p> | <p>Rehearsal process for group dance repertoire and application of skills and techniques (physical, interpretative, stylistic skills, musicality, interaction with the group, interaction in performance).</p> <p>Application of skills and techniques during the performance of existing repertoire: physical and musical skills, interpretative skills (such as expression, character, mood, atmosphere), stylistic characteristics</p> | <p>Summative assessment</p> <ul style="list-style-type: none"> ● Teacher leads the session, beginning with a warm up. ● Teacher recaps the choreography for the group and individual dance repertoire. ● Students practise as a whole group and in small groups. ● Teacher films the rehearsal and performances. ● Students apply performance skills and techniques to at least two workshop performances (individual and/or group), each lasting a minimum of two | | <p>Rehearsal space/studio</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Dance weblinks for repertoire/DVD of existing work in the chosen style</p> <p>Selection of music</p> <p>Sticky notes</p> <p>Video camera and tripod</p> |

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| | | | <p>particular to the style or genre, communication of meaning of repertoire to the audience through interpretation and realisation of creative intentions, demonstrating appropriate style and influences, expressive use of voice and movement.</p> | <p>minutes. Students communicate existing material in two different dance styles.</p> <ul style="list-style-type: none"> • Students perform as a whole group and individually. • Students observe professional rehearsal practice at all times and participate in all activities. • Teacher films and leads a cool down. | | <p>Teacher observation records</p> |
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| Date Delivered | Unit Title | End Point | Substantive Knowledge What will they learn about in this topic? | Disciplinary Knowledge What subject concepts will be developed through this topic? | Assessment Method | Key Course Guides & Reading |
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| | 31 | Evaluation of development of skills (physical, musical, interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the dance style. | <p>C1: Review own development of skills and techniques for performance</p> <p>Links to: Component 2, A1: Development of physical, vocal and interpretative skills Component 2, A2: Develop skills and techniques during the rehearsal process Component 2, C2: Review own application of skills and techniques in performance</p> | <p>Observation of work (learning aim A summative assessment), student review.</p> <ul style="list-style-type: none"> Students begin a review of their progress in learning aim A, in which they describe, explain and analyse the development and application of their skills. They should cover the following points: <ul style="list-style-type: none"> development of physical, musical and interpretative skills/techniques response to feedback from teachers and peers identification of strengths and areas for development actions and targets for improvement reference to professional working practices. In their review, students should use appropriate dance terminology. | <p>Lesson 35/36</p> <p>C1: Review own development of skills and techniques for performance</p> <p>Evaluation of development of skills (physical, musical interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the dance style.</p> | <p>Classroom/rehearsal space with tables and chairs</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks, including Learning aim A – summative assessment notes</p> <p>Computer/tablet</p> <p>Sticky notes</p> <p>Video footage of mock assessment 1 and of learning aim A – summative assessment</p> <p>Teacher observation records</p> |
| | 32 | | <p>C1: Review own development of skills and techniques for performance</p> | <p>Observation of work (learning aim A summative assessment), completion of student review</p> <ul style="list-style-type: none"> Students complete the review of their progress in learning aim A, with regard to the following: <ul style="list-style-type: none"> development of physical, musical and interpretative skills/techniques response to feedback from teachers and peers | <p>C2: Review own application of skills and techniques in performance</p> <p>Evaluation of application of skills (physical, musical interpretative), responding to</p> | <p>Classroom/rehearsal space with tables and chairs</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Learning aim A – summative assessment</p> <p>Teacher observation records</p> |

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| | | | | <ul style="list-style-type: none"> ○ identification of strengths and areas for development ○ actions and targets for improvement ○ reference to professional working practices. ● In their review, students use appropriate dance terminology. | <p>audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate dance terminology for the style of performance.</p> | <p>Video footage of mock assessment 1 and of learning aim A – summative assessment</p> |
| 33 | | <p>C2: Review own application of skills and techniques in performance</p> <p>Evaluation of application of skills (physical, musical interpretative), responding to audience feedback, identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate dance terminology for the style of performance.</p> | <p>Observation of work (learning aim B summative assessment), student review.</p> <ul style="list-style-type: none"> ● Students begin a review of their progress in learning aim B, in which they describe, explain and analyse the development and application of their skills. They should cover the following points: <ul style="list-style-type: none"> ○ application of physical, musical and interpretative skills/techniques during rehearsals and in performance ○ response to feedback from peers, teachers and audience ○ identification of strengths and areas for future development ○ actions and targets for improvement and future performances ○ reference to professional working practices. ● In their review, students should use appropriate dance terminology. | <p>Links to:</p> <p>Component 2, A1: Development of physical, vocal and interpretative skills</p> <p>Component 2, A2: Develop skills and techniques during the rehearsal process</p> <p>Component 2, B1: Application of skills and techniques during rehearsal</p> <p>Component 2, B2: Application of skills and techniques in performance</p> | | |
| 34 | | <p>C2: Review own application of skills and techniques in performance</p> <p>Evaluation of application of skills (physical, musical interpretative), responding to audience feedback,</p> | <p>Observation of work (learning aim B summative assessment), completion of student review.</p> <ul style="list-style-type: none"> ● Students complete the review of their progress in learning aim B, with regard to the following: | | | |

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| | | | <p>identifying strengths and areas for future development, setting actions and targets for future performances, referring to professional working practices, using appropriate dance terminology for the style of performance.</p> | <ul style="list-style-type: none"> ○ application of physical, musical and interpretative skills/techniques during rehearsals and in performance ○ response to feedback from peers, teachers and audience ○ identification of strengths and areas for development ○ actions and targets for improvement and future performances ○ reference to professional working practices. <ul style="list-style-type: none"> ● In their review, students use appropriate dance terminology. | | |
| | | | <p>C1: Review own development of skills and techniques for performance</p> | <ul style="list-style-type: none"> ● Students each finalise their review/evaluation of their skills and techniques in learning aims A and B, and hand this in to the teacher. | | <p>Classroom/rehearsal space with tables and chairs</p> <p>Audiovisual equipment</p> <p>Whiteboard/smartboard</p> <p>Component 2 logbooks</p> <p>Computer/tablet</p> <p>Learning aim A – summative assessment</p> <p>Learning aim B – summative assessment</p> <p>Teacher observation records</p> <p>Video footage of mock assessments 1, 2 and 3, and of learning aim A –summative assessment and learning aim B – summative assessment</p> |
| | | | <p>Evaluation of development of skills (physical, musical</p> | <p>Workshop, applying skills and techniques</p> | | <p>Rehearsal space/studio</p> <p>Audio equipment</p> |

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| | | interpretative), responding to teacher/peer feedback, identifying strengths and areas for development, setting actions and targets for improvement, referring to professional working practices, using appropriate terminology for the dance style. | <ul style="list-style-type: none"> • Fun workshop in any dance style, chosen by the group in the previous lesson, led by the teacher or a guest teacher. • Students may be invited to lead elements of the session or incorporate their own creative work into set choreography. • Short teacher-led warm up in the style. • Teacher demonstrates the choreography and students participate, applying appropriate skills and techniques. • Teacher-led cool down. | | <p>Selection of music</p> <p>Course review sheet (teacher to provide)</p> |
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