



Topic	Learning Objectives	Key Vocabulary	Learning Sequence	Linked Learning	Home Learning
Set Phrase—Scoop	To engage as performers through the: <ul style="list-style-type: none"> • application of knowledge, skills and understanding of performing • development of physical, technical, mental and expressive skills • communication of choreographic intention and artistry. 	Contemporary Technical Expressive Physical Mental Action, Space and Dynamics	To watch the set phrase. Identify movement material—action, space and dynamics Learn repertoire Focus on the student's ability to demonstrate application of: <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. Rehearse Peer, self and teacher feedback Assessment—solo set phrase	AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. AO3: Demonstrate knowledge and understanding of performing skills. AO4: Critically appreciate own works and making analytical, interpretative and evaluative judgements. Independent and group learning English— evaluation and analysis Literacy—key vocabulary	Rehearsal Revision



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Professional work study	To appreciate dance through the: <ul style="list-style-type: none"> • articulation of knowledge and critical reflection to inform artistic practice • critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts • critical analysis, interpretation, evaluation and appreciation of professional dance works. 	Costume Set Lighting Aural Action Space Dynamics Relationships Analyse Interpret Evaluate	Study the professional work Learning of expressive and technical skills Learn and reproduce movement reflecting the style. Learn Repertoire Develop dance with a range of choreographic processes Assessment—Written test	AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills. AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements. Independent and group learning English— evaluation and analysis Literacy—key vocabulary	Research choreographer Rehearsal Revision



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Performance Piece	<p>To engage as performers through the:</p> <ul style="list-style-type: none"> • application of knowledge, skills and understanding of performing • development of physical, technical, mental and expressive skills • communication of choreographic intention and artistry. 	<p>Physical Skills Technical Skills Expressive Skills Mental Skills</p>	<p>Learn key motifs from set phrases</p> <p>Learn full dance</p> <p>Focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> • physical skills and attributes safely during performance • technical skills accurately and safely during performance • expressive skills • mental skills and attributes during performance. • <p>Rehearse</p> <p>Peer, self and teacher feedback</p> <p>Assessment</p>	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO3: Demonstrate knowledge and understanding of performing skills.</p> <p>AO4: Critically appreciate own works and making analytical, interpretative and evaluative judgements.</p> <p>Literacy—key vocabulary</p> <p>Creative thinking</p>	<p>Revision of core skills</p> <p>Rehearsal</p>



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Choreography— Stimuli	To engage as choreographers through the: <ul style="list-style-type: none"> • creative and imaginative response to a range of stimuli • use of imagination, problem solving, creativity and the synthesis of ideas • application of knowledge, skills and understanding of choreographic forms and devices • communication of ideas, feelings, emotions, meanings and moods. 	Stimuli Action Space Dynamics Relationships Devices Aural	Introduction and exploration of stimuli Follow choreographic process of: <ul style="list-style-type: none"> • researching • improvising • generating • selecting • developing • structuring • refining and synthesising. Rehearsal Assessment	AO2: Create dance, including movement material and aural setting, to communicate choreographic intention. AO3: Demonstrate knowledge and understanding of choreographic processes. Literacy—key vocabulary Creative thinking	Research Rehearsal Programme Note



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Component 2: written paper	To appreciate dance through the: <ul style="list-style-type: none"> articulation of knowledge and critical reflection to inform artistic practice critical appreciation of dance in its physical, artistic, aesthetic and cultural contexts critical analysis, interpretation, evaluation and appreciation of professional dance works. 	Costume Set Lighting Aural Action Space Dynamics Relationships & devices Choreography Analyse Interpret Evaluate	Consolidation of the previous learning. Section A: preparation for responding to hypothetical stimuli. Practice writing about choreographic processes and performing skills. Section B: revision on analysis of own work within the course either performance or choreography. Section C: GCSE Dance Anthology - learning to analyse, evaluate and identify similarities and differences in the works. Developing the ability to explain and justify opinions with reasoning about the works.	AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills. AO4: Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements.	Research choreographers Learning of key vocabulary Revision