

Year 11 Dance Curriculum

Spring Term 2018-19



Curriculum Content	Assessment	What homework will they have?	I'm not an expert, so how can I help?
<p>What will my child be studying this term? Component 3 - Performing to a Brief During the delivery of this component students will take part in workshops and rehearsals, and will practise the skills and techniques required for an effective group performance. Students will mainly participate in collaborative creative work, developing their ability to work as a part of team as well as individually contributing to a group project. They will discuss the key requirements of a performance, and explore through practical activities the starting points which can generate ideas. They will look at how these ideas can be further developed into fully realised choreography through short task-based activities. The focus for these will be on the students' ideas, rather than fulfilling a required number of set counts. Students will learn to select and develop ideas and techniques to realise their creative intentions, and will consider influences of other practitioners. Evaluation activities through group discussion and feedback on performance work will aid the development of skills. Students will regularly take notes after choreographic tasks, and will practise translating their notes into coherent full sentences. Practice at analysing a set task brief and using the information to develop ideas for performance material, using appropriate skills within a group, and for a set audience, will help students prepare for assessment.</p>	<p>This component will be externally assessed. Students will be provided with a brief and stimulus to create performance material in groups of between three and seven, within a set assessment period timetabled by Pearson and under supervised conditions. Students will write detailed logs on the ideas and skills they have selected and developed, which will include their individual contributions to the group, as well as an evaluation report reflecting on the development process and performance outcome.</p>	<p>Students will be expected to attend Monday's after school until their final practical assessment.</p>	
<p>Content covered:</p>			
<p>Literacy and numeracy: Speaking and Listening: Share experiences and discuss concepts in groups at the start of each lesson, and before completing their log sheets. Reading: Pupils will read back and check their own written work, and review their log sheets to embed progression. Pupils will also read teacher comments left on log sheets. Writing: Log sheets and work sheets will be completed every lesson. Pupils will learn that dance is generally performed to counts of 8. They will build motifs/sequences around this concept using the 8 times table. The member of staff will also give instructions using numeracy, e.g. 'I want a 24 count sequence involving 2 taught 8 count motifs and 1 choreographed by yourselves.'</p>			
<p>What can I do to help my child?</p>			

Additional resources and details of core texts used:

Books

Ashley, L., Essential Guide to Dance (3rd edition), Hodder Education, 2008 (ISBN 978-0-340-96838-3)Levien, J., Duncan Dance: A Guide for Young People Ages Six to Sixteen, Princeton Book Company, 1994 (ISBN 978-0-87127-198-3)

McGreevy-Nichols, S., Scheff, H. and Sprague, M., Building Dances: A Guide to Putting Movements Together (2nd revised edition), Human Kinetics, 2004 (ISBN 978-0-7360-5089-0)

Websites

BBC Bitesize (GCSE Drama page) – although drama-orientated, there is some valuable information in the learner guides which can be translated to dance in terms of creating theatre. In the topic 'Performance skills' the learner guides Using the space and aspects of Using your body will be beneficial to students. In the topic 'Scripts as a stimulus', the learner guide Creating and staging a devised performance provides valuable information on the process of devising. Aspects of the learner guides Drama elements and Responding to a stimulus will also help to consolidate understanding of structure and how to explore different stimuli. See:

www.bbc.co.uk/education/subjects/zbckjxs

National Resource Centre for Dance – the online shop contains choreographer fact cards and resource packs for professional works (including Matthew Bourne's Nutcracker! and Jerome Robbins' West Side Story). See: http://store.surrey.ac.uk/product-catalogue/national-resource-centre-for-dance-nrcd/nrcd-shop?_ga=1.259312845.616927229.1491396819

YouTube – a variety of music can be accessed from here as well as extracts from professional dance works and examples of different dance styles. See:

www.youtube.com

Teaching group arrangements: Mixed ability teaching group

Where can I get more advice?

Miss S Rainsford (Curriculum Leader) – srainsford@stratfordschool.co.uk. Please include the name of your child's teacher so the message can be forwarded appropriately.