

Dance

Team Byrchall – Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

Autumn	Spring	Summer
Two Set Phrases and moderation Trio preparation and moderation Theory – Section C - Production features and comparison questions Re-visit Section A and B of written paper Mock preparation	Section C - 6 marks performance related question linking to the Set Works Re-visit Section C - Production features and comparison questions Re-visit Section A and B of written paper Solo choreography preparation and moderation	Written exam preparation and revision

Unit	Duration (lessons)	Learning Objectives/Outcomes
Unit 1	Weekly lessons can be repeated as needed and are complemented with written homework every week. Theory is mostly re-visiting previous work and using exam questions in preparation for the final exam.	<p>Deepening learning for Section A and B Exam technique</p> <p>Section C</p> <p>Anthology Works: A Linha Curva, Artificial Things, Emancipation of Expressionism, Infra, Shadows, Within Her Eyes.</p> <p>To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <ul style="list-style-type: none"> • the similarities and differences between the defining characteristics of each dance • the contribution of choreography, performance and features of production to the audience's understanding of the work the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention the purpose or significance of different performance environments in which the dance was created and performed.

		<p>staging/set eg projection, furniture, structures, backdrop, screens and features of these such as colour, texture, shape, decoration, materials</p> <p>lighting - eg colour, placement, direction, angles etc</p> <p>properties - eg size, shape, materials, how used etc</p> <p>costume - (including footwear, masks, make-up and accessories): features such as colour, texture, material, flow, shape, line, weight, decoration and how they define character or gender, identify dancers, enhance or sculpt the body and enhance the action</p> <p>dancers - (number, gender)</p> <p>Aural settings - eg song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion, style, structure and musical elements such as tone, pitch and rhythm</p> <p>dance for camera - eg placement, angle, proximity, special effects.</p> <p>Performance environment - proscenium arch, end stage, site-sensitive, in-the-round.</p> <p>Choreographic approaches</p> <p>Choreographic content - movement content (actions, dynamics, space and relationships), structuring devices and form (binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions), choreographic devices (motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon).</p> <p>Choreographic Intent - mood(s), meaning(s), idea(s), theme(s), style/style fusion(s).</p>
Set Phrases – Breathe and Shift	16 More if further rehearsal is needed before video moderation	<ul style="list-style-type: none"> • Introduce the Set Dance • Re-cap and learn the next phrase • Look at focus points and problem areas • Learn the next section in phrases of 8 • Use the DVD to look in detail at technique • Learn final section • Peer Assessment • Complete a mini teacher activity on the first half of the dance • Complete a mini teacher activity on the second half of the dance • Work on dynamics and areas of concern • Work on dynamics and areas of concern • Work on performance skills and use criteria to mark last year's candidates • Mock exam – not recorded • Prepare for video moderation

		<ul style="list-style-type: none"> • Complete a video moderation • Receive feedback 1-1 and set targets <p>Performance Skills:</p> <p>Physical – alignment, co-ordination, balance, posture, stamina, strength, control, flexibility, mobility, isolation, extension</p> <p>Technical – action content, spatial content, dynamic content, relationship content, timing content, rhythmic content, moving in a stylistically way</p> <p>Expressive – projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, communication of choreographic intent.</p> <p>Safe Practice during performance- safe execution, appropriate dancewear, including: footwear, hairstyle, absence of jewellery,</p> <p>Safe Practice process - warming up, cooling down, nutrition, hydration.</p> <p>Mental skills performance - movement memory, commitment, concentration, confidence.</p> <p>Mental skills process - systematic repetition, mental rehearsal, rehearsal discipline • planning of rehearsal • response to feedback</p> <ul style="list-style-type: none"> • capacity to improve
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Duets and Trios	17 plus internal moderation/ recording	<ul style="list-style-type: none"> • Introduce theme of dance and set work it links to teach basic footwork • Develop the motifs taught in groups • Start the opening section • Start a collaborative approach for section A – linking to theme and introduce the developed motifs in. • Continue to work on Section A • Continue with Section A • Start Section B – climax section develop ideas for steps that will create a build up • Continue with Section B • Rehearsal time for each group – sections are broken down step by step. • Mock moderation
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- Final recording

Performance Skills:

Physical – alignment, co-ordination, balance, posture, stamina, strength, control, flexibility, mobility, isolation, extension

Technical – action content, spatial content, dynamic content, relationship content, timing content, rhythmic content, moving in a stylistically way

Expressive – projection, focus, spatial awareness, facial expression, phrasing, musicality, sensitivity to other dancers, communication of choreographic intent.

Safe Practice during performance- safe execution, appropriate dancewear, including: footwear, hairstyle, absence of jewellery,

Safe Practice process - warming up, cooling down, nutrition, hydration.

Mental skills performance - movement memory, commitment, concentration, confidence.

Mental skills process - systematic repetition, mental rehearsal, rehearsal discipline • planning of rehearsal • response to feedback • capacity to improve



Solo choreography	17 plus 2 lessons for improvements and then final moderation	<ul style="list-style-type: none"> • To discuss the requirements for solo task • To share motif development linking to their chosen stimulus • To develop a structure for the dance • To start solo task • To create a motif for section 1 of their dance – and start to develop it using ASD • To continue to develop motifs using ASD • To peer assess the developed work • To re-cap developments from last lesson/ discuss aural setting • To plan first section and transition into next section • Controlled assessment – focus on motif creation and development – students can start to use their music/sounds • Controlled assessment – focus on transitional linking movement • Controlled assessment – schedule set by students • Mock moderation • Feedback and discussions on how to improve • Time for individual improvements • Time for individual improvements • Internal moderation and final recording <p>Choreography skills: Action content, Spatial content, Dynamic content, Relationship content</p> <p>Choreographic process – researching, improvising, generating, selecting, developing, structuring, refining and synthesising.</p> <p>Structuring devices and form – binary, ternary, rondo, narrative, episodic, beginning/middle/end, unity, logical sequence, transitions.</p> <p>Choreographic devices – motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon.</p> <p>How aural settings affect the choreographic outcome – Aural settings: song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion.</p> <p>Effects on choreographic outcomes: • mood and atmosphere, contrast and variety, structure, relationship to theme/idea.</p>
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