



# DANCE

## YEAR 11

**Component 1: Choreography paper published.**  
Students select their stimulus and being to develop their individual choreographies  
**Component 2:**  
Continued theory work on all 6 anthology works, Section A & Section B

**Component 1: Final rehearsal & adaption block**  
Students complete final rehearsals for set phrases refining physical, technical & expressive skills. Duet trio's are finalised and choreography is developed.  
**Component 2:** Continued theory work on all 6 anthology works, Section A & Section B

**Component 1: Moderation**  
Practical examination of Set Phrases  
Duet/ trio performance  
Choreography

**Component 2: Exam revision**  
Revision of 6 anthology works  
Revision of own work for the written paper  
Revision & honing skills for essay writing

**Component 1:**  
Students improve performance of set phrases Breathe, Scoop, Shift & Flux. Final phrases are selected and performed for camera.  
**Component 2:**  
Students develop skills in writing and analysing their own performances.  
Work develops on duet/ trios with the aim to have them finished by the end of the summer term.  
Focus moves to Shadows & Within Her Eyes

**Component 1:**  
Students learn set phrases Breathe, Scoop, Shift & Flux. Students learn to write about their performance work.  
Work beings on duet/ trios  
**Component 2:**  
Focus moves to A Linha Curva & Artificial Things

**Component 1:**  
Students develop physical skills to meet the demands of the set phrases.  
**Component 2:**  
Focus on Emancipation of Expressionism & Infra choreographic process.  
Safe studio practise, nutrition, hydration, injury prevention.

## YEAR 10

**Unit 3: Choreographers**  
Focus on a range of different choreographers: their style and choreographic process. Aiming to replicate work in their style.  
Andrew Winghart  
Akram Khan  
James Cousins & Motionhouse

**Unit 4: BalletBoyz: Young Men: Theory Unit**  
Focus on the analysis and critical appreciation of Balletboyz Young Men production. Develop skills of analysis of dance for film, costume, lighting, sound, ASDR in relation to choreographic intention.

**Unit 5: Street Dance, Parkour & Dance for Film**  
Focus on learning and exploring the genre of street dance. Basics of parkour will be covered. Final aim is to produce a piece of work for film in the street dance/ parkour genres. Students will look at the critical appreciation of a range of site specific work.

**Unit 2: Boy Blue: Emancipation of Expressionism**  
Focus on learning motifs & motif development from the original choreography. Focus on different styles presented in the work (krumping, breakdance, waacking,..)  
Critical appreciation of original choreography.

**Unit 1: Stimulus Choreography**  
Focus on generating creative choreographic intentions from a visual stimulus. And creating choreography through ASDR & Choreographic devices which help communicate the intention.

## YEAR 9

**Unit 4: Swing Dance**  
Focus on introducing students to the basics of the jive, lindyhop & charleston. Students develop a wider understanding of dance styles from different era's.  
Students use appropriate ASDR to develop choreography.

**Unit 5: Capoeira**  
Focus on introducing students to the basics of Capoeira and dance from a different culture. Students focus on the physical and technical skills to create Capoeira inspired choreography.

**Unit 6: Musicals**  
Focus on developing students expressive skills. Students are able to develop key motifs from musicals to create their own choreography. Students learn how to structure choreography for musical theatre.  
Students develop ability to perform with the appropriate use of expressive skills.

**Unit 3: Set Study: Find It!**  
Focus on the accurate replication of a set study. Emphasis on developing physical, technical and expressive skills.  
Students learn to develop their analysis of their own performance.

**Unit 2: Christopher Bruce's Swansong: Prison Break**  
Focus on the further use of props in choreography. Students develop stage combat skills and apply to help communicate the choreographic intention. Students create work in the style and with of the original.  
Critical appreciation of the original work by Christopher Bruce

**Unit 1: Rosas Danst Rosas.**  
Focus on dynamic content & communication of choreographic intention. Use of props.  
Critical appreciation of the original work by Anne Teresa De Keersmaeker

## YEAR 8

**Unit 4: Heroes**  
Focus on introducing students to contact and lift work. Students to use the idea of Heroes to create a narrative choreography filled with a range of relationship content including contact & lifts.

**Unit 5: The Periodic Table**  
Focus on students using a range of choreographic devices to develop choreography inspired by elements from the periodic table. Students will use the periodic table as a stimulus and look at the choreographic process from start to end.

**Unit 6: Zonation's: Mad Hatters Tea Party**  
Focus on developing choreography focussing on mental health. Full range of ASDR & CD's to be used in choreography. Critical appreciation of the original choreography.

**Unit 3: Bollywood**  
Focus on introducing students to dance from a different culture. Students will learn traditional hand gestures and apply them to their own choreography. Students will focus on the application of canon & unison & spatial elements.

**Unit 2: Matthew Bourne's Nutcracker! Choreography**  
Focus on using Matthew Bourne's Nutcracker (By Invitation Only scene) to develop sweet inspired choreography. Focus on developing action and dynamic content. Critical appreciation & analysis of the original choreography.

**Unit 1: Keith Haring Choreography**  
Focus on using Keith Haring artwork as a stimulus for the development of choreography. Introduction of action, space, dynamics & relationships (ASDR)

## YEAR 7