

Subject: DANCE	
“Magic and Gift” of the subject	Dance is a powerful and expressive subject, which encourages students to develop their creative, physical, emotional and intellectual capacity. The subject recognises the role of dance in young people’s lives and students get to physically perform and choreograph dance as well as learning and appreciating professional works. It is also vital in improving confidence, commitment, team work and resilience.
Careers (salaries)	Dance Teacher Professional Dancer Instructor: (Dance coach, Fitness, Zumba, Pilates, Weddings) Choreographer Entertainment industry
Notable high profile alumni (Park School and “famous”)	Unknown – Dance a new subject (2018)
Degrees and Best Universities (Global?)	<i>Exeter University</i> <i>Trinity Laban Conservation of Music and Dance</i> <i>Royal Welsh College</i> <i>Lancaster University</i> <i>University of Warwick</i>
Post 16 Courses and Destinations	<i>A Level @ Petroc North Devon</i> <i>Dance Level 3 Extended Diploma – South Devon College</i> <i>Exeter College – BTEC Level 3 Performing Arts</i> <i>A Level Dance – The King’s School Devon</i> <i>Dance - City College Plymouth</i>
GCSE Specification	<p>Practical – 60%</p> <p>Performance (30%) 40 marks Solo Set Phrase (approx. 1 minute duration) Duet/Trio performance (3 minutes)</p> <p>Choreography (30%) 40 marks Solo or group choreography</p> <p>How’s it’s assessed: Internally marked and externally moderated</p> <p>Theory – Dance appreciation (40%)</p> <p>Written exam: 1 hour 30 minutes 80 marks</p> <p>Knowledge & understanding of choreographic processes and performing skills Critical appreciation of own work Critical appreciation of professional works.</p>

Assessment Objectives and Percentages in Examination

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.

Assessment objective weightings for GCSE Dance

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Component 1	Component 2	
AO1	30		30
AO2	30		30
AO3		15	15
AO4		25	25
Overall weighting of components	60	40	100

4.4 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Performance and choreography	80	3	240
Dance appreciation	80	2	160
Total scaled mark:			400

Year by Year Intent	Cycle by Cycle Intent - Clear Areas of Knowledge (big topics), Skills and Assessment Objectives (linked to GCSE Spec), Cross Curricular Links and Opportunities (where is this topic/knowledge delivered elsewhere in the school (and is that department more "expert").	Where will this cycle be revisited/ where has it been taught before (interleaving)?
Year 11: Key intent of this year	Exams - What Final Exams/NEAs will they take (and key topic area if appropriate)	Exam: 40% Dance Application Practical Moderation for Choreography, plus re-do Solo or Duet/Trio if needed.
	Cycle 14 – Revision of all 6 professional works. Exam paper practice. Practical Moderation for Choreography	Cycle aims to finish the course content and revisit as much of the previous content as possible. Student's progress in each topic area will be tracked using a tracking document to ensure that they can focus their revision and additional study on the key areas.
	Cycle 13 – Revising Key Terminology including Physical, Mental, Expressive and Technical skill definitions. 3.3.2 Professional Work 6 – Artificial Things Plus Practical (Choreography when AQA release assessment approx. Sept 16 th)	Opportunities to revisit during cycle 14
Year 10: Key	Cycle 12 –	Moderation Day: June to film both set phrases

intent of this year	<p>Revising Key Terminology including: performance environments, choreographic content and aural setting.</p> <p>Professional Work 5 – Within Hey Eyes</p> <p>Plus Practical (Duet/Trio)</p> <p>Mock paper – 1hr 30 mins June</p>	<p>and duet/trio.</p> <p>Opportunities to revisit during cycle 14</p>
	<p>Cycle 11 – Section 3.2 Choreographic Devices, Structuring and Form and Actions, Dynamics, Space and Relationships (developing knowledge learnt in Year 9). 3.3.2 Professional Work 4 – Infra</p> <p>Plus Practical (Set phrase and introduce Duet/trio)</p>	<p>Recapping some aspects from Cycle 7 Opportunities to revisit during cycle 14</p>
	<p>Cycle 10 – 3.3.2 Recapping Emancipation of Expressionism and Shadows. Introducing A Linha Curva - 3rd professional work</p> <p>Plus Practical (Learning solo set phrases)</p>	<p>Recapping some aspects from Cycle 8 Opportunities to revisit during cycle 13 & 14</p>
Year 9: Key intent of this year	<p>Cycle 9 – 3.3.2 Introduction to professional work Shadows and Emancipation of Expressionism</p> <p>Practical - Based on theory considering choreographic intentions/stimulus and choreographic devices.</p>	<p>Opportunities to revisit during cycle 10, 12 and 14</p>
	<p>Cycle 8 – 3.1 Performance Introduction to Physical, Expressive, Technical and Mental skills Introduction to safe working practice.</p> <p>Practical - Contemporary/Street/Commercial group dance – applying ADSR and Choreographic devices</p>	<p>Opportunities to revisit during cycle 13 (generally throughout course)</p>
	<p>Cycle 7 – 3.2 Choreography Introduction to Action content, dynamic content, spatial content and relationship content. Introduction to Choreographic devices</p>	<p>Opportunities to revisit during cycle 11 and 14</p>

	<p>Practical – Hip hop and contemporary – initial assessment linking to ADSR and choreographic devices theory.</p>	
<p>Year 8: Key intent of this year</p>	<p>Potentially a Dance module for lower girls group: Practical - lyrical and contemporary Linking Actions, Dynamics, Space and Relationship theory.</p>	<p>Building on from year 7.</p>
<p>Year 7: Key intent of this year</p>	<p>Dance module within Physical Education Introduction to Actions/Dynamics/Space/Relationships through practical work. Depending on duration, styles used are: Rock N Roll, Indian, Action Movies, Contemporary and Street.</p>	<p>Building on previous learning from Primary.</p>