



Autumn 1 Dance – Year 11 – Technique and understanding a Brief

Sequence 1: Baseline

Lesson 1- Lesson 4: To reaffirm prior learning from y10 theory & practical recaps

Formative Assessment and Homework: Pupils to watch short dance pieces via YouTube and discuss within class setting.

Sequence 2: - Understanding a brief

Lesson 5: To continue to develop brief understanding – Performance space/venue

Lesson 3: To continue with developing brief understanding – Target audiences

Lesson 4: To understand and demonstrate use of aural setting to show theme and intention of piece.

Lesson 5: To show understanding of a brief and devise short phrase to represent theme

Lesson 6: To evaluate dance phrases and WWW/EBI

Formative Assessment and Homework: Pupils to work through broadening their dance exposure by using online providers to watch short dance pieces. Suggested list given.

Sequence 3: The process of responding to a brief

Lesson 7 To be able to respond to a past RSL brief and work in small groups to plan actions for piece “Changes”, assign roles

Lesson 8 - 12 To share ideas and begin creating motif ideas for choreographic process.

Lesson 13-20: Development of the performance from the brief timing and rhythm with the performance trio to highlight unison and formation with the dance

Lesson 11: To develop understanding of reviewing own and peers work through peer and self-assessment using video analysis and completing WWW & EBI.

Summative Assessment and Homework: Check pupil’s ability to apply learnt skills in performance and their ability to identify these reviewing own and others work. Suggest ways to improve and complete tracker sheet.

Big Picture

- Aim – In this unit pupils are to focus on developing their performance skills through responding to a brief. They will take part in baseline assessment and pupils areas of development will be identified in terms of physical skills.
- Theory will be taught holistically through practical lessons in the studio due to the 2 lessons per week timetable.
- Homework set in lesson on a weekly basis or where otherwise appropriate.
- All pupils encouraged to use the studio at break, lunch and after school for intervention purposes and rehearsal.
- Pupils to be given opportunity to watch observe live dance works via Show my Homework. With this, pupils are also encouraged to use the internet safely and with adult

Developing Cultural Capital:

- Pupils to be introduced to the wider physical benefits of dance and leading a healthy lifestyle.
- Injury prevention & caring for injury and ourselves.
- Hunger games theme to the piece – fantasy but also political issues associated with this theme.

Reinforcement and Retrieval Practice

- Action sequences are always revisited and rehearsed as a starter/warm up or through a means of checking understanding.
- Pupils understanding checked through Q & A, mini plenaries and plenaries, using retrieval practice.
- AfL used continuously throughout the unit but specifically lesson 3 & 6.
- Homework set each week, this will allow for spaced learning to be applied.
- Summative assessment through practical performance testing all areas learnt over unit and then ability to Peer and self-assess using video playback.

Progression Model:

- Pupils will have begun to learn principles of performance and choreographical skills which is a key feature throughout dance and which has been developed throughout the key stages.
- Transferable skills and specific dance terminology developed to be used in retrieval practice and interleaving throughout the year.
- Transferable knowledge practically through warm ups, choreographic process and cool downs.
- Pupils ability to use verbal articulation will be encouraged and also once again will allow for retrieval skills to be further developed. Use of literacy focus to reinforce this and use as concrete examples within lessons.



Autumn 2 Dance – Year 11 – RSL CAPA 201E PPE

Sequence 1: Baseline

Lesson 1: To reaffirm prior learning from y10 which will transfer to this unit practical and theory.

Sequence 2: - Unit Introduction

Lesson 2: To develop understanding of course requirements this year (201E)

Lesson 3: To research and recall the various types of venues and staging for dance (BBC BITESIZE) Traditional v Non-traditional.

Lesson 4: To explore technical considerations of a venue, size of stage, venue and production impact, worksheet 1.

Lesson 5: Understanding target audience and use of movement to reflect the target Worksheet 2 (BBC Bitesize Audience)

Lesson 6: To continue to rehearse and refine performance trio

Formative Assessment and Homework: Pupils to work through Section A workbook for Homework focus on Hypothetical stimuli. Design mood board to compliment research into choreography

Sequence 3: Choreography & Performance (Expressive & choreographic skills)

Lesson 7 To be able to learn teacher taught actions in performance trio in a stylistically pleasing way building relationships through the piece.

Lesson 8: To share idea on mood boards and begin creating motif ideas for choreographic process.

Lesson 9: Develop timing and rhythm with the performance trio to highlight unison and formation with the dance

Lesson 10: To develop understanding of reviewing own and peers work through peer and self-assessment using video analysis and completing WWW & EBI.

Summative Assessment and Homework: Check pupil's ability to apply learnt skills in performance and their ability to identify these reviewing own and others work. Suggest ways to improve and complete tracker sheet.

Big Picture

- Aim – In this unit pupils are to focus on developing their performance skills through the trio. They will take part in baseline assessment and pupils' areas of development will be identified in terms of physical skills.
- Theory will be taught holistically through practical lessons in the studio due to the timetable.
- Homework set in lesson on a weekly basis using worksheets or other appropriate work.
- All pupils encouraged to use the studio at break, lunch and after school for intervention purposes and rehearsal.
- Pupils to be given opportunity to watch observe live dance works via YOUTUBE and school links. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory.
- Pupils also have access learning resource which can be accessed via iPad, computer, or phone.

Developing Cultural Capital:

- Pupils to be introduced to the wider physical benefits of dance and leading a healthy lifestyle.
- Injury prevention & caring for injury and ourselves.
- Professional job links to the piece– industry themed brief.

Reinforcement and Retrieval Practice

- Action sequences are always revisited and rehearsed as a starter/warm up or through a means of checking understanding.
- Pupils understanding checked through Q & A, mini plenaries and plenaries, using retrieval practice.
- AfL used continuously throughout the unit but specifically lesson 3 & 6.
- Homework set each week; this will allow for spaced learning to be applied.
- Summative assessment through practical performance testing all areas learnt over unit and then ability to Peer and self-assess using video playback.

Progression Model:

- Pupils will have begun to learn principles of performance and choreographical skills which is a key feature throughout dance, and which has been developed throughout the key stages.
- Transferable skills and specific dance terminology developed to be used in retrieval practice and interleaving throughout the year.
- Transferable knowledge practically through warmups, choreographic process, and cool downs.
- Pupils ability to use verbal articulation will be encouraged and once again will allow for retrieval skills to be further developed. Use of literacy focus to reinforce this and use as concrete examples within lessons.



Winter 1 & 2 Dance – Year 11 – RSL CAPA 201E

Sequence 1:

To reaffirm prior learning PPE Autumn 2 which will transfer to this unit practical and theory.

Sequence 2:

To revisit understanding of unit requirements this year (201E)

To explore the brief

To explore technical considerations of a venue, size of stage, venue and production impact

Understanding target audience and use of movement to reflect the target audience

To share idea on mood boards and begin creating motif ideas for choreographic process.

To continue to rehearse and refine choreographic process

Formative Assessment and Homework: Production plan, rehearsal schedule, music

Sequence 3:

To be able to choreograph in a stylistically pleasing way building relationships through the piece.

Application of choreographic process

Costume and set design development

Develop timing and rhythm with the performance trio to highlight unison and formation with the dance

To develop understanding of reviewing own and peers work through peer and self-assessment using video analysis and completing WWW & EBI.

Bringing the performance to an audience

Evaluation of the process reflecting on progress, successes and areas to develop.

Summative Assessment and Homework: Check pupil's ability to apply learnt skills in performance and their ability to identify these reviewing own and others work. Suggest ways to improve and complete tracker sheet, rehearsal log.

Big Picture

- Aim – In this unit pupils are to focus on developing choreographic skills . They will take part in baseline assessment and pupils' areas of development will be identified in terms of physical skills.
- Theory will be taught holistically through practical lessons in the studio due to the timetable.
- Homework set in lesson on a weekly basis using worksheets, logbooks or other appropriate work via google classroom.
- All pupils encouraged to use the studio at break, lunch and after school for intervention purposes and rehearsal.
- Pupils to be given opportunity to watch observe live dance works via YOUTUBE and school links. With this, pupils are also encouraged to use the internet safely and with adult supervision/advisory.
- Pupils also have access learning resource which can be accessed via iPad, computer, or phone.

Developing Cultural Capital:

- Pupils to be introduced to the wider physical benefits of dance and leading a healthy lifestyle.
- Injury prevention & caring for injury and ourselves.
- Professional job links to the piece– industry themed brief.

Reinforcement and Retrieval Practice

- Action sequences are always revisited and rehearsed as a starter/warm up or through a means of checking understanding.
- Pupils understanding checked through Q & A, mini plenaries and plenaries, using retrieval practice.
- AfL used continuously throughout the unit but specifically lesson 3 & 6.
- Homework set each week; this will allow for spaced learning to be applied.
- Summative assessment through practical performance testing all areas learnt over unit and then ability to Peer and self-assess using video playback.

Progression Model:

- Pupils will have begun to learn principles of performance and choreographical skills which is a key feature throughout dance, and which has been developed throughout the key stages.
- Transferable skills and specific dance terminology developed to be used in retrieval practice and interleaving throughout the year.
- Transferable knowledge practically through warmups, choreographic process, and cool downs.
- Pupils' ability to use verbal articulation will be encouraged and once again will allow for retrieval skills to be further developed. Use of literacy focus to reinforce this and use as concrete examples within lessons.