**A Level Dance Year 12**

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|  | **Autumn**  | **Spring**  | **Summer** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Week** **Partial Weeks****Activities Week****Show week** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** |
| **C1: Practical (50%)****C2: Theory (50%)** | **C1** | **C2** | **C1** | **C2** | **C1** | **C2** | **C1** | **C2** | **C1** | **C2** | **C1** | **C2** |
| **Topic(s)** | **TECHNIQUE, PHYSICAL & EXPRESSIVE SKILLS****The Developing Dancer*** Technique classes
* Contact Classes
* Contemporary Styles
 | **CRITICAL ANALYSIS****Rooster (1991)** **by Christopher Bruce*** Events of the 1960s
* Career and work of Christopher Bruce
* Sectional Analysis of Rooster (1991)
 | **TECHNIQUE, PHYSICAL &, EXPRESSIVE SKILLS****CHOREOGRAPHY****The Creative Dancer*** Improvisation to create movement material
* Continuation of training in contemporary dance styles
* Cultural Dance Styles
1. *Kung Fu*
2. *Tai Chi*
3. *Yoga*
 | **CRITICAL ANALYSIS****Sutra (2008)** **by Sidi Larbi Cherkaoui*** Buddhism
* Shaolin Temple
* Szymon Brzoska
* Antony Gormley
* Sidi Larbi Cherkaoui
* Sectional Analysis of Sutra (2008)
 | **TECHNIQUE, CHOREOGRAPHY & PERFORMANCE****Choreography of group performance pieces*** Technique classes
* Development of a collaborative group choreography piece for public performance
 | **CRITICAL ANALYSIS****Independent Contemporary Dance Scene in Britain 2000 – present day (ICDSiB)*** Development and influences on the era
* 7 Features of the era
* Career and works of Akram Khan
* Career and works of Sidi Larbi Cherkaoui
 | **TECHNIQUE, CHOREOGRAPHY & PERFORMANCE****DANCE SHOW PREPARATION*** Completion of group choreography and performance pieces
 | **CRITICAL ANALYSIS****Independent Contemporary Dance Scene in Britain 2000 – present day (ICDSiB)*** Jasmin Vardimon
* Consolidation of the 7 features of the era

**Revision of:***Rooster (1991)**Sutra (2008)**ICDSiB 2000 – pres.**Akram Khan**Sidi Larbi Cherkaoui**Jasmin Vardimon* | **TECHNIQUE,** **CHOREOGRAPHY & PERFORMANCE****Complete Learning Solo Performance Assessment*** Solo Performances
 | **CRITICAL ANALYSIS****Reflection on learning** **Catch up ‘Buffer’****Rambert Dance Company 1966 – 2002*** Overview
* Marie Rambert’s life and career
* Norman Morrice
* John Chesworth
 | **TECHNIQUE,** **CHOREOGRAPHY & PERFORMANCE****Complete Learning Performance Assessment Pieces*** Complete learning Solo Performance
* Choreography and learning of Quartet Performances
* Choreographic tasks
 | **CRITICAL ANALYSIS****Rambert Dance Company 1966 – 2002*** 1984 – 2002
* Robert North
* Richard Alston
* Christopher Bruce
 |
| **Critical Prior Knowledge**  | * Dance technique in one or more styles
* Performance experience
* GCSE Dance: *although some students who did not study GCSE may apply to do A level Dance based on other significant dance experience.*
 | * Writing critically about professional works
* Completion of Summer Research Tasks
* Shadows by Christopher Bruce (Year 11 GCSE)
 | * Fundamentals of advanced contemporary technique
* Choreographic tasks
 | * Summer task research
* Yoga in dance warm ups
* Writing frame for dance
* Essay structures
* Critical analysis
 | * Choreographic devices
* Advanced contemporary technique
* Rehearsal discipline
* Refining of own practice in preparation for performance
 | * Modern Contemporary Dance styles
* Analysis of Sutra (2008)
* Fusion of dance styles in ICDSiB
 | * Application of choreographic Devices
* Structuring of dances
* Use of music / aural setting
* Rehearsal discipline
* Experience from Year 10 dance production
 | * Features of the ICDSiB
* Modern contemporary dance styles
* Fusion of dance styles in ICDSiB
* The work of Khan and Larbi
* Understanding of the fable Pinocchio & Greek legend of Medusa
* Knowledge of the impact of global warming
 | * Prior learning of Solo material
* Medusa, Rooster & Khan’s work to determine preferred solo style
* Advanced contemporary styles and skills
* Performance skills
* Rehearsal discipline
* Musicality, timing
 | * Cunningham technique
* Graham technique
* Release technique
* Ballet technique
* Neo-classical work
* Rooster (1991)
 | * Prior learning of quartet phrases
* Advanced contemporary styles and skills
* Performance skills
* Rehearsal discipline
* Execution of relationships in dance
* Musicality, timing
 | * Learning of the origins and early years of Rambert Dance Company
* Styles and aims within the company
* Essay structuring skills
* Analytical essay writing skills
* Neo-classical work
* Rooster (1991)
* Christopher Bruce’s choreographic style
 |
| **Overall Intent****(Big ideas and key concepts)** | **To develop physical, technical and expressive skills in the following dance styles:*** **Ballet**
* **Graham**
* **Cunningham**
* **Neo-classical**
* **Release**
* **Contact**
* **Flying Low**

**Expansion of existing movement vocabulary****To be able to make links between practical and theory study** | **Development of subject vocabulary****Appreciation of an iconic work****How British contemporary dance was influenced by American practitioners and styles** | * **Development of movement vocabulary**
* **Appreciation of cultural dance styles linked to theory**
* **New concepts to create meaningful choreography**
 | * **To develop a critical voice when writing about Sutra**
* **Establish effective essay structure**
* **Give descriptive examples from professional works**
 | **Collaboration with peers to create successful choreography work to communicate themes and ideas.** **To present physical and creative challenge within the performance and choreography of a group piece****To model best practice in choreographic processes in preparation for the C1 Choreography Assessment in Year 13** | **Overview of the ICDSiB 2000 – present day****Able to recognise and write about the 7 Features of the era, giving examples****Understanding of the concept of identity within the work of Akram Khan****Use vocabulary associated with Kathak and ICDSiB** | **DANCE SHOW****Responding to feedback to develop choreographic work to communicate themes and ideas****Produce a dance piece that effectively incorporates choreographic devices.** | **To identify, explain and critically analyse the features of the era within the work of Jasmin Vardimon****To start comparing the work of Khan, Larbi and Vardimon in the context of their contributions to the development of the era****To independently revise the theory covered so far**  | **To learn a solo in the style of a chosen practitioner that best suits the students’ skills****To physically train in and outside of class to maximise their performance of the solo****To respond to feedback in order to improve physical, technical and expressive skills** | **To understand the origins of Rambert Dance Company****To recognise the importance of the founding dance styles of the company****To understand the impact of the company on the development of the British Contemporary Dance scene****To understand the contributions of the Artistic Directors within the company** | **To learn a quartet that communicates a theme or emotion****To physically train in and outside of class to maximise their performance of the quartet****To respond to feedback in order to improve physical, technical and expressive skills within the context of a cohesive group performance****To explore new ways of choreographing and using aural settings** | **To understand the modernisation of Rambert Dance Company****To be able to compare the work and choreographic processes of North, Alston and Bruce****To be able to write discursively and comparatively about the evolution of the company from 1966 - 2002** |
| **Essential****Knowledge milestones** **(What students must master)** | * The similarities and differences between ballet, Graham, Cunningham and Release technique
* A developing ability in modern contemporary dance styles
* Expressive skills associated with the above styles
* Be able to perform sections from Rooster by Christopher Bruce
* Typical characteristics of Bruce’s work
 | * Guided sectional analysis of Rooster
* Subject Matter
* Lighting
* Costume
* Aural Setting
* Significance
* Movement components
* Choreographic devices and structure
* How to structure analytical responses to short answer questions on Rooster
 | * Experience and description of Kung Fu, Tai Chi and Yoga
* Creative approaches to choreographing movement material
* Crafting dances that communicate an idea or theme
 | * Name and describe all the sections in Sutra
* Describe and recognise the various styles in Sutra
* Explain the contribution to Sutra by the collaborators in Sutra
* Describe and analyse the design elements in Sutra
* Understand Larbi’s career and influences
 | * Advanced contemporary technique
* Development of physical skills
* Development of expressive skills
* Communication of themes / ideas through advanced choreographic devices and processes
* Collaboration skills
* Rehearsal discipline
 | * Describe the 7 features of the era
* Recognise the features within the work of Akram Khan and Sidi Larbi Cherkaoui
* Analysis of: Loose in Flight (2000), zero degrees (2005), Desh (2011), Dust (2014)
* Analysis of selected works by Sidi Larbi Cherkaoui
* Able to write discursively about the features of the era with reference to the work of Khan and Larbi.
 | * Advanced contemporary technique
* Development of physical skills
* Development of expressive skills
* Communication of themes / ideas through advanced choreographic devices and processes
* Collaboration skills
* Rehearsal discipline
* Ability to reflect on own performance and formulate targets for future training.
 | * Analysis of Pinocchio (2016)

Medusa (2018)* Identify and discuss the features of the era within the work of Vardimon
* Career, dance styles and influences of Jasmin Vardimon
* Initial comparisons between the work of Vardimon, Khan and Larbi
* Revision of the course content so far
 | * Advanced contemporary technique
* Development of physical skills
* Development of expressive skills
* Communication of themes / ideas through advanced choreographic devices and processes
* Collaboration skills
* Rehearsal discipline
* Ability to reflect on own performance and formulate targets for future training.
* Sophisticated use space, actions, dynamics, expressive skills and musicality
 | * Life and career of Marie Rambert
* 3 Main aims of Rambert Dance Company
* The order of the Artistic Directors
* The evolution of styles within the company
* The development of the company under Norman Morrice and John Chesworth
* Focused analysis of 2 works from each AD
 | * Advanced contemporary technique
* Development of physical skills
* Development of expressive skills
* Communication of themes / ideas through advanced choreographic devices and processes
* Collaboration skills
* Rehearsal discipline
* Ability to reflect on own performance and formulate targets for future training.

Sophisticated use space, actions, dynamics, expressive skills and musicality* Explore different choreographic processes and use of aural settings
 | * Contribution to the company by Robert North, Richard Alston and Christopher Bruce
* Analyse 2 works by each Artistic Director
* Recognise and comment on the difference between abstract and populist work
* Understand the themes explored within the works of the era
* Connect learning on Rambert to study of Rooster (1991) by Christopher Bruce
 |
| **Cultural Capital** | * Awareness of how contemporary dance has evolved through Transatlantic exchange
* Appreciation of an iconic British choreographer and his most famous piece
* Workshop with Professional Company / Practitioner
* ***Possible theatre trip***
 | * Buddhism
* Shaolin Temple routines and traditions
* World dance
* Hybrid dance styles
* European Choreographers
* ***Possible theatre trip***
 | * Possible workshop with a professional dance company
* Influences of world dance on the development of British Contemporary Dance
* Fusion of dance styles
* Akram Khan’s influence on British Contemporary Dance
* Social and political issues explored in Khan and Larbi
* Concept of identity, belonging and cross cultural influences
 | * Experience of theatre environment
* Direction of technical and design aspects of production
* Experience performing in Year 13 Choreography work
* Expansion of the concepts of identity, feminism, global warming

**Dance Production for all GCSE and A level Dance Students** | * Previously explored cultural, social and political themes
* Contemporary dance history and transatlantic pollination of styles and approaches to choreography
 | ***Possible workshop with a professional practitioner / company*** |
| **Mode of Retrieval**  | * Ongoing teacher feedback
* Peer and self-assessment
* Video analysis
 | * Presentations on an allocated section
* Short answer questions
* Homework responses
 | * Continual teacher observation & feedback
* Video self-assessment
* Low stakes in-class performances of solo, group choreography
 | * Two Extended essays on movement components and design elements of Sutra
 | * Individual targets through teacher, peer and self assessment in practical lessons
 | * Discursive essays
* Timed essay questions
 | * **High stakes assessment of performance and each students’ contribution to the choreographic process**
 | * Comparative essays
* **High Stakes Shortened Past Paper on course content covered so far**
 | * Formative feedback in class
* Monitoring and assessment of students’ development through the learning of the solo performance
* Peer and self reflection
* Video analysis
 | * Short answer questions in class
* Recall / Tests on dates, Artistic Directors and works from the era
 | * Formative feedback in class
* Continual monitoring and assessment of students’ development
* Peer and self reflection
* Video analysis
 | * Discursive and comparative essays
* Timed essays
* In class discussion
 |
| **Homework** | * Completion of Summer Research tasks
* Research tasks
* Preparation of group presentations
* Short answer responses on Rooster (1991) by Christopher Bruce
* Choreography of key Rooster movement material and teach to peers
 | * After school rehearsals
* Preparation of group presentations
* Research tasks
* Extended essays on Sutra (2008)
 | * Completion of essay questions
* Research tasks
* Preparation of group presentations
 | * Open studios after school to rehearse choreography pieces
* Reflection tasks
* Revision
* Essay bank questions
* Research tasks
 | * Independent rehearsals
* Research tasks
* Preparation of presentations
* Short answer questions
* Revision
 | * Organisation of group rehearsals
* Research tasks
* Preparation of presentations
* Short answer questions
* Discursive essays
* Revision
 |
| **ECC Student Characteristics** | * Mutual tolerance
* Healthy & safe citizens
* Awareness of cultures and diversity
* Resilience to meet high expectations
* Creative learners
* Citizenship, supporting peers
 | * Resilient learners
* Collaboration
* Confidence and communication skills
* Healthy & safe citizens
* Creative learners
 | * Mutual tolerance
* Healthy & safe citizens
* Awareness of cultures and diversity
* Resilience to meet high expectations
* Creative learners
* Collaboration and citizenship
 | * Resilient learners in and outside the classroom
* Healthy & safe practice
* Creative Learners
* Mutual tolerance and respect
* Citizenship, supporting peers
* Reflective learners
 | * Resilient learners in and outside the classroom
* Reflective learners
* Healthy and safe practice
 | * Resilient learners in and outside the classroom
* Reflective learners
* Creative learners
* Citizenship, supporting peers
* Healthy and safe practice
 |
| **Connection to future learning****(When is this developed / revisited)?** | * Performance in group and solo work
* Performance and direction of choreography work

All revisited throughout the course | * Section A C2 Exam
* Expansion of Rooster study in the context of their wider study of Rambert Dance Company in Year 13
 | * Solo performance: A level Dance
* Performance in a Group Assessment
* C1 Choreography
 | * Section B C2 Exam
* Study of Larbi in the context of the Independent Contemporary Dance Scene 2000 – present day (Spring Term)
 | * Preparation for choreography exam in Year 13
* Solo and Group Performance in Year 13
 | * Section B C2 theory exam
* Cross over with the study of Sutra (2008) by Sidi Larbi Cherkaoui
* Connection to Jasmin Vardimon study
 | * Future performance experiences
* Participation in other students’ choreography
* C1 Choreography Exam in Year 13
* C1 Performance units in Year 13
 | * Section B C2 theory exam
* Cross over with study of ICDSiB era
* Application of theory to the performance of the C1 Medusa Solo Performance
 | * C1 Solo Performance Exam
 | * Summer Term 2 study of Rambert
* Section A C2 theory exam
 | * C1 Performance in a Quartet exam
* Performance in C1 Choreography pieces
 | * Section A C2 Exam
* Revision of Rooster (1991)
 |