



# TUXFORD ACADEMY DANCE LEARNING JOURNEY

Students select the appropriate actions, dynamics, space, relationships, choreographic devices, aural setting and structure to choreograph a solo or a group dance in response to a stimulus.



**COMPONENT 1  
CHOREOGRAPHY  
NEA (30%)**

**COMPONENT 1 DUO/TRIO  
PERFORMANCE NEA (15%)**

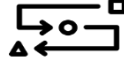


**AQA GCSE DANCE  
8236  
COMPONENT 2  
WRITTEN EXAM  
(40%)  
1 HR 30 MINS**

**YEAR  
11  
GCSE**

Students will discuss how they have used performance and choreographic skills to enhance their own practical work for the GCSE NEA.

**COMPONENT 2 WRITTEN  
PAPER: CRITICAL  
APPRECIATION OF YOUR  
OWN WORK**



**COMPONENT 1 SET  
DANCE PERFORMANCE  
NEA (15%)**



Physical, technical, expressive and mental skills are assessed through two contemporary solos and a duet or trio.

**COMPONENT 1  
PERFORMANCE:  
INTRODUCTION  
TO DUET/TRIO**

**COMPONENT 2 WRITTEN PAPER:  
KNOWLEDGE AND UNDERSTANDING  
OF CHOREOGRAPHIC PROCESSES AND  
PERFORMING SKILLS**

**YEAR  
10  
GCSE**



**COMPONENT 1  
PERFORMANCE:  
INTRODUCTION TO  
GCSE SET DANCE**



**COMPONENT 2 WRITTEN  
PAPER: CRITICAL  
APPRECIATION OF  
PROFESSIONAL WORKS**

The dance anthology is made up of six professional works. Students learn how to describe, analyse, interpret and evaluate the performance and production features. The six works offer different styles, a selection of established and emerging choreographers and dancers and a variety of choreographic and creative approaches to communicate meaning and impact an audience.

**GCSE TRANSITION**

Students are introduced to the GCSE set dances with a focus on physical, technical, expressive and mental skills. Choreography skills introduced through motif development of the set phrase.

**CHOREOGRAPHY  
SKILLS**

**YEAR  
9**

Students will select which creative role they wish to adopt as they collaborate with peers to create a dance performance. They will develop a sense of agency over their work as they have creative control over the performance, choreography and production elements.

**CREATIVE  
GROUP  
PROJECT**



Elements of Hip-hop dance are explored through the study of Emancipation of Expressionism.

**EMANCIPATION  
OF  
EXPRESSIONISM**



**STRICTLY COME  
DANCING**

An exploration of ballroom dance inspired by Strictly Come Dancing. Students will learn the key actions, dynamics, space and relationships performed for each style.

**YEAR  
8**

Students independently create a music video developing creativity and exploring music video culture. They will view the arts from multiple perspectives when adopting the role of choreographer, performer, cameraman and editor.

**MUSIC VIDEO  
PROJECT**



**STAGE COMBAT**

Students develop their performance and collaborative skills as they learn and develop a range of fight routines.

**MUSICAL MASHUP**



Creating whole group performances inspired by iconic dance numbers from musicals. Students will develop a character within dance.

An exploration of choreographic and performance skills in response to a stimulus.

**INTRODUCTION  
TO DANCE**

**YEAR  
7**

An exploration of different dance styles around the world developing understanding of social, cultural and historical influences on dance.

**DANCE AROUND  
THE WORLD**



Students develop understanding of how to engage an audience through performance and choreographic skills. Expression and confidence is developed through performance.

**CARTOON**

