



# 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 DUET/TRIO PERFORMANCE NEA (15%)**

**AQA GCSE DANCE COMPONENT 2 WRITTEN EXAM (40%) 1 HOUR 30 MINUTES**

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

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

**YEAR 10 GCSE**

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



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



The GCSE 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.



**CREATING A DANCE PRODUCTION**

Students will use professional performances from the GCSE Dance anthology to inspire the production of their own dance piece. They will consider their role as a performer, a choreographer and a production designer.

**DEVELOPING CHOREOGRAPHY**

Students will build upon prior knowledge of choreographic skills as they respond to a range of creative tasks.



**YEAR 9**

Students are introduced to the GCSE Dance set phrases with a focus on physical, technical and expressive development in a contemporary style.

**GCSE TRANSITION**



**EMANCIPATION OF EXPRESSIONISM**

Through collaboration with their teacher and peers, students will create their own interpretation of a professional dance piece in a Hip-Hop style.

**DEVELOPING PERFORMANCE**

Students will develop their physical, technical and expressive ability in a range of performance tasks.

**YEAR 8**

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

**STRICTLY COME DANCING**



**STAGE COMBAT**

Students develop their performance, choreographic and collaborative skills as they learn and create a range of combat routines.



**MUSICAL THEATRE**

Whilst working as an ensemble to recreate iconic dance numbers from musicals, students will develop a range of performance skills.

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

**DANCE AROUND THE WORLD**



**YEAR 7**

**MUSIC VIDEO PROJECT**

Students collaborate with their peers to create a music video. They will develop their creative responses whilst exploring music video culture. Students adopt multiple roles including the choreographer, performer, cameraman and editor.



**INTRODUCTION TO DANCE**

An introduction to key dance skills. Students respond to various creative and performance tasks developing their choreographic and performance ability.

