



**ST BERNARD'S
HIGH SCHOOL**

Curriculum Guide

Dance

2025 - 26



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Curriculum Intent

The intention of Dance at St. Bernard's is to create a thinking dancer who can perform dance that reflects choreographic intention through the application of physical, technical, interpretative and performance skills; create dance, applying choreographic skills to communicate artistic intention; demonstrate knowledge and understanding of performance and choreography from different periods and genres and critically appreciate own work and assess professional performance and choreography through making analytical, interpretative and evaluative judgements.

Head of Performing Arts Faculty

Mrs M Bell

Head of Dance Department

Mrs S Alexander

Year 10

This subject can be chosen as an option for GCSE.

In Year 10 of GCSE Dance, students will be introduced to the skills needed for good studio practice, performance, choreography and analysis. They will apply these skills through a variety of practical and written tasks in preparation for exams in Year 11. Students will also be introduced to each of the six professional anthology works and begin practical work on both their Trio and Set Phrase performances.

Number of lessons per fortnight: 3

Skills developed: good studio practice, performance skills, choreographic skills and analytical skills

Classes: Students are taught in mixed ability classes.

Essential equipment: All back dance attire for practical sessions and folder (folder supplied by school)

Extracurricular and enrichment opportunities: Strong dancers should consider auditioning for the school's Dance Company to enrich their GCSE experience. Students should involve themselves in school productions.

Careers curriculum: Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork analysing and appreciating professional work. Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<p>Choreography:</p> <ul style="list-style-type: none"> • Introduction to Action, Space, Dynamics and Relationships. • Motif development and choreographic terms. • Focus on structuring devices and form as well as choreographic devices. • Understand spatial design- pattern, formation, pathways, directions, levels and size of movement. <p>Performance:</p> <ul style="list-style-type: none"> • Safe working practices- warm up/cool down + appropriate attire. • Technical and physical skills including: accuracy of actions; timing; rhythm and style. • Look at safe execution of moves and when working with others. • Expressive skills including: projection; focus; spatial awareness; facial 	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Peer feedback (verbal & written) • Acting on feedback • Writing tasks and note taking • Past paper exam questions • Anthology work fact files • Homework tasks 	<ul style="list-style-type: none"> • Encourage engagement in practical dance lessons or exposure to practical dance via YouTube etc outside of school • Encourage opportunities to see examples of dance, live or recorded • Direct students to key resources via the school's VLE: Knowledge organiser- GCSE Dance Knowledge Organiser Subject specific vocab list- Subject specific vocab for new spec Anthology works and interviews- GCSE Professional Works Revision guide- Subject specific vocab for new spec

	<p>expression and sensitivity to other dancers.</p> <p>Appreciation:</p> <ul style="list-style-type: none"> Study of anthology work, Emancipation of Expressionism 		
Spring Term	<p>Choreography:</p> <ul style="list-style-type: none"> Responding to given stimuli. Understand the process of research and improvising. Exploring stimuli and starting points, based on past papers. Explore use of props. <p>Performance:</p> <ul style="list-style-type: none"> Safety of hydration. Technical and physical skills: posture; alignment; balance; coordination and control. Exploration of dance styles via Trio work e.g Samba, African etc. Safety when using props. Technical and physical skills: flexibility; stamina; extension; mobility; isolation and strength. <p>Appreciation:</p> <ul style="list-style-type: none"> Study of anthology work, Shadows & A Linha Curva 	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> Verbal feedback Written feedback Peer feedback (verbal & written) Acting on feedback Writing tasks and note taking Past paper exam questions Anthology work fact files Homework tasks 	<ul style="list-style-type: none"> Encourage engagement in practical dance lessons or exposure to practical dance via YouTube etc outside of school Encourage opportunities to see examples of dance, live or recorded Direct students to key resources via the school's VLE: Knowledge organiser- GCSE Dance Knowledge Organiser Subject specific vocab list- Subject specific vocab for new spec Anthology works and interviews- GCSE Professional Works Revision guide- Subject specific vocab for new spec
Summer Term	<p>Choreography:</p> <ul style="list-style-type: none"> Look at choreographic approaches Potential exploration of different performance environments. <p>Performance:</p> <ul style="list-style-type: none"> Introduction to Breathe and Shift Set Phrases. Develop mental skills: movement memory; commitment, concentration and confidence. Safety of nutrition Technical skills: action; space; dynamic and timing content through continued 	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> Verbal feedback Written feedback Peer feedback (verbal & written) Acting on feedback Writing tasks and note taking Past paper exam questions Anthology work fact files Homework tasks 	<ul style="list-style-type: none"> Encourage engagement in practical dance lessons or exposure to practical dance via YouTube etc outside of school Encourage opportunities to see examples of dance, live or recorded Direct students to key resources via the school's VLE: Knowledge organiser- GCSE Dance Knowledge Organiser Subject specific vocab list-

	<p>Trio practice and exploration of Set Phrases.</p> <ul style="list-style-type: none"> • Explore contact and weight taking- potential for workshop conducted by professional practitioner e.g James Cousins Company to assist with study of WHE • Introduce elements of Focus and Scoop phrases within Trio piece. <p>Appreciation:</p> <ul style="list-style-type: none"> • Study of anthology work, Infra & Within Her Eyes 		<p>Subject specific vocab for new spec Anthology works and interviews- GCSE Professional Works Revision guide- Subject specific vocab for new spec</p>
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Helpful books/websites: Knowledge organiser- [GCSE Dance Knowledge Organiser](#); Subject specific vocab list- [Subject specific vocab for new spec](#); Anthology works and interviews- [GCSE Professional Works](#); Revision guide- [Subject specific vocab for new spec](#); Fact Files- [Fact Files](#);
<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236/specification>

Opportunities for wider reading/research: [Infra ROH resource.pdf](#); [Rambert A Linha Curva Resource Pack.pdf](#); Being A Dancer: Advice from Dancers and Choreographers, by Lyndsey Winship

Year 11

This subject can be chosen as an option for GCSE.

In Year 11 GCSE Dance students will continue to develop their skills in all areas and complete NEAs in performance and choreography, completing 60% of the final GCSE grade, practically, by the Easter of Year 11. Student will recap and revise their knowledge of anthology works as well as applying analytical skill to extended response questions in preparation for the final written paper in the summer of Year 11.

Number of lessons per fortnight: 3

Skills developed: good studio practice, performance skills, choreographic skills, analytical skills and exam skills

Classes: Students are taught in mixed ability classes.

Essential equipment: All back dance attire for practical sessions and folder (folder supplied by school)

Extracurricular and enrichment opportunities: Strong dancers should consider auditioning for the school's Dance Company to enrich their GCSE experience. Students should involve themselves in school productions.

Careers curriculum: Studying Dance gives pupils a wider range of opportunities to collaboratively work with other pupils whilst developing skills such as performance, creativity, teamwork analysing and appreciating professional work.

Further career opportunities would include: Professional dancer, performer, actress, stunt worker, dance critic, dance journalist, physiotherapy, dance instructor/teacher, personal trainer, videographer, choreography, community arts worker/leader and artistic director.

	Content studied	Literacy focus	What parents can do to help
Autumn Term	<p>Appreciation</p> <ul style="list-style-type: none"> Compare and contrast Emancipation of Expressionism and Artificial Things. Compare and contrast Shadows and A Linha Curva. Section C exam style questions and/or past paper questions looking at comparative 12 mark responses, plus Section B past paper 6 mark questions on own performance work. Section C- GCSE Dance Anthology- Revise analysis, evaluation and identification of similarities and differences in the works. Continue to develop the ability to explain and justify opinions with reasoning about the works Mock paper <p>Choreography:</p> <ul style="list-style-type: none"> Focus on learning the set phrases Breathe & Focus- analysis of A/S/D content and link to understanding of 	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> Verbal feedback Written feedback Peer feedback (verbal & written) Acting on feedback Writing tasks and note taking Past paper exam questions Anthology work fact files Homework tasks Mock paper 	<ul style="list-style-type: none"> Encourage engagement in practical dance lessons or exposure to practical dance via YouTube etc outside of school Encourage opportunities to see examples of dance, live or recorded Direct students to key resources via the school's VLE: Knowledge organiser- GCSE Dance Knowledge Organiser Subject specific vocab list- Subject specific vocab for new spec Anthology works and interviews- GCSE Professional Works Revision guide- Subject specific vocab for new spec

	<p>transitions; highlights; climax and phrasing.</p> <ul style="list-style-type: none"> • Mid term, choose a stimulus from AQA set task list and begin research process. Choreographic intention and Motif exploration to be completed by end of Autumn term. • Students to continue to develop both content of two remaining set phrases as well as own ideas to complete Trio performance piece. Develop student input and model successful choreographic choices <p>Performance:</p> <ul style="list-style-type: none"> • Understand the importance of: movement memory; commitment; concentration; confidence; systematic repetition; mental rehearsal; response to feedback; capacity to improve and planning of rehearsals. • Practice to camera and teacher assessment of live performance. • Focus on: musicality; sensitivity to other dancers and communication of choreographic content, plus the importance of safe execution and challenging movement material. • Peer/teacher feedback on technical, physical and expressive skills. 		
Spring Term	<p>Appreciation:</p> <ul style="list-style-type: none"> • Compare and contrast Infra and Within Her Eyes • Section C exam style questions and/or past paper questions looking at comparative 12 mark responses, plus Section B past paper 6 mark questions on on performance work. • Section C- GCSE Dance Anthology- Revise analysis, evaluation and identification of similarities and 	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Peer feedback (verbal & written) • Acting on feedback • Writing tasks and note taking • Past paper exam questions • Anthology work fact files • Homework tasks • Mock paper 	<ul style="list-style-type: none"> • Encourage engagement in practical dance lessons or exposure to practical dance via YouTube etc outside of school • Encourage opportunities to see examples of dance, live or recorded • Direct students to key resources via the school's VLE:

	<p>differences in the works. Continue to develop the ability to explain and justify opinions with reasoning about the works.</p> <ul style="list-style-type: none"> • Write a programme note to support Choreography. • Section A- preparation to respond to hypothetical stimuli with reference to own choreographic work • Mock paper <p>Choreography:</p> <ul style="list-style-type: none"> • Re-visit choreographic processes and choreographic elements explored in Year 10. • Devise a plan to complete choreographic pieces in class. Students to run their own rehearsals out of lesson time also. Set tasks to use as markers to progress through the choreographic process. Consider aural setting and performance environment. 		<p>Knowledge organiser- GCSE Dance Knowledge Organiser</p> <p>Subject specific vocab list- Subject specific vocab for new spec</p> <p>Anthology works and interviews- GCSE Professional Works</p> <p>Revision guide- Subject specific vocab for new spec</p>
Summer Term	<p>Appreciation:</p> <ul style="list-style-type: none"> • Section C exam style questions and/or past paper questions looking at comparative 12 mark responses, plus Section B past paper 6 mark questions on performance work. • Section C- GCSE Dance Anthology- Revise analysis, evaluation and identification of similarities and differences in the works. Continue to develop the ability to explain and justify opinions with reasoning about the works • Walking Talking mock 	<p>Promoting literacy through:</p> <ul style="list-style-type: none"> • Verbal feedback • Written feedback • Peer feedback (verbal & written) • Acting on feedback • Writing tasks and note taking • Past paper exam questions • Anthology work fact files • Homework tasks • Walking talking mock 	<ul style="list-style-type: none"> • Direct students to key resources via the school's VLE: Knowledge organiser- GCSE Dance Knowledge Organiser Subject specific vocab list- Subject specific vocab for new spec Anthology works and interviews- GCSE Professional Works Revision guide- Subject specific vocab for new spec

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