

**Archbishop Beck Catholic College Long Term Plan for Dance**

**Year 10**

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Recap over knowledge of process of choreography.</p> <p>Recap knowledge of choreographic devices</p> <p>Look at the set phrases 'Flux' and 'Shift'</p> <p>Begin duet/trios</p>	<p>Topic Areas to be covered:</p> <p>Students to continue choreographing own duet/trio with support.</p> <p>Record duet/trio for moderation</p>	<p>Stimulus, Rehearsal, feedback,</p> <p>canon, unison, formation, dynamics, relationships, fragmentation, accumulation, levels, motif, motif development.</p> <p>Expressive skills, physical skills, technical skills, mental skills</p>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Develop knowledge of Section A and B of theory paper.</p> <p>Recap over set phrase 'Breathe'</p>	<p>Topic Areas to be covered:</p> <p>Introduce set phrase 'Scoop.'</p> <p>Rehearsals for both set phrases.</p> <p>Record both set phrases for moderation</p>	<p>Tempo, time signature, dynamics, instruments, props, lighting, backdrop, costumes, musicians,</p> <p>unison, canon, formations, relationship, accumulation, dynamics, levels.</p>
<b>Summer Half Term 5</b>	<b>Half Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>

<p>Topic Areas to be covered:</p> <p>Introduction to the professional work Shadows</p> <p>Develop knowledge on physical set, costume, movement, aural setting and props.</p> <p>Rehearsal recap of duet/trios and set phrases.</p> <p>Recap the professional works, A Linha Curva and Within her eyes.</p>	<p>Topic Areas to be covered:</p> <p>Practice question paper for own choreography.</p> <p>Develop knowledge on the process of choreography.</p> <p>Recap the professional work, A Linha Curva, Within Her Eyes and Shadows.</p> <p>Introduction to professional work Emancipation of Expressionism</p>	<p>Canon, unison, formations, relationships, accumulation, fragmentation, motif, motif development, dynamics.</p> <p>Expressive skills, physical skills, technical skills, mental skills</p> <p>Stimulus, Rehearsal, feedback,</p>
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## Year 10

<b>Wider learning experiences to support this subject.</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
<p>Please stipulate term and approx. date.</p> <p>Visit to see a professional work (depends when it's on).</p> <p>Workshops with professionals from the industry (depends when they are available)</p>	<p><b>Confidence</b> Speaking, listening and performance - presentations of work and video recording of choreography.</p> <p>Encouraged to answer questions throughout the lesson.</p>	<p>Please stipulate term and approx. date.</p> <p>Dance workshops to support the learning of different styles of dance.</p> <p>Extra-curricular sessions to support technique development.</p>

	<p><b>Positive</b> High expectations in presentation of books and weekly homework. High expectation in practical performance. Consistent use of praise.</p> <p><b>Respectful</b> Learners greeted at the door on arrival. Respectful of each other when creating work and performing.</p>	
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#### **Metacognition Methods applied in Teaching**

- Activate prior knowledge at the beginning of every lesson.
- Demonstration of practical work to analysis own and others' strengths and weaknesses.
- Developing dialogue to be able give feedback to each other.
- Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.

<b>Autumn Half Term 1</b>	<b>Half Term 2</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Re video any set phrases/ duet trios that need improvements.</p> <p>Recap over previous year 10 work including all professional works so far.</p>	<p>Topic Areas to be covered:</p> <p>Choreography Question Paper received.</p> <p>Planning starts to take place for own Choreography.</p> <p>Introduction to the professional work - Infra.</p> <p>Develop knowledge on physical set, costume, movement, aural setting and props.</p>	<p>Stimulus, Rehearsal, feedback, canon, unison, formation, dynamics, relationships, fragmentation, accumulation, levels.</p> <p>Expressive skills, physical skills, technical skills, mental skills</p>
<b>Spring Half Term 3</b>	<b>Half Term 4</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Work continued on choreography task.</p> <p>Look at long essay questions.</p> <p>Introduction to the professional work - Artificial Things</p> <p>Develop knowledge on physical set, costume, movement, aural setting and props.</p>	<p>Topic Areas to be covered:</p> <p>Continue with choreography task.</p> <p>Mock exam practice and recap all anthology work including practical elements</p>	<p>Stimulus, Rehearsal, feedback, canon, unison, formation, dynamics, relationships, fragmentation, accumulation, levels.</p> <p>Expressive skills, physical skills, technical skills, mental skills</p>

<b>Summer Half Term 5</b>	<b>Half Term 6</b>	<b>Key Vocabulary/Reading Opportunities</b>
<p>Topic Areas to be covered:</p> <p>Programme Notes completed.</p> <p>Moderated work sent off (May)</p> <p>Revision of all topics.</p>	<p>Topic Areas to be covered:</p> <p>Revision in lead up to exam.</p>	<p>Stimulus, Rehearsal, feedback, canon, unison, formation, dynamics, relationships, fragmentation, accumulation, levels.</p> <p>Expressive skills, physical skills, technical skills, mental skills</p>

## **Year 11**

<b>Wider learning experiences to support this subject.</b>	<b>Learning Characteristics instilled in the curriculum</b>	<b>Career Opportunities</b>
<p>Please stipulate term and approx. date.</p> <p>Visit to see a professional work (depends when it's on).</p> <p>Workshops with professionals from the industry (depends when they are available)</p>	<p>Confidence Speaking, listening and performance - presentations of work and video recording of choreography.</p> <p>Encouraged to answer questions throughout the lesson.</p> <p>Positive High expectations in presentation of exercise books and weekly homework.</p>	<p>Please stipulate term and approx. date.</p> <p>Dance workshops to support the learning of different styles of dance.</p> <p>Extra-curricular sessions to support technique development.</p>

	<p>High expectation in practical performance. Consistent use of praise.</p> <p>Respectful Learners greeted at the door on arrival.</p> <p>Respectful of each other when creating work and performing.</p>	
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**Metacognition Methods applied in Teaching**

Activate prior knowledge at the beginning of every lesson.

- Demonstration of practical work to analysis own and others' strengths and weaknesses.
- Developing dialogue to be able give feedback to each other.
- Modelling writing and responses to demonstrate the thinking processes behind the ideas and implementation.