



## COURSE TITLE

GCSE

## EXAM BOARD

AQA

## COURSE CONTENT

The GCSE Dance Anthology underpins learning across each of the three core areas.

The anthology's mix of artistic, cultural and aesthetically diverse works, has been selected to broaden students' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

## OVERVIEW OF ASSESSMENT

<u><a href="#">3.1 Solo performance</a></u>	<u><a href="#">3.2 Choreography</a></u>	<u><a href="#">3.3 Dance appreciation</a></u>
<p><u><a href="#">3.1.1 Solo performance</a></u></p> <p>Students must learn how to perform as a solo dancer for approximately <b>one</b> minute.</p> <p>In conjunction with the student, the teacher must select <b>two</b> of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA.</p> <p>Assessment of the solo performance will focus on the student's ability to demonstrate application of:</p> <ul style="list-style-type: none"> <li>• physical skills and attributes safely during performance</li> <li>• technical skills accurately and safely during performance</li> <li>• expressive skills</li> <li>• mental skills and attributes during performance.</li> </ul>	<p><u><a href="#">3.2 Choreography</a></u></p> <p>Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either:</p> <p>a solo dance of a minimum of <b>two</b> minutes and a maximum of <b>two and a half</b> minutes</p> <p>or</p> <p>a group dance of a minimum of <b>three</b> minutes and a maximum of <b>three and a half minutes</b> for two to five dancers.</p> <p>which:</p> <ul style="list-style-type: none"> <li>• includes a chosen aural setting</li> <li>• can be in any style or style fusion(s) (as long as it meets the assessment criteria)</li> <li>• communicates their own chosen choreographic intention.</li> </ul>	<p>Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.</p> <p><u><a href="#">3.3.1 Critical appreciation of own work</a></u></p> <p>To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>• the meaning of the relevant performance terminology in 3.1 Performance</li> <li>• the contribution of performance to audience understanding of the choreographic intent of the work being performed including the mood(s),</li> </ul>



		<p>meaning(s), idea(s), theme(s) and/or style/style fusion(s).</p> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>the meaning of relevant choreography terminology in 3.2 Choreography</li> <li>the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s).</li> </ul>
<p><u>3.1.2 Duet/trio performance</u></p> <p>Students must learn how to perform as part of a duet/trio dance. Each student must perform for a <b>minimum of three minutes</b> in a dance, which is a <b>maximum of five minutes</b> in duration.</p> <ul style="list-style-type: none"> <li>Assessment of the duet/trio performance will focus on <b>each</b> students' ability to demonstrate application of:</li> <li>physical skills and attributes safely during performance</li> <li>technical skills accurately and safely during performance</li> <li>expressive skills</li> <li>mental skills and attributes during performance.</li> </ul>	<p><u>3.2.1 Documenting the choreography</u></p> <p>To support assessors' marking of the choreography, students must write a <i>Programme note</i> of approximately 120–150 words. <i>The Programme note</i> must include the following information:</p> <ul style="list-style-type: none"> <li>the choice of the set assessment stimulus to which the student responded, and the specific stimulus (eg poem, painting etc) that the student used</li> <li>a description of how the choreographic intent of the work eg the idea(s), theme(s), mood(s), meaning(s) and/or style/style fusion(s) of the dance was achieved</li> <li>citations of title and musician/artist for any aural accompaniment used.</li> </ul>	<p><u>3.3.2 Critical appreciation of professional set works</u></p> <p>The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:</p> <p><i>Artificial Things</i>  <i>A Linha Curva</i>  <i>Infra</i>  <i>Shadows</i>  <i>Within Her Eyes</i>  <i>Emancipation of Expressionism</i></p> <p>Students must study <b>all six</b> works in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect on the works in response to short answer and extended writing questions.</p> <p>To critically appreciate professional works through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:</p> <ul style="list-style-type: none"> <li>the similarities and differences between the defining characteristics of each dance</li> <li>the contribution of choreography, performance and features of production to the audience's understanding of the work</li> <li>the relationships between choreography, performance and features of production and</li> </ul>



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the ways in which these have been used together to enhance audience understanding of the choreographic intention

- the purpose or significance of different performance environments in which the dance was created and performed.

## Recommended Reading/links

## FUTURE PATHWAYS

A-level Dance

Btec Level 3 Dance / Performing Arts