

## Course Breakdown

### Component 1: Performance & Choreography

#### Solo performance

Students must learn how to perform as a solo dancer for approximately **one** minute.

In conjunction with the student, the teacher must select **two** of the following set phrases for each student to perform as a soloist, from the choice of four set by AQA. The titles of the set phrases are as follows:

- breathe
- flux
- shift
- scoop.

Assessment of the solo performance will focus on the student's ability to demonstrate application of:

- physical skills and attributes safely during performance
- technical skills accurately and safely during performance
- expressive skills
- mental skills and attributes during performance.

In the assessed performance, the two phrases must be presented separately (not be linked together), but can be presented in any order. They must be performed to an audible beat of 105 BPM. They may **not** be performed to any other accompaniment.

#### Duet/trio performance

Students must learn how to perform as part of a duet/trio dance. Each student must perform for a **minimum of three minutes** in a dance which is a **maximum of five minutes** in duration.

The duet/trio dance may be choreographed by teacher(s), dance artist(s) or by collaboration between teacher(s) and/or dance artist(s) and students.

The duet/trio performance **must** have a clearly identified choreographic intent, which relates to mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s) or a combination of these.

The action, dynamic and spatial elements of the remaining **two** set phrases from the choice of **four** set by AQA must be developed to generate dance content for the duet/trio performance and to realise the chosen choreographic intent.

It is not essential for the phrases in their original form to be included either in whole or in part in the resulting duet/trio, but they could be if this helps to realise the chosen choreographic intent.

The two phrases that have been used in a student's solo performance **must not** be used again in their duet/trio performance.

#### Choreography

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance. The dance created must be either:

- a solo dance of a minimum of **two** minutes and a maximum of **two and a half** minutes

or

- a group dance of a minimum of **three** minutes and a maximum of **three and a half minutes** for two to five dancers.

which:

- includes a chosen aural setting
- can be in any style or style fusion(s) (as long as it meets the assessment criteria)
- communicates their own chosen choreographic intention.

The student is not required to perform in their choreographed dance but may do so if they wish.

To create their own dance, students must know, understand and be able to apply the following, as appropriate to their choreography:

## Component 2: Dance Appreciation

### Dance appreciation

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.

Dance appreciation is assessed through a written exam of one and a half hours duration.

Please refer to [Component 2: Dance appreciation](#) for more information about the structure of the written exam.

### Critical appreciation of own work

To critically appreciate their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand:

#### Revision Resources

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

#### Revision Strategies

Study your GCSE Dance Professional Booklet guide, alongside our theory work (these can be found in your folders).

Watch the professional works and describe the use of each of the following elements:

- Movement Content
- Costume
- Lighting
- Physical Setting
- Aural Setting

Practice your performance & choreography pieces frequently at home and make use of the rehearsal space in school during break and lunch.

#### Intervention/Catch up Sessions and Support

- Monday (Year 11 – Practical Rehearsal Space)
- P6 on a Friday 3.15 – 4.15, we will be doing some additional revision towards Component 2 (Written Exam).

