Curriculum Overview - Autumn 2026

Year 10	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Appreciation Emancipation of Expressionism by Kenrick H2O Sandy *Choreography* Introduction to ASDR *Performance* Developing technical and physical skills.	*Appreciation* Infra by Wayne McGregor *Choreography* Motif development and choreographic terms. Understanding structure. *Performance* Improving technique and broadening vocabulary. Understanding expressive skills.
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
E of E is an accessible work for students to begin with as it is a style that they will have seen in popular culture. Continuing with ASDR is essential to build the foundations of their choreographic skills. Performance and technical skills alongside the basic safe working practices need to be taught from the beginning of the course so that students can embed this knowledge in all their practical lessons.	ACP2 will specifically build ACP1. Students are able to revisit and revise previous knowledge, whilst adding on an extra bit of knowledge in each pillar e.g. choreographic approaches in appreciation, motif development and additional expressive skills.
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of this unit?**
Insert response	Insert response
Is this topic on the National Curriculum? No **Will all staff be teaching this unit? Yes**	**Is this topic on the National Curriculum? No** **Will all staff be teaching this unit? Yes**

Year 11	
What are you teaching? Autumn 1	**What are you teaching? Autumn 2**
Appreciation **Emancipation of Expressionism** by **Kendrick** **H2O Sandy** **Infra** by Wayne **McGregor .** *Choreography* Analysis of A, S & D through consideration of released stimulus material *Performance* Component 1: learn set phrase SHIFT and prepare for assessment Understanding the rehearsal process. Understanding the physical, technical and expressive skills. Understanding mental skills and attributes needed for performance.	*Appreciation* **Shadows** by **Christopher Bruce.** **A Linha Curva** by **Itzik Galili** **Artificial Things** by **Lucy Bennett** *Choreography* Choreographic intent – understanding its importance and relevance to a successful dancer. Research and the importance of an artistic vision. *Performance* Component 1: duet/trio performance Explore motifs from SCOOP and FLUX to develop for the duet/trio
Why have you chosen to teach this unit, and this time?	**Why have you chosen to teach this unit, and this time?**
Students have gained knowledge and understanding of all aspects of the AQA GCSE Dance specification. Consequently, they can now begin focussing on how to approach exam questions alongside exploring the choreography questions because they have been released and filming the set phrases so that there is time to re-film in the future if necessary.	Students must select a choreography question now to allow them enough time to fully research, explore and create their choreography. The other focus needs to be the duet/trio to allow time to perfect the skills that the students will be assessed against
What are the 3 key pieces of knowledge you will have expected students to acquire by the end of	**What are the 3 key pieces of knowledge you will have expected students to acquire by the end of**

this unit?	this unit?
Insert response	Insert response
Is this topic on the National Curriculum? No **Will all staff be teaching this unit? Yes**	**Is this topic on the National Curriculum? No** **Will all staff be teaching this unit? Yes**