Subject	Dance		
	Interpretation of National Curriculum into Year group Endpoints		
Year	Term 1	Term 2	Term 3
13	Review of physical/technical skills. ☐ Details of the compulsory set work choreographer Christopher Bruce: background and influences. ☐ Review of the term 'movement style'. ☐ Exploration of the features of the movement style of Christopher Bruce. ☐ Review of choreographic and structuring devices and their use in relation to group choreography. ☐ Knowledge and understanding of the term 'choreographic style'. ☐ Exploration of the features of the choreographic style of Christopher Bruce. ☐ Overview of the early development of modern dance in the 20th century and the beginnings of dance in Britain. ☐ Consideration of the connection between the early development of dance in Britain and the origins of Ballet Rambert. ☐ Knowledge and understanding of professional works performed by Rambert Dance Company eg Sergeant Early's Dream (Bruce, 1984) and Roughcut (Alston, 1990). Term 1: second half ☐ Review of interpretative/performance skills. ☐ Development of knowledge and understanding of the requirements for the solo performance in the style of a specified practitioner eg Christopher Bruce. ☐ Quartet: exploration of ideas in any dance style relevant to the defined genres eg in relation to other practitioners or works (other than Christopher Bruce), or to other sources (professional input, theatre visit, performance opportunities). ☐ Development of content for the quartet. ☐ Introduction to the study of the compulsory set work Rooster (Bruce, 1991): context and analysis. ☐ Knowledge and understanding of the stylistic features of the compulsory area of study: Rambert Dance Company (formerly Ballet Rambert) 19662002. ☐ Consideration of the significance of Rooster in the choreographic development of Christopher Bruce and in the repertoire of the company.	Term 2: first half ☐ Preparation of the solo performance linked to a specified practitioner eg Christopher Bruce. ☐ Preparation and rehearsal of the quartet. ☐ Appreciation of the skills needed specific to the solo performance and to the performance in a quartet. ☐ Group choreography task for the examination: research, selection and development of content. ☐ The development of the use of choreographic and structuring devices in group choreography. ☐ Continued analysis of the compulsory set work Rooster (Bruce, 1991). ☐ Details of the first named practitioner linked to Rambert Dance Company (formerly Ballet Rambert) eg Richard Alston: background and influences. ☐ Details of his style. ☐ Key features of his works. Term 2: second half ☐ Preparation and rehearsal of the solo performance linked to a specified practitioner eg Christopher Bruce. ☐ Preparation of the programme note for the solo performance linked to a specified practitioner (150 words maximum). ☐ Rehearsal of the quartet. ☐ Preparation of the programme note for the quartet (150 words maximum). Group choreography task for the examination: development and refinement. ☐ Preparation of the programme note for the group choreography (300 words maximum). ☐ Continued study of the compulsory set work Rooster (Bruce, 1991): context and analysis. ☐ Introduction to the second named practitioner linked to Rambert Dance Company (formerly Ballet Rambert) eg Robert North: background and influences. ☐ Details of his style. ☐ Knowledge and understanding of professional works eg Lonely Town, Lonely Street (North, 1980) and Death and the Maiden (North, 1980). Key features of these two works.	Revision of the context and analysis of the compulsory set work Rooster (Bruce, 1991). ☐ Revision of the compulsory set work choreographer Christopher Bruce: influences, movement style, choreographic style, works. ☐ Revision of the context and analysis of the optional set work, Giselle (Coralli and Perrot, 1841). ☐ Revision of the optional set work choreographers Jean Coralli and Jules Perrot: influences, movement style, choreographic style, works. ☐ Revision of the features of the compulsory area of study: influences, style, two named practitioners (Alston and North), context. ☐ Revision of the features of the optional area of study: influences, style, two named practitioners (Bournonville and Saint-Léon), context. ☐ Revision of the key features of the works relating to both areas of study. ☐ Written examination preparation: revision of command words, answering the question, planning the response, recognition of the different demands of the short answer questions and the extended response questions. ☐ Examination question practice.