**GCSE Dance Personal Learning Checklist**

Red = Not a clue Amber = Some idea (sort of…) Green = All over it, I’ve got this nailed!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description** |  |  |  | **How can I revise this?**  **\*revision guide is in ‘files’ on Teams\*** |
| **Knowing performance skills for the written paper (needed for Section A,B&C)!** | | | | |
| **Physical performance skills**: posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension, isolation.  *> definition*  *> knowing they’re physical performance skills*  *> knowing how to improve them (describe exercise, how long/how many/how often + how to make it harder)* |  | | | GCSE handbook / terminology table / folder / Artspool revision guide P9-11  Teams>revision>section B help - learn the EFFECTS of the skills (super important)!  Make flashcards (definition on the back and practice sorting into the correct category) |
| **Technical performance skills:** action, space, dynamics, relationships, timing, rhythm, movement in a stylistically accurate way  *> definition*  *> knowing they’re technical performance skills*  *> knowing how to improve them (describe exercise, how long/how many/how often + how to make it harder)* |  | | | GCSE handbook / terminology table / folder / Artspool revision guide P9-11  Teams>revision>section B help - learn the EFFECTS of the skills (super important)!  Make flashcards (definition on the back and practice sorting into the correct category) |
| **Expressive performance skills:** projection, focus, spatial awareness, facial expression, phrasing. For duet/trio only: musicality, sensitivity to other dancers, communication of choreographic intent.  *> definition*  *> knowing they’re expressive performance skills*  *> knowing how to improve them (describe exercise, how long/how many/how often + how to make it harder)* |  | | | GCSE handbook / terminology table / folder / Artspool revision guide P9-11  Teams>revision>section B help - learn the EFFECTS of the skills (super important)!  Make flashcards (definition on the back and practice sorting into the correct category) |
| **Mental skills and attributes (during performance):** movement memory, commitment, concentration, confidence  *> definition*  *> knowing they’re mental performance skills*  *> knowing how to improve them (describe exercise, how long/how many/how often + how to make it harder)* |  | | | GCSE handbook / terminology table / folder / Artspool revision guide P9-11  Teams>revision>section B help - learn the EFFECTS of the skills (super important)!  Make flashcards (definition on the back and practice sorting into the correct category) |
| **Mental skills and attributes (process):**  systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve  *> definition*  *> knowing they’re mental performance skills*  *> knowing how to improve them (describe exercise, how long/how many/how often + how to make it harder)* |  | | | GCSE handbook / terminology table / folder / Artspool revision guide P9-11  Teams>revision>section B help - learn the EFFECTS of the skills (super important)!  Make flashcards (definition on the back and practice sorting into the correct category) |
| **Section A -** Safe working practices (during performance):  safe execution appropriate dancewear including footwear, hairstyle, absence of jewellery |  | | | Folders  Make flashcards (definition on the back and practice sorting into the correct category) |
| **Section A -** Safe working practices (process):  warming up, cooling down, nutrition, hydration |  | | | Folders / Teams  Make flashcards (definition on the back and practice sorting into the correct category)  <https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1>  <https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/4>  <https://www.bbc.co.uk/bitesize/guides/ztw3y4j/revision/3> |
| **Section B – 6 marker on Solo set phrase: Breathe**  *> can you describe moments of Breathe and tell me how your performance skills helped you perform it?* |  | | | See magic formula sheet: Section B (in folders) / Artspool revision guide P18-21 |
| **Section B – 6 marker on Solo set phrase: Scoop**  *> can you describe moments of Scoop and tell me how your performance skills helped you perform it?* |  | | | See magic formula sheet: Section B (in folders) / Artspool revision guide P18-21 |
| **Section B - 6 marker on your trio performance**  *> can you describe moments from the trio and tell me how your performance skills helped you perform it?* |  | | | See magic formula sheet: Section B (in folders) / Artspool revision guide P18-21 |
| **Knowing Choreography for the written paper (needed for all Sections of the paper)** | | | | |
| **Section A hypothetical choreography questions:**  >you will be given a stimulus (a starting point), and you will have to come up with your own choreographic intention and make choices about all of the below topics, explaining why you would choose that. |  | | | On Teams:  Files > section A help: videos showing you how to answer questions  Artspool revision guide P6-8 |
| Action content:  travel, turn, elevation, gesture, stillness, use of different body parts, floor work, transfer of weight |  | | | GCSE handbook / terminology table /  Page 7 |
| Dynamic content:  fast/slow, sudden/sustained, strong/light, acceleration/deceleration, direct/indirect, flowing/abrupt |  | | | GCSE handbook / terminology table /  Page 7 |
| Spatial content:  pathways, levels, directions, size of movement, patterns, spatial design |  | | | GCSE handbook / terminology table /  Page 7 |
| Relationship content:  lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations |  | | | GCSE handbook / terminology table / Page 7 |
| Choreographic processes:  researching, improvising, generating, selecting, developing, structuring, refining and synthesising |  | | | GCSE handbook / terminology table / Page 7 |
| Structuring devices and form:  Choose one - binary, ternary, rondo, narrative, episodic, beginning/middle/end. Use all of these - unity, logical sequence, transitions |  | | | GCSE handbook / terminology table / Page 7 |
| Choreographic devices:  motif and development, repetition, contrast, highlights, climax, manipulation of number, unison and canon |  | | | GCSE handbook / terminology table / Page 7 |
| Aural settings:  song, instrumental, orchestral, spoken word, silence, natural sound, found sound, body percussion.  How they affect choreographic outcomes: mood and atmosphere, contrast and variety, structure, relationship to theme/idea. |  | | | GCSE handbook / terminology table / Page 7 |
| Performance environments:  proscenium arch, end stage, site-sensitive, in-the-round |  | | | GCSE handbook / terminology table / Page 7 |
| Communication of choreographic intent:  moods, meanings, ideas, themes, style/style fusions |  | | | GCSE handbook / terminology table |
| **Section B - your solo/group choreography**  *> can you describe moments from your choreography and tell me how your choreographic choices helped communicate your choreographic intention (idea) or how it helped your dance be effective?* |  | | | On Teams:  Files > section B help: videos showing you how to answer questions  + in the same folder learn the EFFECTS of the skills (super important)!  Artspool revision guide P13-18 |
| **Appreciation of the anthology works (Section C of the paper)** | | | | |
| Artificial Things: | | | | |
| * Staging/set |  | | | On Teams:  Files > anthology works: AQA Fact file, AQA Interview transcript, the video of the work  Files > section c help: videos summarising the production features in the work & videos showing you how to answer questions  Artspool revision guide P28... 47... 57 |
| * Lighting |  | | |
| * Props |  | | |
| * Costume |  | | |
| * Dancers |  | | |
| * Aural setting |  | | |
| * Performance environment |  | | |
| * Choreographic approaches |  | | |
| * Choreographic content |  | | |
| * Choreographic intent |  | | |
| A Linha Curva: | | | | |
| * Staging/set |  | | | On Teams:  Files > anthology works: AQA Fact file, AQA Interview transcript, the video of the work  Files > section c help: videos summarising the production features in the work & videos showing you how to answer questions  Artspool revision guide P24... 45... 57 |
| * Lighting |  | | |
| * Props |  | | |
| * Costume |  | | |
| * Dancers |  | | |
| * Aural setting |  | | |
| * Performance environment |  | | |
| * Choreographic approaches |  | | |
| * Choreographic content |  | | |
| * Choreographic intent |  | | |
| Infra | | | | |
| * Staging/set |  | | | On Teams:  Files > anthology works: AQA Fact file, AQA Interview transcript, the video of the work  Files > section c help: videos summarising the production features in the work & videos showing you how to answer questions  Artspool revision guide P34... 51... 57 |
| * Lighting |  | | |
| * Props |  | | |
| * Costume |  | | |
| * Dancers |  | | |
| * Aural setting |  | | |
| * Performance environment |  | | |
| * Choreographic approaches |  | | |
| * Choreographic content |  | | |
| * Choreographic intent |  | | |
| Shadows | | | | |
| * Staging/set |  | | | On Teams:  Files > anthology works: AQA Fact file, AQA Interview transcript, the video of the work  Files > section c help: videos summarising the production features in the work & videos showing you how to answer questions  Artspool revision guide P37... 53... 57 |
| * Lighting |  | | |
| * Props |  | | |
| * Costume |  | | |
| * Dancers |  | | |
| * Aural setting |  | | |
| * Performance environment |  | | |
| * Choreographic approaches |  | | |
| * Choreographic content |  | | |
| * Choreographic intent |  | | |
| Within Her Eyes | | | | |
| * Staging/set |  | | | On Teams:  Files > anthology works: AQA Fact file, AQA Interview transcript, the video of the work  Files > section c help: videos summarising the production features in the work & videos showing you how to answer questions  Artspool revision guide P40... 55... 57 |
| * Lighting |  | | |
| * Props |  | | |
| * Costume |  | | |
| * Dancers |  | | |
| * Aural setting |  | | |
| * **Dance for camera \*only for this work!** |  | | |
| * Performance environment |  | | |
| * Choreographic approaches |  | | |
| * Choreographic content |  | | |
| * Choreographic intent |  | | |
| Emancipation of Expressionism | | | | |
| * Staging/set |  | | | On Teams:  Files > anthology works: AQA Fact file, AQA Interview transcript, the video of the work  Files > section c help: videos summarising the production features in the work & videos showing you how to answer questions  Artspool revision guide P31... 49... 57 |
| * Lighting |  | | |
| * Props |  | | |
| * Costume |  | | |
| * Dancers |  | | |
| * Aural setting |  | | |
| * Performance environment |  | | |
| * Choreographic approaches |  | | |
| * Choreographic content |  | | |
| * Choreographic intent |  | | |
| **Do you know how to answer... (Section C)** | | | | |
| **6 marker on an anthology work** |  | | | On Teams:  Files > section c help: videos showing you how to answer questions  Artspool revision guide P60... 72... (exemplars) |
| **12 marker on an anthology work (1 work, 2 production features)** |  | | | On Teams:  Files > section c help: videos showing you how to answer questions  Artspool revision guide P60... 72... (exemplars) |
| **12 marker on two anthology works (comparing them)** |  | | | On Teams:  Files > section c help: videos showing you how to answer questions  Artspool revision guide P60... 72... (exemplars) |