

GCSE Dance - Personal Learning Checklist – Component 2

Section A and B

Section A assesses knowledge and understanding of the choreographic process and performance skills. Section B relates to the critical appreciation of own work.

Hypothetical Choreography (process and performance)	RED	AMBER	GREEN
I can respond to a stimulus in order to outline a choreographic intention			
I can decide and describe motifs (actions, dynamics and space) to convey a choreographic intention			
I can explain different ways of developing a motif			
I can select relevant types of aural setting to support the choreographic intention			
I can select relevant performance environments to support the choreographic intention			

Safe Working Practises (process and performance)	RED	AMBER	GREEN
I know the importance of appropriate dancewear, including footwear, hairstyle and absence of jewellery.			
I know how to justify why appropriate dancewear is important.			
I know what safe execution of dance movement is. Including how to move safely in and out of the floor.			
I can describe an effective warm up.			
I can describe an effective cool down.			
I can justify the importance of an effective warm up.			
I can justify the importance of an effective cool down.			
I know and can describe what makes up a balanced diet			
I know the importance of Hydration			

Mental Skills and Attributes (process and performance)	RED	AMBER	GREEN
I can write the definitions of systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback and capacity to improve.			
I can apply my understanding of the mental skills and attributes to my own process.			
I can write the definitions of movement memory, commitment, concentration and confidence.			
I can identify my application of these skills to my performance.			

Physical skills and attributes	RED	AMBER	GREEN
I can identify and define the 11 physical skills. (MISS FAB PECC)			
I can acknowledge where these skills are seen in taught performance work.			
I know techniques and exercises to improve the 11 physical skills.			
I can apply the 11 physical skills to set phrases Breathe and Flux			
I can create exercises, which focus on the 11 physical skills.			
I can explain how the use of any of the skills contribute to the effectiveness of a performance.			

Expressive skills	RED	AMBER	GREEN
I can identify the 8 expressive skills used in performance.			
I can acknowledge where these skills are seen in taught performance work.			
I know techniques and exercises to improve the 8 expressive skills.			
I can apply the 8 expressive skills to all performance and choreography elements of the course.			
I can explain how the use of any of the skills contribute to the effectiveness of a performance.			

Technical skills	RED	AMBER	GREEN
I give examples of actions, space, dynamics and relationships.			
I can practically apply my understanding of technical skills to my own process.			
I can practically apply my understanding of these technical skills in relation to my choreographic intention.			
I can identify my application of these technical skills to my performance and give examples in writing.			

Structuring devices and form	RED	AMBER	GREEN
I understand and can say the definitions of binary, ternary, rondo, narrative, episodic, beg/mid/end, unity, logical sequence and transitions.			
I can practically apply my understanding of these structures to my own process.			
I can practically apply my understanding of these structures in relation to my choreographic intention.			
I can identify my application of these skills to my performance and give examples in writing.			

Choreographic Devices	RED	AMBER	GREEN
I give examples of choreographic devices			
I can practically apply my understanding of choreographic devices to my own process.			
I can practically apply my understanding of these choreographic devices in relation to my choreographic intention.			

Relationships	RED	AMBER	GREEN
I give examples of choreographic relationships			
I can practically apply my understanding of relationships to my own process.			
I can practically apply my understanding of relationships in relation to my choreographic intention.			

Section C

Section C relates to the critical appreciation of professional works and students will answer questions relating to the GCSE Dance Anthology. You must be able to critically analyse, evaluate and identify similarities and differences and explain and justify their own opinions with reasoning.

Naming / Identification You should be able to complete these for ALL 6 of the anthology works.	RED	AMBER	GREEN
Choreographers and Dance title			
Choreographic intentions, stimuli and moods of the piece.			
Choreographic approach used			
Style of movement			
Type of aural setting			
Types of props			
Performance environment			
Shots for use of camera.			
Locating evidence within the piece			

Describe You should be able to complete these for ALL 6 of the anthology works.	RED	AMBER	GREEN
I can describe choreographic intention / stimuli and moods in detail.			
I can describe examples of costume in detail.			
I can describe prop examples in detail.			
I can describe lighting examples in detail.			
I can describe aural setting examples in detail.			
I can describe the use of camera examples in detail.			
I can describe performance environment examples in detail.			
I can describe movement / motifs and motif development examples in detail.			

Explain (choreographic intention, stimulus, mood) You should be able to complete these for ALL 6 of the anthology works.	RED	AMBER	GREEN
I can explain how the costumes link to / supports / contributes to /enhances appreciation of / enhances effectiveness			
I can explain how the aural setting links to / supports / contributes to /enhances appreciation of / enhances effectiveness			
I can explain how the performance environment links to / supports / contributes to /enhances appreciation of / enhances effectiveness			
I can explain how the use of props link to / supports / contributes to /enhances appreciation of / enhances effectiveness			
I can explain how the use of camera links to / supports / contributes to /enhances appreciation of / enhances effectiveness			
I can explain how the movement examples given link to / supports / contributes to /enhances appreciation of / enhances effectiveness			

Compare (between two or more anthology works)	RED	AMBER	GREEN
I can identify appropriate similarities and differences.			
I can describe appropriate similarities and differences.			
I can discuss / explain appropriate examples of similarities and differences.			