

Dance GCSE Personal Learning Checklist

Year 11

Remember to test yourself by doing an exam question!

COMPONENT 2		R	A	G
Learning outcome A: Rehearsal process Learners will participate in rehearsal practices, continuing the development of skills and techniques with reference to existing performance types, styles, and repertoire. They will complete all the content appropriate for their role as a dancer.				
SKILL	I have knowledge of Health and safety: The correct clothing to wear. How to warm up effectively, the safety of the space that they are using, how to conduct myself in a safe way while creating and dancing.			
	I have positive behaviours and attitudes when working with others, such as: cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.			
	I can interpret existing performance material from repertoire.			
	I am able to review and record the development of my skills, techniques and progress in a logbook or portfolio.			
	I can respond to teacher and peer feedback, absorbing, and applying feedback and corrections.			
Interpreting performance material	I can experiment with skills and techniques.			
	I can develop costumes, spaces, and technical elements such as lighting and sound for performance.			
	I can visualise, such as floor plans and movement within them.			
	I can reproduce existing performance from repertoire such as being prepared, warming up and cooling down, use of repetition and recall, learning blocking and stage directions, learning choreography.			
	I am able to use of repetition and recall, learning blocking and stage directions, learning choreography.			
	I can interpret and develop a character/role			
	I can develop the relationship with the music.			
Learning Outcome B: Learners will apply interpretative skills and techniques appropriate to dance in a performance	I have performance skills needed by dancers, including: Physical skills relevant to the performance discipline, e.g. actions, alignment, accuracy, balance, body language, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight.			
	I have performance and interpretative skills relevant to the performance discipline, e.g., awareness and appreciation of sound accompaniment, for example following the accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, set, costume, makeup, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, tuning, use of space.			
Learning outcome C: Review own development and application of performance	I can apply skills such as physical, and interpretative.			
	I can respond to audience feedback.			
	I can identify strengths and areas for future development.			
	I can give myself actions and targets for future performances.			
	I can make reference to professional working practices.			

Component 3		R	A	G
AO1 Understand how to respond to a brief	I can discuss and research key requirements and parameters for the workshop performance:			
	- Target audience			
	- Performance space			
	- Planning and managing resources.			
	- Running time			
	- Style of work			
	I can look at starting points that I can investigate and explore practically to generate ideas to inform the response to the brief and the given stimulus:			
	- A theme: concept such as distance or key word such as discovery			
	- An issue: social, health or safety issues			
	- A prop: an umbrella, an apple, a dustbin			
	- Existing repertoire: a choreography, that can be investigated and explored to inform the response.			
	I can develop ideas for the work and will be informed by:			
	- Structure of the work			
	- Style and genre of the work			
	- Skills required.			
	- Creative intentions			
	I can work effectively as a member of the group:			
	- Making an individual contribution			
	- Responding to the contributions of others.			
	I can discuss key requirements and parameters for the workshop performance:			
	- Target audience			
	- Performance space			
	- Planning and managing resources.			
	- Running time			
	- Style of work			