Dance   Year 9   Theory Shadows and Infra

Unit: Unit 4 Year 10	Title: Unit 4- Theory Shadows and Infra	
Why are you teaching it? **What do they need to know? Misconceptions?**	The pupils in Year 10 will study Shadows and Infra as their fourth scheme of work in GCSE Dance at PCS. The unit will allow pupils to explore professional dance works from the AQA GCSE Dance Anthology for their GCSE Dance qualification. This unit will allow the pupils to critically appreciate Shadows and Infra as they will be taught vital background context and they will learn about the stimulus' and choreographic intentions which will expand their knowledge of two professional works in dance, specifically in GCSE Dance. Throughout this scheme of work, the pupils will gain extensive knowledge of the background context of both set works, but they will also learn how to describe, analyse, interpret, evaluate and reflect on the set works by completing written tasks throughout lessons and mock short answer questions and extended writing questions in their homework tasks to prepare for their GCSE Dance written exam. The pupils will learn the defining characteristics of Shadows and Infra by exploring and discovering the features of production, which include staging/set, lighting, properties, costume, dancers and aural setting. Furthermore, the dancers will learn about specific performance environments, choreographic approaches, choreographic content and choreographic intention to support their overall understanding of Shadows and Infra. In relation to misconceptions, some pupils who have chosen GCSE Dance may think they do not need to know extensive information about the professional set works. However, in order to be successful within GCSE Dance, pupils must learn in depth theoretical information as this will allow them to answer the questions in the written exam correctly and consistently across each professional set work.	
Why are you teaching it now? What **prior learning** do students have?	Although the pupils have already studied some professional set works from the AQA GCSE Dance Anthology, they must continue to study and learn the remaining set works from the anthology in order to complete the written exam. It is very important for the pupils to consistently learn about the professional set works to widen their knowledge and improve their analytical skills within their appreciation of dance. Across two years, the pupils will study a total of six professional set works. Therefore, it is important for the pupils to be introduced to new set works every term to prepare them for the rest of their GCSE Dance course.	
	Keywords (highlight in yellow for a Frayer model deep dive)	Professional Set Works, Shadows, Infra, Critical, Appreciate, Background Context, Stimulus, Choreographic Intention, Describe, Analyse, Interpret, Evaluate, Reflect, Features of Production, Staging/Set, Lighting, Properties, Costume, Dancers, Aural Setting, Performance Environments, Choreographic Approaches, Similarities, Differences, Relationships, Enhance, Contribute.

	SEND	Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start (End points)		The pupils will be able to identify the background context, stimulus' and choreographic intentions of Shadows and Infra, describe and analyse the features of production in both of the set works, evaluate the similarities and differences between the defining characteristics of each dance, evaluate the contribution to choreography, performance and features of production to be audience's understanding of the set works, analyse the relationships between choreography, performance and features of production and the ways in which these have been used together to enhance audience understanding of the choreographic intention and interpret the purpose or significance of different performance environments in which the dance was created or performed.