

Guidance on co-teaching

New Dance A-levels have been decoupled from AS. Students sit all the exams at the end of their course and AS results do not count towards the A-level results. AS is a one year course and A-level is a two year course. However, we've designed the content of our specifications to help with co-teaching.

Although AS and A-level students will be assessed differently, AS students can take the knowledge, skills and techniques they've learnt and carry them over to develop in the second year of A-level.

AS and A-level courses can be structured to suit the needs of individual departments. Each AQA Dance qualification has been designed with clear progression routes from GCSE through to A-level, providing a strong foundation for further study and beyond.

Co-teaching pathways

Below are some examples of how to co-teach the AS and A-level specifications. It's neither prescriptive nor exhaustive and courses can be structured in a way that suits you and your students.

Both AS and A-level students will develop as performers, choreographers and thinkers in dance in relation to their own interests and through the study of professional practice. The investigation of dance within the areas of study and, through the corresponding set works at A-level, can inform and shape students' practical work. When AS is co-taught with A-level, the same performance and choreographic skills and principles are applied and developed for the A-level assessment tasks. Areas of study are the same at AS and A-level; therefore content can be co-taught.

AS (one year)

Autumn term	Spring term	Summer term
Introduction to dance, performance skills and choreographic principles. Students examine key elements of performance and choreography (subject content detailed in the specifications).	Students will develop and apply performance and choreographic skills and principles in the creation of their solo. For performance assessment at AS students will learn to perform as part of a	Assessment of AS practical component takes place through a visiting examination (in either the spring or summer term). Students can begin to prepare for the component 2 AS exam

<p>These include:</p> <ul style="list-style-type: none"> • physical skills (embodying technical principles) • interpretative skills • choreographic processes • manipulation of movement material and choreographic structures. <p>This could be through investigation, exploration and refinements of their own work, as detailed by the task set.</p> <p>It could also be supported through analysis of choreography and performance within an area of study and practitioners works located within them.</p> <p>Begin analysis of: compulsory area of study + optional area of study + at least two practitioners located within each of them.</p>	<p>duet/trio. This can be choreographed in any style that interests them, as long as it meets the assessment criteria and can be defined by the relevant dance genres.</p> <p>Students continue to acquire knowledge and understanding through analysis of areas of study.</p>	<p>through the consolidation of knowledge and exam skills.</p>
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A-level (two years) Year 1

Autumn term	Spring term	Summer term
<p>Introduction to dance, performance skills and choreographic principles. Students examine key elements of performance and choreography (subject content detailed in the specifications).</p> <p>These include:</p> <ul style="list-style-type: none"> • physical skills (embodying technical principles) • interpretative skills • choreographic processes • manipulation of movement material and choreographic structures. <p>This could be through investigation, exploration and refinements of their own work, as detailed by the task set.</p> <p>It could also be supported through the analysis of choreography and performance within the compulsory and optional set works, area of study and at least two practitioner's and their works located within each of them.</p>	<p>Students will develop and apply performance and choreographic skills and principles in the creation of their solo performance in the style of a practitioner – this in the first year of an A-level course can be created as part of a teaching and learning exercise and refined in the second year ready for assessment.</p> <p>For performance assessment at A-level students will learn to perform as part of a quartet which can be choreographed in any style that interests them as long as it meets the assessment criteria and can be defined by the relevant dance genres.</p> <p>It could also develop out of theoretical investigation linked to set works, areas of study/practitioners.</p>	<p>Students can begin to prepare for the assessments in the second year through the consolidation of knowledge and exam skills via mock exams.</p> <p>There would be no written or practical exam in the first year of a two year A-level course.</p>

A-level (two years) Year 2

Autumn term	Spring term	Summer term
<p>In completing the A-level over two years, this term students will focus on the group choreography applying the skills and knowledge gained from year one and exploring choreographic structures within a group to communicate intention.</p> <p>The group choreography will be an original response to the externally set task list available at the start of this academic year (the certifying year for a two year A-level student).</p> <p>Further exploration and refinement of the performance in a quartet, can take place to develop it into a final performance, in addition to developing the solo performance in the style of a practitioner.</p> <p>Continue study of set works and areas of study.</p>	<p>In this term students will be finalising their group choreography, solo performance in the style of a practitioner and performance in a quartet.</p> <p>The embodiment of professional practice within these can be achieved when areas of study, practitioner and set works are taught alongside the creation of the students' work for assessment.</p> <p>Students continue to acquire knowledge and understanding through analysis of set works and areas of study.</p>	<p>Assessment of A-level practical component takes place through a visiting examination (in either the spring or summer term).</p> <p>Students can begin to prepare for the component 2 A-level exam through the consolidation of knowledge and exam skills.</p>

A-level (one year, for students who studied AS)

Autumn term	Spring term	Summer term
<p>After the study of AS, students completing the A-level in one year will apply skills and knowledge gained in performance and choreography to:</p> <ul style="list-style-type: none"> • their own group choreography • performance in a quartet • solo performance in the style of a practitioner. <p>The performance in a quartet can be a development of the duet/trio at AS level and therefore content can be re-visited and developed.</p> <p>This is also a strong teaching tool as teachers can demonstrate further choreographic development processes to students, including movement manipulation and structuring.</p> <p>The quartet can be aligned with the exploration of an area of study to ensure knowledge and understanding of theoretical content is embodied by the student in a practical way.</p> <p>Students also critically engage with the corresponding set works to the areas of study covered in the AS year.</p>	<p>Further selection and refinement of the students' practical assessment tasks can take place as a development and consolidation of knowledge gained from the AS year.</p> <p>Continued study of the corresponding set works (linked to the compulsory area of study and optional area of study selected at AS level) would be covered in preparation for the written exam.</p>	<p>Assessment of A-level practical component takes place through a visiting examination (in either the spring or summer term).</p> <p>Students can begin to prepare for the component 2 A-level exam through the consolidation of knowledge and exam skills.</p>