

Secondary Curriculum Information Pro-Forma

Subject:

DANCE

Subject Leader:

MON

| YEAR 7                                     | Theme Title                      | Key Areas of Knowledge Acquisition  | Key Skills and Processes Learned   |
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| <p><b>Term 1 (September – October)</b></p> | <p>Intro to dance<br/>part 1</p> | <p><b>Simple body awareness:</b></p> <ul style="list-style-type: none"> <li>• Learning about the importance of warming up and cooling down.</li> <li>• Learning positions of feet and arms in dance, basic steps (pas de bourrée, demi plié...).</li> <li>• Understanding body alignment in dance.</li> <li>• Learning how to self/peer assess.</li> <li>• To memorise a short routine by heart.</li> </ul> | <p><b>Observe, repeat, memorise...team work.</b></p> <ul style="list-style-type: none"> <li>• Learning about the skeleton, the impact of working out on our body (body awareness).</li> <li>• Skills learned through a warm up and a routine.</li> <li>• Use of yoga blocks when cooling down to improve their core strength and flexibility.</li> <li>• Introduction to group work, team work: Learning Self-discipline, respect and empathy through group/peer tasks.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p><b>No talking/giggling</b> when watching a performance.</p> <p><b>Peer feedback (1 star/1 wish):</b><br/>unison.</p> |
| <p><b>Term 2 (November – December)</b></p> | <p>Intro to dance<br/>part 2</p> | <ul style="list-style-type: none"> <li>• <b>Alignment</b> (Stable support on 2 feet without taking risks)</li> <li>• Learning basic technical steps (dégagé, retiré...).</li> <li>• Performing unison and implementing canon in my</li> </ul>   | <ul style="list-style-type: none"> <li>• Learning new steps through short sequences of movement. Challenging their memory and building up confidence through practicing canon in group work.</li> </ul>  |

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|                                    |  | <ul style="list-style-type: none"> <li>dance.</li> <li>Learning about shapes in dance.</li> <li><b>Key words:</b> 3 positions of the feet &amp; arms, demi plié, dégagé from a parallel position.</li> </ul>  | <ul style="list-style-type: none"> <li>Learning new shapes using professional work as an example. Getting creative using different shapes in group tasks.</li> <li>Showing courage when performing in group in front of the class.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p><b>No talking/giggling</b> when watching a performance.</p> <p><b>Peer feedback (1 star/1 wish):</b> unison, timing, focus.</p>   |
| <b>Term 3 (January – February)</b> | Musical theatre<br>“Matilda”<br>part 1 | <ul style="list-style-type: none"> <li>Learning about <i>musical theatre</i>.</li> <li>Learning the <i>choreo</i> from Matilda, “The revolting children”.</li> <li>Learning <i>dégagé</i> and <i>en croix</i> from a turn out position.</li> <li>Alignment (Stable support on 1 foot without taking risks)</li> <li>To memorise a short routine by heart and in time with the music.</li> <li><b>Key words:</b> grand plié, retiré, dégagé from a turn out position, spotting technique, facial expressions.</li> </ul> | <ul style="list-style-type: none"> <li>Analysing Video from the musical. Learning the moves from the video.</li> <li>Practicing and improving on body alignment and technique through warm up, corner work, video/picture evidence and peer assessment.</li> <li>Showing <b>2 contrasted dynamics</b>.</li> <li><b>No talking/giggling</b> when watching a performance.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p><b>Peer/self-feedback (1 star/1 advice):</b> unison, timing.</p> |
| <b>Term 4 (March – April)</b>      | Musical theatre<br>“Matilda”<br>part 2 | <ul style="list-style-type: none"> <li>Working in groups, linking shapes (introduction to pathways)</li> </ul>  | <ul style="list-style-type: none"> <li>Working as a team mirroring the original <i>choreo</i>.</li> <li>Improving stage presence</li> </ul>  |

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|                                    |                                 | <ul style="list-style-type: none"> <li>• Showing one dynamic and implementing stage presence in my dance.</li> <li>• Using props when dancing.</li> <li>• Learning about <i>floor barre</i>.</li> <li>• To show stage presence, focus.</li> </ul>  | <p>through video evidence and peer assessment.</p> <ul style="list-style-type: none"> <li>• Improving their body alignment, body awareness and technique using a range of exercises performed on the floor (<i>floor barre</i>).</li> <li>• Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</li> </ul> <p><b>Key words:</b> unison, canon, timing, focus, facial expression.</p> <p><b>Acceptance respect and empathy for others</b></p> <p><b>Peer/self-feedback (1 star/1 advice):</b> unison, canon, timing, focus, facial expression.</p> |
| <p><b>Term 5 (April – May)</b></p> | <p>Lyrical Dance<br/>Part 1</p> | <ul style="list-style-type: none"> <li>• Learning about Lyrical dance.</li> <li>• Correcting body alignment when warming up.</li> <li>• Learning about stimuli.</li> <li>• Introduction to corner work.</li> <li>• <b>Intro to Dance contact:</b> counter balance with different body parts.</li> <li>• <b>Introduction to pirouette</b> and safe jump technique.</li> </ul> | <ul style="list-style-type: none"> <li>• Watching professional work inspired from the song.</li> <li>• Learning how to use movement to express lyrics.</li> <li>• Peer assessment, learning good alignment through correcting a peer.</li> <li>• Investigating different stimuli using group work and creating a <i>choreo</i> based on</li> </ul>   |

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|                             |                        | <ul style="list-style-type: none"> <li>• Timing and precision: <b>motif development</b> (very fast, very slowly).</li> <li>• Key words: Mirror, Q&amp;A, stimulus.</li> </ul>       | <p>them.</p> <ul style="list-style-type: none"> <li>• Investigating basic alignment technique in space and developing awareness skills further using corner work and change of directions.</li> <li>• <b>Stage awareness</b> (coming on and off stage).</li> <li>• <b>To implement</b> canon and levels.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p><b>No talking/giggling</b> when watching a performance. <b>Peer/self-feedback (1 star/1 advice/1 steal)</b>: unison, canon, timing, focus, facial expression.</p> |
| <b>Term 6 (June – July)</b> | Lyrical Dance (Part 2) | <ul style="list-style-type: none"> <li>• Learning about stage directions.</li> <li>• Implementing two dynamics in my dance.</li> <li>• Creating a dance based on lyrics.</li> </ul> | <ul style="list-style-type: none"> <li>• Preparing them to professional work using staging skills and implementing new key words when practicing routine.</li> <li>• Rehearsing group and working towards the end of year show.</li> <li>• Using lyrics as a stimulus to deepen their ability to express themselves.</li> </ul>  |

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| <b>YEAR 8</b> | Theme Title | Key Areas of Knowledge Acquisition | Key Skills and Processes Learned |
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| <p><b>Term 1 (September – October)</b></p> | <p>Introduction to Street Dance<br/>Part 1</p> | <p><b>Developing body awareness:</b></p> <ul style="list-style-type: none"> <li>• Learning about Street Dance history.</li> <li>• Learning the technique (jacking, imaginative moves).</li> <li>• Working in groups.</li> <li>• Demonstrate body alignment and correct weight transfer in the performance of the warm up.</li> <li>• Floor barre (straight back, roll down/up, flex/point, 6<sup>th</sup>, 1<sup>st</sup> plié).</li> <li>• Key words: jeté.</li> </ul> | <p><b>Observe, focus, link, divide, create.</b></p> <ul style="list-style-type: none"> <li>• Organic battle, crews.</li> <li>• To create moves based on Street dance style.</li> <li>• Analysing a dance video and learning the moves from a video.</li> <li>• Building up on team work, self-esteem, courage and stage presence.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>No talking/giggling when watching a performance.<br/>Peer feedback (1 star/1 wish): unison, timing, focus, Q&amp;A.</p>   |
| <p><b>Term 2 (November – December)</b></p> | <p>Introduction to Street Dance<br/>Part 2</p> | <ul style="list-style-type: none"> <li>• Creating a dance based on a video.</li> <li>• Creating Graffiti/lyrics to illustrate the dance (Cross curriculum with Art and music)</li> <li>• 6 dance actions: Chance method.</li> <li>• Key words: unison, canon, timing, focus, facial expression, levels, Q&amp;A.</li> </ul>   | <ul style="list-style-type: none"> <li>• Reflecting on previous learning and creating a crew with a name, an identity and a leader.</li> <li>• Group work based on the concept of organic battles.</li> <li>• Building up on confidence and creativity.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>No talking/giggling when watching a performance.<br/>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |

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| <p><b>Term 3 (January – February)</b></p> | <p>Introduction to Jazz Dance<br/>Part 1</p> | <ul style="list-style-type: none"> <li>• Matt Mattox technique (part 1).</li> <li>• Learning about Isolations, coordination, technical steps and spotting technique.</li> </ul>  | <ul style="list-style-type: none"> <li>• Implementing new steps in corner work and routine.</li> <li>• Investigating the technique using warm up exercises and short sequences of movement.</li> <li>• Investigating different dynamics through a set routine.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |
| <p><b>Term 4 (March – April)</b></p>      | <p>Introduction to Jazz Dance<br/>Part 2</p> | <ul style="list-style-type: none"> <li>• Introduction to motif development.</li> <li>• Learning more technical steps (mambo, chainés, jumps...).</li> <li>• Learning different dynamics and pathways.</li> <li>• Floor barre (+ lateral back, 2<sup>nd</sup> turn out).</li> </ul> | <ul style="list-style-type: none"> <li>• To divide a routine in motifs</li> <li>• To change order, directions.</li> <li>• To link motifs together.</li> <li>• Implementing the spotting technique in challenging/fun exercises in the centre involving jazz steps and pas de bourrées.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using</p>   |

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|                                    |  |  | <p>this to inform their own learning and improve performance and choreography.</p>  |
| <p><b>Term 5 (April – May)</b></p> | <p>Urban Contemporary Dance<br/>Part 1</p> | <ul style="list-style-type: none"> <li>• Learning about Contemporary Dance.</li> <li>• Introduction to back curves.</li> <li>• Develop an ability to perform more complex movements with accurate alignment and use of space.</li> </ul> | <p>Create a dance based on a</p> <ul style="list-style-type: none"> <li>• Exploring the technique through a warm up.</li> <li>• Experimenting body alignment further through a routine.</li> <li>• Professional work: learn a motif and develop it (change order, directions, canon, Q&amp;A).</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |
| <p><b>Term 6 (June – July)</b></p> | <p>Urban Contemporary Dance<br/>Part 2</p> | <ul style="list-style-type: none"> <li>• Introduction to transfer of body weight.</li> <li>• Learning new jumps.</li> <li>• Consolidating the <i>pirouette</i> technique.</li> <li>• Creating a dance based on a picture.</li> </ul>     | <ul style="list-style-type: none"> <li>• Experimenting and developing transfer of body weight through leg exercises and short sequences of movement involving levels and floor work.</li> <li>• Implementing spotting technique and jump technique in technical corner work and centre work.</li> <li>• Investigating visual stimulus through group tasks.</li> </ul>   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Create a dance based on a stimulus (word, picture...).</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |
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| YEAR 9                       | Theme Title                        | Key Areas of Knowledge Acquisition   | Key Skills and Processes Learned   |
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| Term 1 (September – October) | Dance technique<br>Recap/challenge | <p><b>WT Secure body awareness:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to perform more complex movements with accurate alignment and use of space.</li> <li>• Demonstrated co-ordinated single pirouette with correct use of spotting technique, supportive leg and placement of working leg (retiré).</li> </ul> | <ul style="list-style-type: none"> <li>• Learning about body weight, fall and rebound, breathing, movement of the chest (Drop, curve...)</li> <li>• Set warm up with build up to grand plié in first position turn out and grand battement.</li> <li>• Set pirouette and grand battement exercise to build up on control of body alignment and spotting technique.</li> <li>• Technical routine: challenging previous knowledge (motif development: directions).</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and</p> |



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|                                     |  |   | artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.   |
| <b>Term 2 (November – December)</b> | Introduction to Dance contact            | <p><b>Observe, explore, develop, create.</b></p> <ul style="list-style-type: none"> <li>• Dance contact: over, under, around, through.</li> <li>• Safe dance practice.</li> </ul>   | <ul style="list-style-type: none"> <li>• Developing a motif using over, under, around, through and <b>RADS (Relation/Actions)</b></li> <li>• Use of professional work to understand “over, under, around, through”.</li> <li>• Use of professional work as a starting point for a dance (Dance Tek Warriors).</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |
| <b>Term 3 (January – February)</b>  | Motif development Spatial content Part 1 | <ul style="list-style-type: none"> <li>• Demonstrated well co-ordinated turning actions (pirouette, chainé, déboulé).</li> <li>• Demonstrate elevation with controlled landing (2 feet/2 feet, 1 foot/1 foot, 2 feet/1 foot).</li> <li>• Lifting safely.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning about safe practice when lifting and landing from a jump.</li> <li>• Developing a motif using <b>RADS (Dynamics /Space)</b></li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their</p>   |

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|                               |  |  | own work and that of others using this to inform their own learning and improve performance and choreography.  |
| <b>Term 4 (March – April)</b> | Motif development<br>Spatial content<br>Part 2 | <ul style="list-style-type: none"> <li>Secure knowledge of Dance contact and motif development.</li> </ul>   | <ul style="list-style-type: none"> <li>Implement lifts, dance contact and motif development in a dance.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |
| <b>Term 5 (April – May)</b>   | Choreographic devices<br>Part 1                | <ul style="list-style-type: none"> <li>Demonstrate use of gravity and relaxation of upper back to project more complex movements into and through space.</li> <li>Use of choreographic devices.</li> </ul> | <ul style="list-style-type: none"> <li>Choreographic project: working towards an end of year performance.</li> <li>Learning how to structure a dance (ABA)</li> <li>Create a dance: A first big idea, B contrast to your big idea.</li> <li>Link A and B together using choreographic devices.</li> </ul>  |
| <b>Term 6 (June – July)</b>   | Choreographic devices<br>Part 2                | <ul style="list-style-type: none"> <li>End of year choreography.</li> <li>Rehearsing.</li> <li>Dance diary.</li> </ul>   | <ul style="list-style-type: none"> <li>Repeat of Section A but with use of RADS.</li> <li>Rehearse: This means, polish, redraft, edit, add, change the order of things that don't fit together. Ask yourself, it is logical? Is it interesting? What am I communicating to the audience and how?</li> </ul>  |

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|  |  |  | <ul style="list-style-type: none"> <li>Log in: Booklet/diary.</li> </ul> <p><b>Acceptance respect and empathy for others</b></p> <p>Describe, analyse, interpret and evaluate dances demonstrating an understanding of style, context and artistic intention; reflect upon their own work and that of others using this to inform their own learning and improve performance and choreography.</p> |
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| YEAR 10   | Theme Title              | Key Areas of Knowledge Acquisition   | Key Skills and Processes Learned  |
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| <p>Examination Board and Specification Title &amp; Number:</p> <p>Recommended reading/preparation:<br/>           "Safe Dance Practice" Edel Quin<br/>           "Dance Anatomy" Jacqui Greene Haas<br/>           AQA GCSE Dance: Student's Book by Maggie Clunie, Liz Dale, Lyn Paine</p> |                          |  |   |
| <b>Term 1 (September – October)</b>   | GROUND WORK/Intro UNIT 2 | <ul style="list-style-type: none"> <li><b>Safe Dance practice</b></li> <li><b>Technique classes</b> (development of technical ability and performance skills)</li> <li><b>Unit 2 (RADS)</b></li> </ul> | <ul style="list-style-type: none"> <li>Warm up</li> <li>Cool down</li> <li>Prevention injuries</li> <li>Safety Dance Space</li> <li>Nutrition</li> <li>Warm-up and cool-down factsheets.</li> </ul> <p><b>RADS</b></p> <ul style="list-style-type: none"> <li>Relations</li> <li>Actions</li> <li>Dynamics</li> <li>Space</li> <li>Unit 2 mock diary (RADS).</li> </ul> |

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|                                     |                               |   | <ul style="list-style-type: none"> <li>• <b>Formative assessment</b> in every lesson.</li> <li>• <b>Video diary:</b> self/peer/teacher feedback.</li> <li>• <b>Summative assessment:</b> unit 2 mock assessment (week 5/6).</li> </ul>   |
| <b>Term 2 (November – December)</b> | TECHNIQUE/ALIGNMENT<br>UNIT 3 | <ul style="list-style-type: none"> <li>• <b>Faultline</b></li> <li>• <b>Structures of dance</b> (Binary, ternary...)</li> </ul>     | <ul style="list-style-type: none"> <li>• <b>Technique classes</b> (development of technical ability and performance skills)</li> <li>• <b>Faultline</b> : Watch + worksheet.</li> <li>• Faultline: exam style questions UNIT 1.</li> <li>• Unit 3: diary.</li> <li>• Attending extra rehearsals to practice their dance work both independently and in groups.</li> <li>• <b>Formative assessment</b> in every lesson.</li> <li>• <b>Unit 3 video diary:</b> self/peer/teacher feedback.</li> <li>• <b>Summative assessment:</b> unit 3 mock assessment (week 5/6).</li> </ul> |
| <b>Term 3 (January – February)</b>  | STIMULUS                      | <ul style="list-style-type: none"> <li>• <b>Choreography: How do we create choreography?</b></li> <li>• <b>Stimulus.</b></li> </ul> | <ul style="list-style-type: none"> <li>• RADS, Motif, development, structure,</li> <li>• Use of space, contact, climax, music, performance skills, polish and refinement, evaluation in order to improve.</li> </ul>   |

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|                                      |                |  | <ul style="list-style-type: none"> <li>• <b>Watch/ get inspired</b> from videos from different work.</li> <li>• All practical work in written workbooks, research for each stimulus.</li> <li>• Research/plan for unit 4b: <ul style="list-style-type: none"> <li>➤ Stimulus</li> <li>➤ Pick one for unit 4b</li> <li>➤ Dancers/rehearsal planning</li> <li>➤ music</li> </ul> </li> </ul> <p>Attending extra rehearsals to practice their dance work both independently and in groups.</p> <ul style="list-style-type: none"> <li>• <b>Formative assessment</b> in every lesson.</li> <li>• <b>Video diary:</b> self/peer/teacher feedback.</li> <li>• <b>Summative assessment:</b> unit 4b mock assessment (week 5/6).</li> </ul> |
| <p><b>Term 4 (March – April)</b></p> | <p>UNIT 4b</p> | <ul style="list-style-type: none"> <li>• <b>Introduction to Unit 4b</b> Choreography.</li> <li>• <b>Google research/planning.</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Technique classes</b> (development of technical ability and performance skills).</li> <li>• <b>Unit 4b</b> Choreography.</li> <li>• Unit 4b booklet.</li> <li>• Attending extra rehearsals to practice their dance work both independently and in groups.</li> <li>• <b>Formative assessment</b> in every lesson.</li> <li>• <b>Unit 4b video diary:</b> self/peer/teacher feedback.</li> </ul>   |

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|                      |                     |   | <ul style="list-style-type: none"> <li>• <b>Summative assessment:</b> unit 4b mock assessment (week 5).</li> </ul>   |
| Term 5 (April – May) | Dance Tek Warriors” | <ul style="list-style-type: none"> <li>• <b>Dance Tek Warriors</b> : Watch + worksheet.</li> </ul>                | <ul style="list-style-type: none"> <li>• <b>Technique classes</b> (development of technical ability and performance skills).</li> <li>• <b>Unit 4a choreography:</b></li> <li>• Motifs development from <b>Dance Tek Warriors</b> .</li> <li>• Unit 4a booklet.</li> <li>• Planning unit 4a: <ul style="list-style-type: none"> <li>➤ Dancers</li> <li>➤ Rehearsal planning</li> <li>➤ music</li> </ul> </li> </ul> <p>Attending extra rehearsals to practice their dance work both independently and in groups.</p> <ul style="list-style-type: none"> <li>• <b>Formative assessment</b> in every lesson.</li> <li>• <b>Video diary:</b> self/peer/teacher feedback.</li> <li>• <b>Summative assessment:</b> unit 4a mock assessment (week 6).</li> </ul> |
| Term 6 (June – July) | UNIT 4a             | <ul style="list-style-type: none"> <li>• <b>Unit 4a</b></li> <li>• <b>Week 7:</b> Recap unit 2,3,4a,4b</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Unit 1 mock questioning</b></li> <li>• <b>Technique classes</b> (development of technical ability and performance skills).</li> <li>• Unit 4a booklet.</li> <li>• Attending extra rehearsals to practice their dance work both independently and in</li> </ul>   |

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|  |  |  | <p>groups.</p> <ul style="list-style-type: none"><li>• <b>Formative assessment</b> in every lesson.</li><li>• <b>Unit 4a video diary:</b> self/peer/teacher feedback.</li><li>• <b>Summative assessment:</b> unit 4a mock assessment (week 6).</li></ul> |
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