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| Year 9 Dance Unit 2 |  | | | | | | |
| **Enquiry Question: How can understanding and celebrating different cultural traditions make us better human beings?** | | | | | | | |
| **Unit title: A Linha Curva – A professional work study of samba, capoeira and contemporary styles**  **Why now?** In this unit students will develop knowledge and skills in contemporary dance and they will explore two new styles – capoeira and samba. Students will study a professional work called A Linha Curva and its techniques, approaches, content, stimulus and intention. Students will develop their knowledge on how features of production are integral to dance performances an in particular lighting, costume and aural setting. Students have explored professional works in brief in year 9 with a focus on communicating choreographic intent of a serious subject matter. The stimulus and intention for A Linha Curva is a having fun, celebration of Brazilian and other cultures and how genders communicate with one another. Students will get to master the key choreographic processes, devices and skills whilst studying a new professional work with different approaches, styles and techniques. | | | | | | | |
| Knowledge  Students will know about… | | Application/Skills  Students will be able to… | Vocabulary  *(Tier 2 and 3)* | Home Learning | Assessment | Extra Resources  Extended Reading | Cultural Capital |
| -Itzik Galili as a choreographer and his approaches for creating A Linha Curva  -The choreographic stimulus and intention of A linha Curva -the features of production within the work set, lighting, aural setting, costume and performance environment   - Samba and capoeira as different dance styles and their stylistic features  -Key motifs in A Linha Curva and how they are repeated and developed to communicate the intentions  -The Brazilian Culture and learn about the culture of others to communicate through movement  -How genders communicate in difference cultures  - How lighting and music is important for dance pieces and how to show direct correlation between these features of the choreographic content | | -Watch, analyse, interpret and discuss A Linha Curva’s features of production  -Explain how the features of production and choreographic content work together to communicate the intentions  -Perform warm ups and motifs in the style of samba, capoeira and contemporary  -Perform, create and develop motifs in these styles and from the work  -Use choreographic approaches used by the choreographer in the creation of A Linha Curva  -Apply musicality as a key expressive skill  -Reflect and refine choreography  -Perform to a live audience | A Linha Curva – A straight line in Portuguese  Contradictions  Choreographic Intention  Samba  Capoeira  Culture    Motif development  Direct correlation  Musicality | Rehearse once this term with your group outside of lesson time  Research about a different cultures traditions and celebrations to use as a stimulus for movement in lesson  Create own lighting plan and movement material to match it. | Choreography and performance of A Linha Curva group dance. | <https://www.brazil.org.za/brazil-culture.html>  <https://dance.lovetoknow.com/Samba_Dance_History>  Book: Capoeira – The history of a afro-Brazilian martial art  <https://www.youtube.com/watch?v=Br282mracQw>  https://www.rambert.org.uk/explore/videos/ | Brazilian Culture (and how other cultures celebrate)  Trip with Sadler’s Wells Partnership |