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| Year 9 Dance 1st Unit | |  | | | | | |
| **Enquiry Question: How does having a stimulus impact choreography and performance for an audience ?** | | | | | | | |
| **Unit title: War as a stimulus for choreography**  **Why now?** This unit builds upon knowledge and skills in choreography, performance and appreciation in Year 7 and 8 units of work. Students have an understanding of the key technical skills in dance actions, space, relationships and dynamics and how to create dances with them. Students understand what makes an excellent performance using expressive and physical skills in dance. Students will learn how to create and develop movement material that communicates a serious narrative, in this case war, particularly WW1 and WW2. The unit uses three different professional works to help pupils engage in different choreographic approaches. This unit requires pupils to respond in a mature and creative way in order to get the message across to an audience. | | | | | | | |
| **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 |
| -Brief history of WW1 and WW2  - Professional works, their stimulus and intentions  - Choreographic content to communicate a theme  - Creating and developing movement material  - Choreographic processes and approaches when creating choreography  -Selecting appropriate features of production - aural setting, set design, costumes and props  - Reviewing, analysing, evaluating and refining their work and the work of others | -Watch, analyse and interpret professional works with a focus on themes of war, poverty and fear  - Compare similarities and differences between the themes, approaches, devices and style in 3 professional works  -Perform repertoire from professional works  -Create and develop movement material to communicate a serious narrative using approaches  -Structure choreography to communicate meaning  -Design and explain selection of aural setting, set, costumes and props  -Embed physical and expressive skills throughout performance to captivate an audience  -Perform to a live audience communicating a narrative  -Evaluate and refine work | | Stimulus and choreographic intention  Choreographic approach  Choreographic devices  Transitions  Features of production  Choreographic processes  Structuring devices  Physical and expressive skills to help communicate a serious narrative | Rehearse with your group outside of lesson time once during the term in the Dance studio  Create your own costume, set and props plan for your performance and bring at least 1 item to your assessment lesson to add to your performance  Create a programme note for your choreography to inform an audience about why and how you created your piece including aural setting, costume and props. | Choreography and Performance of amalgamation of 3 professional work themes – Young Men, Dust and Shadows. | <https://www.balletboyz.com/about>  <https://www.youtube.com/watch?v=iZG-saOTg44>  <https://www.ballet.org.uk/blog-detail/dust-akram-khan/>  <https://www.thewonderfulworldofdance.com/review-english-national-ballet-lest-we-forget>  <https://www.phoenixdancetheatre.co.uk/production/shadows/> | WW1 and WW2 history  Role of women in WW1  Dance for film  Trip with Sadler’s Wells to see performance  Features of production |