**Year 9**

**Dance**

**Choreography Project Scheme of Work**

| **Aim:** Students will learn how to create and develop movement material that communicates a narrative. The unit uses different professional works to help pupils engage in different choreographic processes and approaches. This unit is completed in year 9 as students are required to respond in a mature and creative way in order to get the message and themes across to an audience. They will research and plan appropriate features of production that add to the theme of their work including costume, set design, lighting design and aural setting (music). They will refine, improve and document their progress and choreography along the way. |
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| **Motor Competence**  Students will learn movement actions such as turn, travel, gesture, stillness, balance and jump. Students will develop both locomotor and stability skills when learning motifs from professional dances in a contemporary style. Students develop physical skills such as control, balance, alignment, strength, stamina, flexibility, co-ordination, extension and isolation. | **Rules, Strategies & Tactics**  Students will gain an insight into the strategies of making a dance successful by using technical skills in dance such as action, space, relationships and dynamics and understand these are the main ingredients for every dance style. Students will explore more complex choreographic principles such as motif development, structuring devices, use of choreographic devices and processes. Students will develop expressive skills such as the use of focus, timing, phrasing, musicality, projection, facial expressions to communicate the choreographic intention/story of the dance. Students will be introduced to the rules and expectations of performing and being an audience in various performance environments. | **Healthy Participation**  Students will develop an understanding of safe working practices in Dance when performing such as safe execution of movement, appropriate dancewear including footwear, hairstyle and absence of jewellery. They will also learn the importance of warming up, cooling down, nutrition and hydration. Students will learn about the health benefits from taking part in Dance lessons and how dance can develop skills such as confidence, self-esteem, motivation and discipline. Dance clubs and trips will be promoted and opportunities in the community. |
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| **Cross-Curricular Links**  English (key words, analysing and interpreting text to create movement), Maths (counting and phrasing of motifs, manipulation of number), Drama (Performance environments, features of production, communicating an idea through movement, Frantic Assembly), Music (musicality, rhythm, dynamics, genres of music to match dance style), Art (interpreting images to create choreography – use of colour, shape, mood) History (historical events as stimuli for choreography) Science (bodily functions and healthy lifestyle consequences) | **Recommended Reading**  Experiencing Dance: From student to dance artist by Marty Sprague and Helene Scheff |
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**Year 9**

**Dance – Choreography Project Scheme of Work**

***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

| **Lesson** | **Core Skill** | **Learning Intention** | **Teaching Points** | **Suggested Activities** | **Questions to be asked** |
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| 1 | Stimulus | To measure the effectiveness of stimuli in choreography  To create movement using the stimulus of ‘graffiti’ | **Stimuli/stimulus -** Inspiration for an idea or movement. | 1. Watch professional dance ‘Underground’ to analyse the movement and performance skills against the stimulus 2. Create own motif using graffiti stimulus and task 3. Perform repertoire from professional dance 4. Develop and perform movement | **Retrieval:**  What are choreographic devices and what is the purpose of them?  **Things NEED to Know:**  What is a stimulus in dance and why is it important to have one?  What skills make up all dances? |
| 2 | Choreographic Intention | To interpret stimuli to generate choreographic intentions.  To select and develop movement to convey these intentions. | **Choreographic Intention** - The aim of the dance; what the choreographer aims to communicate. | 1. **Complete the stimulus game - create 8 count motifs in groups based on various stimuli** 2. **Generate ideas on banksy art work, share views with others** 3. **Select an intention and improvise movement to communicate your intention as a group. Set 2 clear motifs.** | **Retrieval:**  What is a stimulus and what can be a stimulus?  How is a stimulus and choreographic intention different?  What was Boy Blue’s Emancipation of Expressionism stimulus or intention?  **Things NEED to Know:** |
| 3 | Motif development  Musicality | To develop your motifs to make them engaging for the audience  To select and create clear moments of musicality in your choreography | **Motif development -** Ways in which a movement phrase can be varied.  **Musicality -** The ability to make the unique qualities of the accompaniment evident in performance. | 1. **Identify and define as many devices to develop movement!** 2. **Create an intention for your group today** 3. **Develop motifs using your list of devices and work towards your group intention** 4. **Select appropriate aural setting (music) and create 1-3 clear moments of musicality** 5. **Perform and present your choreographic process so far** | **Retrieval:**  How would you research a stimulus to select a highly creative response?  What aspects of a visual stimuli could you look at to generate ideas for a dance?  What was Zoonation’s Mad Hatters Tea Party stimulus or intention? How did the features of production help communicate this?  **Things NEED to Know:**  How can you develop motifs to communicate an intention further? |
| 4 | Structuring devices  Features of production – effective use of props | To structure choreography with structuring devices and form  Add props, set and lighting to enhance our choreography and performance. | **Structure -** The way in which material is organised to create the whole. | 1. Biscuit game - put the biscuits in the order you think they should go using the structure definitions 2. Discuss and plan the structure of your dance with your group 3. Create an intention for today’s lesson with your group 4. Perform teacher led motif with use of props and develop to communicate your own intention 5. Apply and structure and work towards your intention with your group 6. Perform and evaluate your progress so far | **Retrieval:**  What does aural setting mean in dance?  How can you use the aural setting when choreographing?  **Things NEED to Know:**  Why is structure important for a dance just like it is for an essay, story or film?  Explain 2 different types of structure in dance and how you could communicate your intention in these structures. |
| 5 | Contact and lifts  Climax and highlights | To refine choreographic content by adding a climax and highlights to our group dance.  To develop and create contact movement to enhance our choreography. | **Highlights -** Important moments of a dance.  **Climax -** The most significant moment of the dance. | 1. **Frantic Assembly – warm up and exercises** 2. **Watch professional works and examine the use of highlights and climax** 3. **Perform and develop contact section from Frantic Assembly to create highlights and climax** 4. **Create and apply group intention for today’s lesson** 5. **Perform and present group choreography for final feedback and targets!** | **Retrieval:**  What does a binary and ternary structure mean? How is it different from an episodic structure?  What is the structure called with the alternative repeating sections?  **Things NEED to Know:**  What actions, space, relationships and dynamics could you use in an effective climax and highlights to communicate your intention?  What skills do dancers need to have to safely and effectively use contact work? |
| 6 | Refine and improving performance | To refine and improve performance through use of expressive and mental skills. | Mental Skills - These include commitment, concentration, confidence, movement memory, systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback and capacity to improve. | 1. Reflect on targets made at the end of last lesson 2. Use the performance skill checklist and choose 1-3 skills to focus on today 3. Use improvement circuit to record and apply targets 4. Final rehearsal and performance | **Retrieval:**  What is the difference betweenhighlights and a climax?  What was the intention of the professional work we watched and how did the relationships add to the theme of the work?  **Things NEED to Know:**  In what ways could you get feedback on your performance and choreography in order to improve? |
| 7 | Assessment or performance environments | To evaluate the use of different performance environments and rehearse our group dance in a specific environment | Performance Environments - Different settings for dance such as in-the-round, proscenium and site-sensitive. | 1. Student led warm up – using warm up cards on entry 2. Recap group choreography 3. Watch and analyse 3 professional works that use different performance environments – ‘Within Her Eyes’ ‘A Linha Curva’ 4. Select and rehearse performance site sensitive and in the round. 5. Perform and evaluate how the environment was used. | **Retrieval:**  In what ways could you get feedback on your performance and choreography in order to improve?  **Things NEED to Know:**  What are performance environments and how can you use them to help communicate a dance intention?  What are the strengths and limitations of 3 performance environments? |
| 8 | Assessment | Assessment | **Students to be assessed against Assessment Matrix for final grade.** | 1. Go through performance expectations and rules of both performing and observing 2. Recap targets made last lesson on how to improve performance 3. Rehearse applying targets for improvement 4. Perform for assessment | **Retrieval:**  What are physical skills in dance?  Name 3 physical skills and how they can be improved in a warm up or dance lesson.  **Things NEED to Know:**  What are the rules and expectations being an audience for a performance and performing to an audience?  What is your target for improvement? |