

SoW: Technique & Performance K/S:4 GCSE Year 10 Number of Lessons: 6



AQA GCSE Dance – Learning Outcomes (links to the Subject Specification)

Performance:

- The physical, technical and mental skills necessary for effective performance
- The expressive skills necessary for effective performance
- Understanding how to achieve high quality performance

Safe Practice:

- Develop knowledge and understanding of health, fitness and safe working practices relevant to performing and choreographing dances

Critical appreciation:

- Developing critical, perceptual, evaluative and reflective skills in response to their own work and the work of others

Intended Learning Objectives for the unit:

- Participate in regular technique lessons and be able to perform a series of exercises and a technical set study
- Develop technical and expressive skills in their performance of the given Set Study
- Learn elements of Studio Practice theory relevant to performing
- Be able to audit and evaluate their own work and the work of others and know how to improve aspects of performance

Assessment focus:	Assessment opportunities:
Physical competence and effectiveness as performers in relation to technical and expressive skills Knowledge of safe working practice as a performer Ability to appreciate and analyse their own work and the work of others	Q&A Teacher observation and feedback Self and peer evaluation Formative assessment: Performance of work in class: Lesson 6

Cross Curricular links including literacy	ECM:
<p><u>ICT:</u> Video analysis of professional works, use of the Internet for research. Use of video to record and playback pupils work.</p> <p><u>Literacy:</u></p>	<p>Being healthy: through the promotion of their own physical development and general care of self.</p> <p>Staying safe: through the emphasis placed on staying safe whilst</p>

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Written tasks: analysing own and others work completion of skills audits. Use of dance specific terminology and vocabulary

Numeracy:

Counting music; use of numerical variation when working with groups of dancers.

Development of personal skills:

Development of life-skills and attributes including decision making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others.

working in the studio with others.

Enjoy and achieve: through taking responsibility for their own learning and acknowledging their own progress.

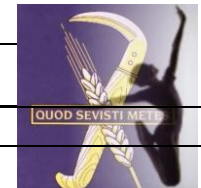
Make a positive contribution: through working together with others.

Outline of lesson content (including homework)

Literacy codes in purple

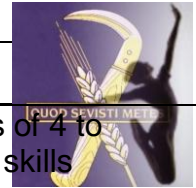
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|---|---|
| 1 | <p>Key Concept: Introduction to course/ being able to identify what makes a good performance</p> <p>Key words: Performance, composition, appreciation, technical skills, expressive skills</p> <p>Resources: Folders, dividers, course overview, starter worksheets, video clips, ipad, music</p> <p>Starter: Match up skills with descriptions sheet. Discuss answers.</p> <p>Discuss overview of the course. Discuss this unit and relate to performance aspects of the course – Performance piece and Set dance. Hand out folders and dividers and label.</p> <p>Task 1: What makes a good performer? Watch a clip of professional dancers. Ask pupils who stands out and why? Discuss and brainstorm technical and expressive skills in performance.</p> <p>Task 2: Participate in a short technique class. Start learning a technical study</p> <p>Task3: Film performance so far and watch footage back. Pupils complete a skills audit on technical and expressive skills to identify strengths and areas for development. Home learning: Rehearse the technical study learnt so far</p> |
| 2 | <p>Key Concept: Safe practice as a performer</p> <p>Key words: Nutrition, hydration, preparation, injury prevention, supporting & lifting, clothing, space</p> <p>Resources: Dancer and space diagrams for starter activity. Safe practice workbook. Music,</p> <p>Starter: Look at the diagrams showing dancers and a rehearsal space. Identify any potentially harmful or dangerous factors, discuss as a class. .</p> <p>Task 1: Discussion on aspects of safe practice (what is it and why is it important?). Complete worksheets on safe practice and discuss answers as a class.</p> <p>Task 2: Participate in a short technique class. Re-cap technical study learnt so far and continue to learn additional material.</p> <p>Task 3: Pupils perform and appreciate study in groups of 4. When observing pupils should identify areas within the dance that are important in relation to safe practice</p> |

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	<p>Home learning: Create a poster to illustrate all aspects of safe practice dancers need to think about</p>
3	<p>Key Concept: Rehearsal techniques: How to improve your performance Key words: Rehearsal, feedback, targets, evaluate, video analysis, schedule, Resources: Skills starter worksheet, rehearsal grids, music, pad Starter: Look at the list of skills and identify how you could improve each one – complete table Task 1: List all the rehearsal techniques you can think of. As a class discuss different methods of rehearsal. Take notes on rehearsal techniques. . (KW/S&L) Task 2: Participate in a short technique class. Re-cap set study learnt so far and complete learning of the piece. Film performance of the piece in groups of 4. Task 3: Rehearsal grids: Pupils should pick out aspects of the study that need rehearsing and work on improving these aspects. Pupils should note on their rehearsal grid what they worked on and what techniques they used. Perform study in groups of 4 and film. Watch back and identify whether or not you have improved. Home learning: Rehearse the study with a focus on the technical skills you identified. Check booking sheets to ensure this has been completed.</p>
4	<p>Key Concept: Technical skills in performance Key words: Technical ability, accuracy, posture, strength, flexibility, stamina, strength, balance, coordination, agility, control Resources: Technical skills grid, music, ipad Starter: Write a list of technical skills and identify where they are most needed in the study (table worksheet). Task 1: Participate in a short technique class. Rehearse finished study and film performance in groups of 4. Task 2: Watch your performance back and identify 3 technical skills you need to work on the most. Share answers as a class and ask for examples from the study. Task 3: allow time for pupils to rehearse the technical skills they have identified. Continue to run the study in groups of 4 to allow pupils time and space to work on the areas they have identified. Film final performance and watch back to see if they have made improvements to skills identified. Home learning: Rehearse the study with a focus on the technical skills you identified. Check booking sheets to ensure this has been completed.</p>
5	<p>Key Concept: Expressive skills in performance Key words: Dynamics, projection, confidence, musicality, timing, focus, energy Resources: Expressive skills grid, music, ipad Starter: In pairs list the expressive skills which are most important when performing the study and identify where they are most needed. Task 1: participate in a short technique class and run finished study in groups of 4 and film material. Task 2: Students should watch themselves and identify 3 expressive skills they need to work on most. Share answers as a class and ask for examples from the study.</p>

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	<p>Task 3: allow time for pupils to rehearse the expressive skills they have identified. Continue to run the study in groups of 4 to allow time and space for rehearsal. Film final performance and watch back to see if they have made improvements to skills identified.</p>
6	<p>Key Concept: Criteria for assessment: Performance (final assessment) Key words: Technical ability, communication of intention, accuracy, sensitivity to others, safe practice, overall performance Resources: Marking grids for performance in duo/ group, music, ipad Starter: Introduce criteria for assessment for GCSE Performance piece and Set Dance. Explain how pupils are marked on these components in their final practical assessment in year 11. Task 1: Technique class. Rehearse and refine performance of finished study. Task 2: In pairs or small groups identify areas for improvement and use rehearsal techniques discussed in previous lessons to polish and refine performance of the dance Task 3: Perform the finished dance for assessment. Watch footage back. Pupils mark either themselves or a partner against the GCSE criteria discussed in starter activity. Home learning: Write up a personal performance plan showing your strengths and weaknesses in performance</p>