

SoW: Unit 2: Choreography Basics: K/S:4 GCSE Year 10 Number of Lessons: 3



AQA GCSE Dance – Learning Outcomes (links to the Subject Specification Dance 4230)

Choreography:

- Exploring and synthesising ideas, thoughts and meaning through movement
- The use and selection of actions, space, dynamics and relationships to convey artistic intention
- The use of choreographic principles to shape the dance

Intended Learning Objectives for the unit:

- To learn the different types of stimulus and starting points for dance
- To learn how to use and select actions, space, dynamics and relationships in response to different stimuli
- To learn the 16 ways to develop a motif and explore these in relation to different stimuli
- To learn how to use choreographic principles to structure and shape a dance
- To learn to evaluate and reflect upon their own choreographic work and the work of others

Assessment focus:

- Imaginative interpretation and development of selected stimulus/starting point
- Appropriate selection of action, dynamic, spatial and relationship content and its application in relation to stimulus/starting point
- Understanding of choreographic principles and dance structures
- Ability to evaluate and reflect upon own work to bring about improvement

Assessment opportunities:

- Lessons: always include reflection task linked to achievement relation to GCSE criteria statements in plenary
- Formative assessment:
- In class – discussions, written and practical work
 - Out of lessons – homework tasks

Cross Curricular links including literacy

- ICT:
- Use of video to record and playback pupils' work
 - Use of internet for research
 - Analysis of professional work clips

ECM:

- Being healthy: through the promotion of their own physical development and general care of self.
- Staying safe: through the emphasis placed on staying safe whilst working in the studio with others.



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Literacy:

Analysing own and others work – verbal and written tasks

Presentation of research

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.

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

Make a positive contribution: through working together with others.

Knowledge of further education in dance and industry related jobs

Outline of lesson content (including homework)

- 1 **Key Concept:** what is a motif? Creating motifs and basic motif development
Key words: choreographic process, motif, development, creative, imaginative, response, prop, choreographic devices
LOs:

1. *To learn the 16 ways to develop a motif*
2. *To create different variations of a motif*
3. *To produce a creative response to a stimulus*

Outcomes: refer to grading grids (choreography)

Resources: choreography tool kits, professional work clip, CDs, a movement motif, a range of props (benches, newspapers, umbrellas, material, suitcase, overcoats etc), ipad, choreography grade grids, projector and lap top.

Do Now/ Starter: view a clip from a professional work. Identify the main motif/main actions within the clip. How are these developed and how are they used to communicate a theme/idea?

Task 1: Define a motif. Learn a motif which includes a range of actions, dynamics and spatial variations. Accurately perform motif from memory.

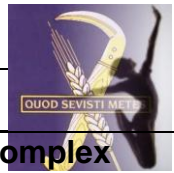
Task 2: Introduce 16 ways to develop a motif (easy to hard). Development of taught motif using simple motif development ('Groundhog Day'). Create three different versions of original motif using different developments each time.

Task 3: Introduce a prop into each group. Adapt original motif and 3 developed versions to incorporate a prop. Perform and film. Watch footage and assess in relation to use of motif development and imaginative response to the prop.

Plenary: what is a stimulus?

Home learning: choose a stimulus/starting point for a dance. Mind map potential SADR and bring to next lesson – stimulus and mind map **KW**

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2 Key Concept: what are the different types of stimulus for dance? Imaginative responses to a given stimulus, complex motif development and group relationships

Key words: stimulus, starting point, auditory, sensory, tactile, visual, ideational, kinaesthetic, complex, variety, canon, unison, contrast, complementary, Q+A, lead and follow

LOs:

1. *To know the types of stimulus used for dance*
2. *To imaginatively respond to a stimulus*
3. *To use complex choreographic devices and different group relationships in your response*

Outcomes: refer to grading grids (choreography)

Resources: choreography tool kits, CDs, paper and pens, ipad, choreography grade grids, projector and lap top.

Do Now/ Starter: share homework tasks in pairs/groups. Discuss choice and type of stimulus and mind map of ideas. **KW/S&L**

Task 1: Define the different types of stimulus used for dance and share examples. How to respond to a stimulus – share a starting point and discuss. In pairs students will break down the idea in terms of how they would respond to the task, SADR content and use of dancers. **KW/S&L**

Task 2: Introduce the concept of improvisation. In groups students will improvise movement ideas in relation to their chosen stimulus. Analysis of movement material (peer/reciprocal task). Groups select and refine movement ideas to create 1-3 clear motifs (SADR).

Task 3: Recap 16 ways to develop a motif. What does the word ‘complex’ mean? Workshop complex ways to develop a motif. Groups will adapt original motifs using complex choreographic devices. Perform and film. **KW/S&L**

Plenary: Watch footage and assess in relation to Interpretation of the stimulus, use of complex motif development and communication of mood/idea.

Home learning: create a stimulus ‘bank’. Add any ideas from today’s lesson plus 10 other potential stimulus/starting points for choreography.

3 Key Concept: What is form and structure in dance? Understanding the elements which make up ‘form’ in dance and how dances can be structured. Understanding how to respond to music to aid structure and form.

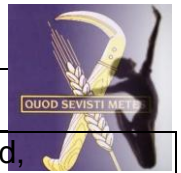
Key words: form, structure, shape, binary, ternary, rondo, narrative, theme and variation, episodic, direct correlation, music visualisation and relationship

LOs:

1. *To understand the role of form and structure in shaping a dance*
2. *To structure movement motifs and developments in relation to the music*

Outcomes: refer to grading grids (choreography)

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Resources: choreography tool kits, how accompaniment can contribute to dances hand out, CDs, paper and pens, ipad, choreography grade grids, projector and lap top.

Do Now/ Starter: listen to a piece of music. Work out the structure. How would you choose to respond to the music using SADR?

Task 1: Define the difference between form and structure in dance. Discuss the different types of structures used for dance and share examples. Learn set material (teacher led) which offers a clear response to the structure and mood of the music. **KW/S&L**

Task 2: Introduce the dance structure (visual). Explain how they will be expected to respond as an ensemble. Teacher will identify groups to work on different sections. Choreographic tasks will be set in relation to section of music, length of section, mood of section and developments. Teacher will be responsible for choreographic direction whilst students problem solve to develop movement variations.

Task 3: Whole group piece established under teacher direction. Refine and rehearse with a focus upon entrances/exits, transitions, musicality, conveying mood and group formations. Perform and film.

Plenary: Watch footage and analyse in relation to use of form and structure plus music and dance relationships. Refer to grading grids and discuss.

Home learning: select a piece of music (instrumental) of 2-3 minutes in length. Listen carefully to the music and create a visual map of the structure to include: sections, tempo, climax, changes in rhythm, accents etc.