

SoW: Workshop and Rehearsal K/S:4 GCSE Year 10 Number of Lessons: 6



This SOW is planned with a view to prepare a group performance piece for the Target Dance Festival or for school. This is an opportunity for the group to perform at a live event and develop skills in Dance Performance. The initial workshop is intended to be with an external artist from UOB or Richard Alston dance company but may also be delivered by a teacher within school.

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:

- Knowledge and understanding of health, fitness and safe working practices relevant to performance and choreographing dances

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 a dance

Intended Learning Objectives for the unit:

Participate in a practical dance workshop and learn a selection of taught material
Contribute to the creation and development in response to a dance idea
Work effectively with others in rehearsing and refining a group performance piece
Perform a finished piece to a live audience

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Assessment focus:	Assessment opportunities:
Technical ability in performance Accuracy of action, dynamic and spatial content within the context of the group Communication of choreographic intent Sensitivity to other dancers in a range of relationships Safe practice as a performer within a group context Overall sense of performance within a group context	Formative assessment during workshop and rehearsals Verbal feedback, self and peer assessments Summative assessment of performance at live event

Cross Curricular links including literacy	ECM:
<p><u>ICT:</u> Use of video to record and play back pupils work</p> <p><u>Literacy:</u> Written evaluation tasks. Use of dance specific terminology and vocabulary</p> <p><u>Numeracy:</u> Counting music; use of numerical variation when working with groups of dancers.</p> <p><u>Development of personal skills:</u> Development of life-skills and attributes including decision making, critical and creative thinking, aesthetic sensitivity and the ability to cooperate with others.</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 working in the studio with others.</p> <p>Enjoy and achieve: through taking responsibility for their own learning and acknowledging their own progress.</p> <p>Make a positive contribution: through working together with others.</p>

Outline of lesson content (including homework)	
1	<p>Key Concept: introduction to professional work and artist, communication of themes and ideas, learning of set material</p> <p>Key words: Team work, focus, accuracy, movement memory</p> <p>Resources: Artist/ company leading workshop, music, ipad</p> <p>Starter: Introduction with artist/ company. Discuss work to be created, key themes, choreographic intent, style etc.</p> <p>Task 1: Participate in a practical workshop, learn set material to be used within the performance piece.</p> <p>Task 2: Participate in creative tasks to help develop and create additional material around a given theme or idea.</p> <p>Task 3: Work under the direction of a choreographer in linking material and structuring a finished piece. Film material.</p>



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	<p>Home learning: Rehearse material learnt in workshop to develop accuracy and movement memory</p>
2	<p>Key Concept: exploring the dance idea and themes within the professional work Key words: Dependent on chosen work plus performance skills i.e. projection, coordination, flexibility, agility etc. Resources: DVD of chosen work, possible links spider diagram, music, ipad Starter: Discuss performance assessment criteria (Unit 3) and examine each criteria. Outline how the criteria will be achieved with reference to examples. Task 1: Recap all set material from previous lesson with a focus upon accuracy and timing. Allow students to recall own choreography sections created in previous lesson. Task 2: Participate in a practical workshop to learn further set material to be used within the performance piece. Review opportunity in relation to application of dance technique (self/peer/teacher). Task 3: Participate in creative tasks to help develop and create additional material around a given theme or idea. Refer to '16 ways to develop a motif'. Differentiated group tasks with reference to levels of difficulty. Task must be linked to an aspect of the professional work i.e. development of existing motif; creation of an original motif to communicate the theme; creation of motif 'in the style of'. Task 4: Work under the direction of a choreographer in linking material and structuring a finished piece. Film material. Task 5: Appreciation task related to composition work. Discuss chosen starting point/focus and analyse how the group have responded through the creation or development of new material. Home learning: Rehearsal of performance piece to date including taught material and work created in groups – interim assessment next lesson.</p>
3	<p>Key Concept: Interim assessment/personal target setting and review Key words: Technical skills, expressive skills, communication of idea, overall sense of performance Resources: Music, ipad Performance in Duo/ Group assessment grids Starter: Discuss criteria for assessment for Performance in duo/ Group. Relate to the performance piece and highlight areas for focus this lessons. Task 1: Recap all set material from previous lesson with a focus upon accuracy and timing. Allow students to recall own choreography sections created in previous lesson. Task 2: Rehearsal and refinement under the direction of the teacher to further link material, add transitions and structuring a finished piece. Task 3: Film performance and watch back. Pupils should assess themselves against the assessment criteria using the grids. KW/S&L Task 4: Class discussion related to use of performance skills to date. Personal target setting and review. Home learning: Rehearsal of performance piece to date. Write a personal action plan.</p>
4	<p>Key Concept: Rehearsal and refinement of material Key words: empathy, mood, meaning, interpretation, communication</p>



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	<p>Resources: Footage, music, ipad Starter: Discussion on choreographic intentions of the piece and how this can be communicated in performance. List skills to focus on this lesson. Task 1: Re-cap all material learnt to date. Break down sections and spend time refining performance in terms of accuracy, technique and movement memory with reference to teacher feedback and personal target setting. Task 2: discuss expressive skills required to convey choreographic intention. Work on refining performance in relation to use of expressive skills. Task 3: Perform in small groups, or film performance and watch back. Feedback to each other on areas that need further rehearsal and allow time to implement through further rehearsal. Home learning: Rehearsal of performance piece to date. Past exam style questions related to studio practice.</p>
5	<p>Key Concept: Rehearsal and final refinement of material Key words: Technical skills, expressive skills, communication of idea, overall sense of performance Resources: Footage, music, ipad Starter: discuss home learning task and mark questions. Task 1: Re-cap all material learnt to date. Break down sections and spend time refining performance in terms of accuracy, technique and movement memory with reference to teacher feedback and personal target setting. Task 2: Rehearsal techniques and refinement of overall performance as an ensemble. Chunk sections to ensure that each transition is refined and develop musicality as a group. Task 3: Perform whole performance piece and film. Watch back. Feedback to each other on areas that need further rehearsal and allow time to implement through further rehearsal. Home learning: Rehearsal of whole performance piece – final assessment next lesson.</p>
6	<p>Key Concept: Final preparation for performance/ assessment Key words: Focus, projection, musicality, sensitivity, communication, energy, commitment Resources: Music, ipad, Performance in Duo/ Group assessment grids Starter: Discuss criteria for assessment for Performance in duo/ Group. Relate to the performance piece and highlight areas for focus this lessons. Task 1: Rehearsal of finished piece. Task 2: Film performance and watch back. Pupils should assess themselves against the assessment criteria using the grids. Task 3: Final preparations and administration for live performance event.</p>
Final Perf.	<p>Pupils will perform the finished piece at a live event. The performance will be recorded and pupils will be assessed against the assessment criteria for Performance in duo or group.</p>