

SoW: Intro to Professional Works: K/S:4 GCSE Year 10 Number of Lessons: 8

The aim of this SoW is to gauge pupil interest in four different professional works before selecting which professional work will be used to inform units 1, 3 and 4a.

Nutcracker! – Matthew Bourne

Still Life at the Penguin Cafe-David Bintley

Rosas Danst Rosas – Anne Teresa de Keersmaeker

Swansong – Christopher Bruce

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

Critical appreciation:

- Develop critical, perceptual, evaluative and reflective skills in response to their own work and the work of others
- Develop knowledge and understanding of the work of different choreographers and professional dance works
- To appreciate the relationship between choreography, performance and production and how these enhance understanding of time, place, character, mood and meaning
- Knowledge and understanding of the physical, cultural, aesthetic and artistic contexts in which dance is created and performed

Choreography:

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

Intended Learning Objectives for the unit:

To be able to perform extracts of set material from each of the professional works thereby increasing movement vocabulary
To increase knowledge and understanding of the use of action, space, dynamics and relationships in relation to dance ideas
To be able to identify defining characteristics of different choreographers
To develop knowledge and understanding of how constituent features contribute to the communication of a dance idea
To be able to apply various choreographic principles to create and develop material

SoW: Intro to Professional Works: K/S:4 GCSE Year 10 Number of Lessons: 8

Assessment focus:	Assessment opportunities:
<p>Accurate description, evaluation and analysis of the constituent features of the professional work</p> <p>Accurate description, evaluation and analysis of action, space, and relationship content of the professional work</p> <p>Accurate performance of set material</p> <p>Ability to apply various choreographic principles and devices</p>	<p>Q&A</p> <p>Teacher observation and feedback</p> <p>Self and peer evaluation</p> <p>Formative assessment: Performance of work in class: Lessons 2, 4 & 6</p>

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 play back pupils work.</p> <p><u>Literacy:</u> Written tasks: analysing dance works. Use of dance specific terminology and vocabulary. Speaking & listening in group discussions.</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 Nutcracker! and the work of Matthew Bourne</p> <p>Key words: musical theatre, traditional, modernisation</p> <p>Resources: Nutcracker! DVD, music, ipad, analysis sheets</p>

SoW: Intro to Professional Works: K/S:4 GCSE Year 10 Number of Lessons: 8

	<p>Starter: Explanation of professional work analysis (unit 1) performance (unit 3) and solo composition (unit 4a). Explain aims and purpose of unit. Introduction to choreographer, contextual history, background information. Discuss key themes explored in Nutcracker! and starting points for the work.</p> <p>Task 1: Watch a clip of the work and discuss typical features of the choreographer's style. Analyse use of action, space, dynamics and relationships in relation to key themes and ideas explored in the piece.</p> <p>Task 2: Practical workshop in the style of the choreographer (e.g. ballet, contemporary, musical theatre). : Learn a series of set motifs from the work</p> <p>Task 3 Watch motifs as they are performed in the work. Allow time for pupils to rehearse and refine material in relation to accuracy. Perform and film in small groups.</p> <p>Home learning: Create a spider diagram or poster including as much information as you can on Matthew Bourne and Nutcracker!</p>
2	<p>Key concept: Choreographic tasks relating to Nutcracker!</p> <p>Key words: Choreographic devices, dynamics, character, addition</p> <p>Resources: music, ipad</p> <p>Starter: Quiz – to re-cap information on choreographer and their stylistic influences.</p> <p>Task 1: Short workshop in the style of the choreographer. Re-cap set motifs/ rep learnt last lesson.</p> <p>Task 2: Discuss choreographic devices used in Nutcracker! View sections of the work to show examples.</p> <p>Task 3: Pupils should develop set motifs using given devices (dynamics, speed, quality). Pupils should develop a short solo phrase using both the original material and their own developments. Perform & appreciate in small groups.</p> <p>Home learning: Exam style questions related to either 'Nutcracker!' of choreographic process.</p>
3	<p>Key concept: Introduction to Rosas Danst Rosas and Anne Teresa de Keersmaeker</p> <p>Key words: Institution, repetition, rhythm, gestures</p> <p>Resources: Rosas Danst Rosas DVD, music,ipad</p> <p>Starter: Share information on the choreographer and key stylistic features of her work.</p> <p>Task 1:.Discuss key themes, ideas and starting points for Rosas. Watch a short clip and analyse the constituent features. Discuss how these contribute to the communication of the dance idea.</p> <p>Task 2: Short workshop in the style of the choreographer. Introduce key movements from the piece. Learn a short section of repertoire/ key motifs from the work.</p> <p>Task 3: watch the motifs/ rep as they are performed in the work. Allow time for pupils to rehearse in relation to memory and accuracy,</p> <p>Home learning: complete a fact file on Rosas Danst Rosas</p>
4	<p>Key concept: Choreographic tasks relating to Rosas Danst Rosas</p> <p>Key words: Repetition, Levels, Unison, Canon, Accumulation</p> <p>Resources: Music, ipad</p>

SoW: Intro to Professional Works: K/S:4 GCSE Year 10 Number of Lessons: 8

	<p>Starter: Watch a section of Rosas and identify key choreographic devices used by de Keersmaeker.</p> <p>Task 1: Short practical workshop in the style of the choreographer. Re-cap motifs/ rep learnt last lesson.</p> <p>Task 2: discuss key devices used in Rosas which were identified in starter activity. Pupils should develop the given material in groups using given choreographic devices (repetition, levels, unison, canon and accumulation) to create a short section of material.</p> <p>Task 3: As a class share material. Under teacher direction link sections of material to create a class dance. Film material.</p> <p>Home learning: Exam style questions related to either 'Rosas Danst Rosas!' or choreographic process.</p>
5	<p>Key concept: introduction to Swansong and the work and style of Christopher Bruce</p> <p>Key words: Human rights, prisoner of conscience, Amnesty International, Rambert</p> <p>Resources: Swansong DVD, music, ipad</p> <p>Starter: Share information on the work of Christopher Bruce – watch short extracts from some of his works.</p> <p>Task 1: Discuss key themes, ideas and starting points for Swansong. Analyse a short section of the work and relate to key themes/ ideas. KW/S&L/RS</p> <p>Task 2: Short workshop in the style of the choreographer. Learn a short section of repertoire/ key motifs from the work.</p> <p>Task 3: Watch the rep/ motifs as they appear in the work and allow time for pupils to rehearse in relation to movement memory and accuracy.</p> <p>Home learning: complete a fact file on Swansong</p>
6	<p>Key concept: Choreographic tasks relating to Swansong</p> <p>Key words: Formation, fragmentation, contact</p> <p>Resources: music,ipad</p> <p>Starter: Watch a section form Swansong and identify key choreographic devices used in the work.</p> <p>Task 1: Practical workshop in style of choreographer. Re-cap rep/ motifs learnt last lesson.</p> <p>Task 2: Pupils should develop material using given devices (formations, contact, and fragmentation) to create additional material.</p> <p>Task 3: Discuss key devices relating to structure: intro/ beginning, variation, ending, climax etc). Pupils should use original and developed material to create a short group piece. Perform & appreciate.</p> <p>Task 4: Discuss three works studied over this unit and question pupils on preferences for unit 1 and unit 4a. Home learning: Complete further 'exam-style' questions on the three professional works studied.</p>
7	<p>Key concept: introduction to Still Life at the Penguin Cafe and David Bintley</p> <p>Key words: Endangered species, The Penguin cafe Orchestra .</p> <p>Resources: Still Life at the Penguin Cafe DVD, music, ipad</p> <p>Starter: Using the album cover of the Penguin Cafe Orchestra identify the main theme of the professional work.</p> <p>Task 1: Discuss key themes, ideas and starting points for Still Life at the Penguin Cafe. Analyse the Zebra Section and relate to key themes/ ideas.</p> <p>Task 2: Short workshop in the style of the choreographer. Learn a short section of repertoire/ key motifs from the work.</p>

SoW: Intro to Professional Works: K/S:4 GCSE Year 10 Number of Lessons: 8

Task 3: Watch the rep/ motifs as they appear in the work and allow time for pupils to rehearse in relation to movement memory and accuracy.

Home learning: complete a fact file on Still Life at the Penguin Cafe.

8 **Key concept:** Choreographic tasks relating to Still Life at the Penguin Cafe.

Key words: Episodic, social and cultural dance styles, accompaniment, characterisation.

Resources: music,

Starter: Watch a section from Still Life at the Penguin Cafe and identify key choreographic devices used in the work.

Task 1: Practical workshop in style of choreographer. Re-cap rep/ motifs learnt last lesson.

Task 2: Pupils should develop material using given devices (pathways, repetition) to create additional material.

Task 3: Discuss key devices relating to structure: intro, episodic, climax etc). Pupils should use original and developed material to create a short group piece using characterisation. Perform & appreciate.

Task 4: Discuss four works studied over this unit and question pupils on preferences for unit 1 unit 3 and unit 4a

Home learning: Complete further 'exam-style' questions on the three professional works studied.