



SoW: Professional Work 1 (theory and practical): K/S: 4 GCSE Year 10 No of Lessons: 6

WORK COVERED IN THIS UNIT WILL BE REVISITED AND REVISED THROUGHOUT THE COURSE IN PREPARATION FOR THE WRITTEN EXAM. **THIS SCHEME OF WORK IS DELIVERED TWICE RELATING TO 2 DIFFERENT PROFESSIONAL WORKS, INFORMING THE WRITTEN PAPER (UNIT 1), PERFORMANCE IN DUO/ GROUP (UNIT 3), AND SOLO COMPOSITION TASK (UNIT 4a)**

AQA GCSE Dance – Learning Outcomes (links to the Subject Specification)	
<p>Critical appreciation:</p> <ul style="list-style-type: none"> • 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 <p>Choreography:</p> <ul style="list-style-type: none"> • 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:	
<p>Develop performance skills and movement vocabulary through practical study of professional work Learn to recreate elements of the professional work practically through performance and choreographic tasks To analyse the S,A,D,R in a professional work and how they relate to the dance idea To identify and describe the components of a the work and how they relate to the dance idea To learn to answer exam style questions on the professional work</p>	
Assessment focus:	Assessment opportunities:
<p>Accurate description, evaluation and analysis of the constituent features of the professional work Accurate description, evaluation and analysis of action, space, and relationship content of the professional work Ability to use appropriate dance terminology Ability to reflect upon own performance and choreographic work</p>	<p>Q&A Teacher observation and feedback Self and peer evaluation Formative assessment: Performance of work in class: Lesson 6</p>
Cross Curricular links including literacy	ECM:
<p>ICT: Video analysis of professional works, use of the Internet for research. Use of video to record and playback pupils work.</p>	<p>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</p>



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Literacy:

Written tasks: analysing dance works and 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.

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: KW/S&L/RS/CSS

1	<p>Key Concept: Introduction to Matthew Bourne's 'Nutcracker!', the dance style, themes/starting point/stimulus and learning key motifs</p> <p>Key words: re-working, traditional, narrative, comic, contemporary, balletic, exaggerated gestures, realistic gestures, adolescence, escapism and fantasy</p> <p>Resources: DVD of chosen work, music, flip cam, fact file sheets, whiteboard/pens, glossary, paper or student handouts</p> <p>Starter: Explanation of professional work analysis (unit 1) and solo composition (unit 4a). Explain aims and purpose of unit. Introduction to choreographer, contextual history, background information and style. KW/S&L/RS</p> <p>Task 1: Discuss key themes explored in Nutcracker! and starting points for the work. Watch 'Preparations for a visit'/ 'Presents and Party Pieces' and discuss typical features of the choreographer's style. Analyse the key action, space, dynamics and relationships in the clip. Discussion in relation to key themes and ideas and how they are communicated using SADR in the piece. KW/S&L/CSS</p> <p>Task 2: Practical workshop in the style of the choreographer (e.g. ballet, contemporary, musical theatre). Pupils will learn 1-2 short motifs from the work (any section - preparation for Unit 4a).</p> <p>Task 3 Pupils will 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! KW/RS</p>
2	<p>Key Concept: Constituent features/ aspects of production in Bourne's 'Nutcracker!' and learning key motifs for performance</p> <p>Key words: Physical setting (set design, lighting, props) costumes and aural setting (accompaniment), dance for camera</p> <p>Resources: DVD of chosen work, music, flip cam, fact file sheets, whiteboard/pens, glossary, paper or student handouts</p> <p>Starter: Aspects of production – identify the constituent features of a dance work and examples of how each can contribute to the artistic intention KW/S&L/RS/CSS</p> <p>Task 1: Watch the 'Frozen Lake' section of the work and analyse the different constituent features (split class into small groups and ask them to observe one particular feature). Share information on each feature and complete analysis table. KW/S&L/RS/CSS</p>



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	<p>Task 2: Re-cap motifs learned from previous lesson and refine in relation to style and SADR. Learn 1-2 different motifs from the work (any section – preparation for Unit 4a).</p> <p>Task 3 Pupils will 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: Complete a 'fact file' on collaborators (lighting designer, set designer, costume designer, production, composer of accompaniment etc.) KW/RS</p>
3	<p>Key Concept: Artistic intention influences and use of choreographic devices related to 'Nutcracker!'</p> <p>Key words: character, synopsis/plot, interpretation, influences (Busby Berkeley), visualisation, motif development</p> <p>Resources: DVD of chosen work, music, flip am, fact file sheets, whiteboard/pens, glossary, paper or student handouts</p> <p>Starter: Share home learning information on collaborators and ensure all pupils have the correct information (mark/SPAG work) KW/S&L</p> <p>Task 1: Watch 'The Wedding Party' section of the work and analyse the constituent features. Analyse the SADR content and use of motif development/choreographic devices. View an example of Busby Berkley's choreography and compare to 'The Wedding Party'. Discuss the contrast between this scene and the orphanage in section 1. KW/S&L</p> <p>Task 2: Re-cap all motifs learned from previous lessons and rehearse/refine in relation to style and SADR. Learn 1-2 more different motifs from the work (any section – preparation for Unit 4a).</p> <p>Task 3: In pairs pupils will apply motif development to 1 motif of their choice. They must apply between 3-5 variations to alter the original motif (refer to Unit 4a criteria – complexity) KW/S&L</p> <p>Home learning: Write up the choreographic task you completed today (use a Unit 4a style proforma) KW/CSS</p>
4	<p>Key Concept: Structure, cultural references and motif development in relation to 'Nutcracker!'</p> <p>Key words: dance structures (binary, rondo, narrative etc.), cultural influences, motif development</p> <p>Resources: DVD of chosen work, music, flip cam, fact file sheets, whiteboard/pens, glossary, paper or student handouts</p> <p>Starter: Quick quiz about 'Nutcracker!' To include questions on choreographer, themes, starting points/ stimulus, A, S, D, R, constituent features, key motifs. KW/RS</p> <p>Task 1: Pupils learn about different dance structures and consider the structure of 'Nutcracker!' (Section titles, ACTS, narrative, music and dance relationship). KW/S&L/RS</p> <p>Task 2: Watch the section titled 'By Invitation Only'. Analyse the section in relation to cultural influences (music, dance and costume) and creation of characters (fantasy/dream). KW/S&L/RS/CSS</p> <p>Task 3: Re-cap and rehearse all motifs learned from previous lessons (any section – preparation for Unit 4a).</p> <p>Task 3: In pairs from last lesson pupils will recall their development of motif 1 (3-5 variations). Pupils will record this variation (on paper or on video).</p> <p>Task 4: In DIFFERENT pairs pupils will alter a DIFFERENT original motif using a range of motif development ideas (refer to Unit 4a criteria – complexity). Pupils will record their variation on paper/video</p> <p>Home learning: Write up the choreographic task you completed today (use a Unit 4a style proforma) KW/CSS</p>



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- 5 **Key Concept:** Structuring a short piece and motif development in relation to 'Nutcracker!'
- Key words:** dance structures (binary, rondo, narrative etc.) and motif development
- Resources:** DVD of chosen work, music, flip cam, fact file sheets, whiteboard/pens, glossary, paper or student handouts
- Starter:** Creating a well-structured short choreography (1 – 1 ½ min). Introduce pupils to an example structure (see AQA course booklet) and explain the timed task. **KW/S&L**
- Task 1:** Pupils will work under timed conditions to create a short performance piece using motifs learned from 'Nutcracker!' (Up to 3) and the development created in previous lessons (two). They will be expected to
- Use the original motifs as a starting point (not necessarily in the final piece)
 - Create interesting variations using motif development ideas
 - Create a clear structure including beginning, middle, end and climax
 - Higher level answer: pupils will develop a clear theme/artistic intention when creating the piece **S&L**
- Task 2:** Pupils will share their choreography through performance and be filmed. They will record their best developments on paper for future reference and WWW/EBI against the Unit 4a criteria. **KW/S&L**
- Home learning: HALF TERM KW/RS/CSS**
- Finish writing up the choreographic task you completed today (use a Unit 4a style proforma)
 - Complete exam style questions based on 'Nutcracker!'