



**SoW: Further analysis of professional work 1 K/S:4 GCSE Year 10 Number of Lessons: 3**

**THIS MINI 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)

**Critical appreciation:**

- Develop critical, perceptual, evaluative and reflective skills in response to 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

**Intended Learning Objectives for the unit:**

- To be able to recall simple facts about professional works
- To be able to describe aspects of production and explain how they help us understand the work
- To be able to describe aspects of production and explain how they relate to the movement/choreography
- To be able to evaluate the effectiveness of an aspect of production of a work

**Assessment focus:**

- 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

**Assessment opportunities:**

- Q&A
- Self and peer evaluation
- Formative assessment (class work and home learning)
- Summative assessment (exam style questions)

**Cross Curricular links including literacy**

- ICT:  
Video analysis of professional works, use of the Internet for research. Use of video to record and playback pupils work.
- Literacy:  
Written tasks: analysing dance works and presentation of research. Use of dance specific terminology and vocabulary
- Numeracy:

**ECM:**

- Enjoy and achieve: through taking responsibility for their own learning and acknowledging their own progress.
- Make a positive contribution: through working together with others.



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Counting music; recognising numerical variation  
 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.

## Outline of lesson content (including homework)

1	<p><b>Key Concept:</b> to be able to recall fact file information; to be able to describe aspects of production (set design, lighting, accompaniment and costume) and explain how they aid understanding of the dance idea/concept</p> <p><b>Key words:</b> see list at end of SOW</p> <p><b>Resources:</b> folders, fact files (in folders), pens and paper, DVD, whiteboard</p> <p><b>Starter:</b> fact file quiz (exam style questions) - correct spellings</p> <p><b>Task 1:</b> Re-watch one section from the work which offers the best opportunity for students to describe and analyse the use of physical setting (set design, lighting and props) in relation to the dance idea. Through teacher led activities, group work and individual analysis students will generate detailed notes/drawings/diagrams to allow them to be able to fully describe an example of the use of physical setting and how it contributes to the overall dance idea.</p> <p><b>Task 2:</b> Re-watch one section from the work which offers the best opportunity for students to describe and analyse the use of costumes in relation to the dance idea. Through teacher led activities, group work and individual analysis students will generate detailed notes/drawings/diagrams to allow them to be able to fully describe an example of the use of costume and how it contributes to the overall dance idea.</p> <p><b>Task 3:</b> Re-watch one section from the work which offers the best opportunity for students to describe and analyse the use of accompaniment in relation to the dance idea. Through teacher led activities, group work and individual analysis students will generate detailed notes/drawings/diagrams to allow them to be able to fully describe an example of the use of accompaniment and how it contributes to the overall dance idea.</p> <p><b>Home learning:</b> create revision cards for 'Nutcracker!' fact file, aspects of production and description/contribution for one section</p>
2	<p><b>Key Concept:</b> to be able to identify and describe movement/choreography examples from the work; to be able to explain how movement/choreography helps the audience to understand the dance idea/concept</p> <p><b>Key words:</b> see list at end of SOW</p> <p><b>Resources:</b> folders, pens and paper, DVD, whiteboard</p> <p><b>Starter:</b> using appropriate dance terminology, identify and describe one motif from 'Nutcracker!' (SADR). Share responses.</p> <p><b>Task 1:</b> through a teacher led activity and group work the students will generate a detailed description of a key motif from one section of the work which could aid them with answering a question related to the SADR content within the work: <b>e.g. 'Choose a phrase or a motif from the dance work and identify the action, space and dynamic content.'</b>(6 marks)</p>



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	<p><b>Task 2:</b> through teacher led activity and group work the students will be able to analyse the choreographer's choice of movement content which could aid them with answering a question related to how this aids communication of the dance idea within the work: <i>e.g. 'The choreographer's choice of action, space and dynamics helps us to understand the theme/dance idea of this work. Give two movement examples from the dance work and explain why they are effective in communicating the dance idea.'</i> (6 marks)</p> <p><b>Task 3:</b> through teacher led activity and group work the students will be able to identify choreographer's use of choreographic devices and structures. Emphasis should be placed upon how the music and dance relate to each other as this is an important element to discuss in relation to structure. Unpick a short section to illustrate this in addition to identifying motif development examples plus other structure considerations such as climax, highlight, sequencing etc.</p> <p><b>Home learning:</b> revise fact file, section analysis and aspects of production for 'Nutcracker!' for mock written exam</p>
3	<p><b>Key Concept:</b> to consolidate knowledge and understanding of professional work 1 through completion of exam style questions</p> <p><b>Key words:</b> see list at end of SOW</p> <p><b>Resources:</b> mock exam papers, pens, extra paper, answers, different colour pens</p> <p><b>Starter:</b> explain question paper instructions</p> <p><b>Task 1:</b> Complete mock exam paper under exam conditions (50mins)</p> <p><b>Task 2:</b> Students swap papers and mark using the mark scheme. Students analyse own paper and highlight where their knowledge is RED/AMBER/GREEN</p> <p><b>Home learning:</b> analyse own achievement on mock exam paper and rewrite answers to questions where marks were missed/not awarded (different colour pen)</p>
4-9	<p><b>Repeat the lesson using different professional works and different exam style questions.</b></p>

<p><b>Key words:</b></p>	<p>Describe: provide detail          Explain: give more detail or reasons          Identify: state or list information and facts          Dance idea: what the dance is about          Feature: any aspect of the choreography, for example, the movement content (action, space, dynamics), number of dancers, relationships, form, structure, lighting, costume, set, accompaniment.</p> <p>spatial design          relationships          time of day/season/climate          place: geographical, social, historical, cultural          character          mood/atmosphere</p>
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	<p>relationship with other aspects of production meaning, theme, subject matter, narrative movement content dancers' bodies, body parts, gender structure, sections key moments such as climax, highlights Realism, symbolism.</p>
<p><b>Questions that assess interpretation and evaluation might be worded as follows:</b></p>	<p>How does X contribute to X? How does X inform/communicate the dance idea? How does X help us understand/appreciate the dance work/s? Explain how X is used effectively in the dance work/s? Students will need to explain how these <b>contribute</b> to the meaning or choreography, i.e. "the relationship between choreography, performance and production and how these enhance understanding of time, place, character, mood and meaning".</p>