



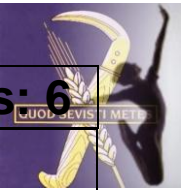
SoW: Choreographic devices and structures K/S:4 GCSE Year 10 Number of Lessons: 6

Preparation for controlled assessment Unit 4a Solo Composition (summer term)

AQA GCSE Dance – Links to the Subject Specification	
Choreography:	
<ul style="list-style-type: none"> • Exploring and synthesising ideas, thoughts and meaning through movement • The use and selection of actions, dynamics, space and relationships to convey artistic intention • The use of various choreographic principles to shape a dance 	
Critical appreciation:	
<ul style="list-style-type: none"> • Develop critical, perceptual, evaluative and reflective skills in response to their own work and the work of others 	
Intended Learning Objectives for the unit:	
<ul style="list-style-type: none"> • To refine a series of set motifs from a professional work • To develop original motifs using various methods of motif development • To use choreographic devices within duo/trio composition (e.g. motif, variation, development, phrasing, chance, addition, repetition, visual and rhythmic design, complementary or contrast, climax) • To structure and form the overall shape a composition • To apply analytical and evaluative skills in order to make improvements to the composition 	

Assessment focus:	Assessment opportunities:
Accurate reconstruction and description of the original motifs Interesting and imaginative development of the original motifs Effective use of choreographic devices The ability to shape and structure a 1- 1 ½ minute duo/trio composition Ability to reflect upon own choreographic work to bring about improvement	Formative assessment: Teacher, self and peer assessment In class – discussions, written and practical work Final assessment of composition against AQA criteria

Cross Curricular links including literacy	ECM:
<u>ICT:</u> Video analysis of professional works, use of video to record and playback pupils work <u>Literacy:</u> Written tasks: analysing and evaluating the process in order to	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



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bring about improvement. Use of dance specific terminology and vocabulary

Numeracy:

Counting music

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):

1	<p>Key Concept: selecting, refining and describing 3 motifs from a professional work; using motif development to create 3 variations of motif 1.</p> <p>Key words: see end of SOW</p> <p>Resources: DVD of chosen work, music, ipad, choreographic logbook, choreography toolkit booklets</p> <p>Starter: Share information around the aim of the unit – developing understanding of motif development, generating material for controlled assessment, understanding the process, and the GCSE criteria for assessment. KW/S&L/RS</p> <p>Task 1: Students will learn all set motifs from a professional work (up to 6 maximum). Revisit the key themes and ideas explored in the work and relate to the taught motifs. Performances need to demonstrate accurate reproduction of action, space and dynamic. Watch the motifs performed in the professional work if needed and allow time for students to rehearse the set motifs to ensure accuracy.</p> <p>Task 2: Students will divide into pairs or trios (teacher to group ability/peers). Revise the different ways to develop movement motifs (toolkits). Refer to grading criteria 1 (imaginative development) and examine motif development in relation to easy and complex methods.</p> <p>Task 3: Students will work in groups to select 3 motifs from the set motifs learned. Students will describe/draw motif 1 in their logbook. In their groups they will create 2-3 variations of motif 1 using a range of development ideas. Students will perform their variations to others and be filmed.</p> <p>Plenary: in groups complete self-review task against grading criteria 1.</p> <p>Home learning: Complete entry in choreographic log book – describe/draw the developments used to create variations of motif 1 and discuss WWW/EBI/MIT</p>
2	<p>Key Concept: Exploration of motif development – create 3 variations of motifs 2 and 3; dance structure</p> <p>Key words: see end of SOW</p> <p>Resources: DVD of chosen work, music, flipcam, choreographic logbook, choreography toolkit booklets</p> <p>Starter: in groups decide upon how they will improve their developments of motif 1 (refer to WWW/EBI/MIT) in logbook – home</p>



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	<p>learning. KW/S&L</p> <p>Task 1: Re-cap and refine developments of motif 1 from previous lesson. Use EBI/MIT to improve quality of work.</p> <p>Task 2: Students will describe/draw motif 2 in their logbook. Students will work in groups create 2-3 variations of motif 2 using a range of/different development ideas. Students will perform their variations to others and be filmed.</p> <p>Task 3: Students will describe/draw motif 3 in their logbook. Students will work in groups create 2-3 variations of motif 3 using a range of/different development ideas. Students will perform their variations to others and be filmed.</p> <p>Plenary: in groups complete self-review task against grading criteria 1 in relation to developments of motifs 2 and 3.</p> <p>Home learning: Complete entry in choreographic log book – describe/draw the developments used to create variations of motif 2 and 3 plus discuss WWW/EBI/MIT</p>
3	<p>Key Concept: selecting accompaniment, creating form and structure</p> <p>Key words: see end of SOW</p> <p>Resources: DVD of chosen work, music, ipad, choreographic logbook, choreography toolkit booklets</p> <p>Starter: Discuss form and structure (binary, ternary, rondo, fugue, theme and variation, narrative or episodic) Task 1: Students will re-cap original motifs and developments created = 3 motifs plus 2-3 developments for each (refer to diagram).</p> <p>Task 2: teacher led activity related to selecting accompaniment (length, structure, mood, contrast, variety, theme etc). Students will be played a range of different pieces of music (4-5) and asked to select one. Students complete accompaniment worksheet in logbooks based on their music choice. Students will generate a visual picture of their music structure. Using this as a guide students will create a rough outline of their dance on paper (in logbook).</p> <p>Task 3: Considering form and structure pupils should select movement material from all their developments and begin to structure their final composition.</p> <p>Plenary: watch work in progress (all or in peer groups) and discuss WWW/EBI in relation to creating structures, use of music and emerging themes or narratives. Review against grading criteria.</p> <p>Home learning: Complete entry in choreographic log book.</p>
4	<p>Key Concept: themes, music and dance relationships and choreographic devices</p> <p>Key words: see end of SOW</p> <p>Resources: DVD of chosen work, music, , choreographic logbook, choreography toolkit booklets</p> <p>Starter: Relationships between music and dance - Discuss use of music when choreographing (e.g. structure, dynamics, climax, using different lines etc.)</p> <p>Task 1: Students will re-cap and review all material created, developed and structured so far.</p> <p>Task 2: Considering form and structure pupils should continue to select movement material from all their developments and structure their final composition using feedback to improve.</p> <p>Task 3: Choreographic devices – introduce various choreographic devices (repetition, contrast, transitions, highlights, climax, beginning and end). Students should continue to build their piece and consider use of devices discussed in relation to their chosen theme/ idea/structure. Review against grading criteria.</p> <p>Plenary: watch work in progress (all or in peer groups) and discuss WWW/EBI in relation to creating structures, use of music and</p>

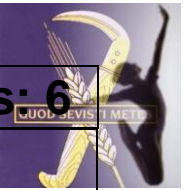


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	<p>emerging themes or narratives. KW/S&L</p> <p>Home learning: Complete entry in choreographic log book. KW/RS/CSS</p>
5	<p>Key Concept: structuring, rehearsing and refining compositions</p> <p>Key words: see end of SOW</p> <p>Resources: DVD of chosen work, music, ipad, choreographic logbook, choreography toolkit booklets</p> <p>Starter: self-review and target setting in groups – next lesson = assessment</p> <p>Task 1: Students will re-cap and review all material created, developed and structured so far.</p> <p>Task 2: Considering form and structure pupils should continue to select movement material from all their developments and structure their final composition using feedback to improve.</p> <p>Task 3: Choreographic checklist – Students should review their compositions using a checklist and against grading criteria.</p> <p>Plenary: watch all work in progress and discuss WWW/EBI in relation to grading criteria.</p> <p>Home learning: Complete entry in choreographic log book and rehearsal.</p>
6	<p>Key Concept: rehearsal, refinement and assessment</p> <p>Key words: see end of SOW</p> <p>Resources: DVD of chosen work, music, ipad, choreographic logbook,</p> <p>Task 1: Students should review and refine dance so far to inform rehearsal. Refer to grading criteria throughout.</p> <p>Task 2: All students will perform their compositions to the class. Teacher assessment against grading criteria plus student feedback to each other on how the choreography meets the grading criteria and suggest points for improvement.</p> <p>Home learning: complete final entry into logbook. Research and source music for own controlled assessment after Easter (hand out a checklist for choosing music – AQA guidance). Consider an interesting theme or dance idea that you would like to explore and complete planning sheet.</p>

Key words	<p>Process</p> <p>Phrase</p> <p>Motif development</p> <p>Variation through:</p> <ul style="list-style-type: none"> • Repetition • Changing speed • Changing the level of a movement(s) • Successive action (canon) • Repetition of parts of the motif • Changing the weight of a movement(s) • Simultaneous action (unison)
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- Changing body parts
- Changing the direction
- Altering the flow
- Complementary action
- Putting movement onto the other side of the body
- Sustaining actions
- Changing the size of a movement
- Altering where the dancers are in space (near/far etc)
- Fragmenting movements
- Changing the pathway
- Contrasting action
- Altering the amount of time the motif takes
- Adding stillness
- Using Question and Answer
- Accumulation of movements (1, 1,2, 1,2,3,1,2,3,4 etc)
- Adding new actions
- Subtracting actions
- Changing from symmetry to asymmetry
- Changing emphasis

Form and structure:

- Binary
- Ternary
- Rondo
- Narrative
- Episodic
- Collage

Music and dance relationship

Analyse
Evaluate