

SoW: Solo Compositions K/S:4 GCSE Year 10 Number of Lessons: 6



Solo compositions are based around one of the professional works studied in year 10 and year 11. Solo compositions are completed and assessed in the summer term of year 10. These are videoed and moderated by AQA in year 11 with other practical coursework components.

AQA GCSE Dance – Links to the Subject Specification

Choreography:

- 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:

- Develop critical, perceptual, evaluative and reflective skills in response to their own work and the work of others

Intended Learning Objectives for the unit:

- To learn a series of set motifs from a professional work
- To develop original motifs using various methods of motif development
- To use choreographic devices within their solo 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 of the solo dance
- To apply analytical and evaluative skills in order to make improvements to the solo composition

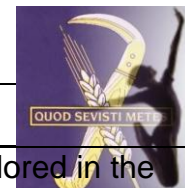


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Assessment focus:	Assessment opportunities:
<p>Accurate performance of the original motifs Interesting and imaginative development of the original motifs Effective use of choreographic devices The ability to shape and structure a 1 minute solo Ability to reflect upon own choreographic work to bring about improvement</p>	<p>Formative assessment: Teacher, self and peer assessment In class – discussions, written and practical work Final assessment of solo composition (15% of overall mark) Candidates will be required to show/ perform their group composition which will be marked by the teacher and moderated by AQA via video/ DVD.</p>

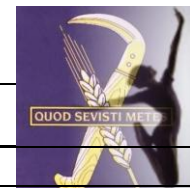
Cross Curricular links including literacy	ECM:
<p><u>ICT:</u> Video analysis of professional works, use of video to record and playback pupils work</p> <p><u>Literacy:</u> Written tasks: analysing and evaluating the process in order to bring about improvement. Use of dance specific terminology and vocabulary</p> <p><u>Numeracy:</u> Counting music</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):	
Literacy codes in purple: KW/S&L/RS/CSS	
1	<p>Key Concept: Learning original motifs Key words: Contrast, accuracy, theme Resources: DVD of chosen work, music, flipcam Starter: Share information around the task – process, time frame, key assessment dates, weighting and GCSE criteria for assessment. KW/S&L/RS</p>



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	<p>Task 1: Students recap chosen 3 set motifs from a professional work. Remind students of key themes and ideas explored in the work and relate to the taught motifs. KW/S&L</p> <p>Task 2: Watch the motifs performed in the professional work for accuracy. Pupils rehearse the set motifs to develop movement memory and ensure accuracy of action and dynamic content. KW/S&L</p> <p>Home learning: Rehearse the set motifs and complete entry in choreographic log book. Finalise music choice and bring to next lesson. KW/CSS</p>
2	<p>Key Concept: Exploration of motif development</p> <p>Key words: Explore, improvise, select, discard, motif development</p> <p>Resources: Motif development worksheets, DVD of chosen work, music, flipcam</p> <p>Starter: Watch the motifs performed in the professional work – ask pupils to comment on how the motifs are contrasting. KW/S&L</p> <p>Task 1: Re-cap and refine original motifs learnt last lesson</p> <p>Task 2: Revise different methods of motif development (use worksheets for simple and complex methods) share ideas and practical examples of how to develop the original motifs – explain and emphasise there is no right or wrong – pupils should explore and develop their own ideas. KW/S&L/RS</p> <p>Home learning: Rehearse material and complete entry in choreographic log book. KW/CSS</p>
3	<p>Key Concept: Consolidation of ideas</p> <p>Key words: Select and discard, motif development, action, space, dynamics, relationships</p> <p>Resources: Motif development worksheets, music, flipcam</p> <p>Starter: Re-cap methods of motif development and their different effects KW/S&L</p> <p>Task 1: Pupils should re-cap original motifs and polish performance of them. Film for Solo Composition archive.</p> <p>Task 2: Pupils begin to explore and improvise using different methods of motif development on the original motifs. Students may use developments created in previous SOW (Choreographic Devices and Structures). Share material and ideas and feedback to each other – Film all work. KW/S&L/RS</p> <p>Home learning: Rehearse material and complete entry in choreographic log book. KW/CSS</p>
4	<p>Key Concept: Form and structure</p> <p>Key words: Form, structure, binary, ternary, rondo, fugue, theme and variation, narrative, episodic</p> <p>Resources: AQA Text books, music, flipcam</p> <p>Starter: Discuss form and structure (binary, ternary, rondo, fugue, theme and variation, narrative or episodic) KW/S&L/RS</p> <p>Task 1: Pupils should re-cap and original motifs and developments made so far. Pupils should aim to have 6 sections of developed material</p> <p>Task 2: Thinking about form and structure pupils should select material from these 6 sections and begin to structure their solo (NB: as the time limit is 1-1.5 min pupils may not be able to include all 6 developed motifs but should select best bits from both). KW/S&L</p> <p>Home learning: Rehearse material and complete entry in choreographic log book. KW/CSS</p>



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5	<p>Key Concept: Using musical accompaniment Key words: Structure, dynamics, climax, visualisation, close correlation Resources: selection of music tracks, mini ipods, flipcam Starter: Relationships between music and dance - Discuss use of music when choreographing (e.g. structure, dynamics, climax, using different lines etc.) KW/S&L Task 1: Play pupils a selection of tracks. Pupils should try out different pieces of music and consider this whilst structuring the piece. Pupils should review material created so far and continue to structure the dance. KW/S&L Task 2: Choreographic devices – introduce various choreographic devices (repetition, contrast, transitions, highlights, climax, beginning and end). Pupils should continue to build their piece and consider use of devices discussed in relation to their chosen theme/ stimulus. Home learning: Rehearse material and complete entry in choreographic log book. KW/CSS</p>
6	<p>Key Concept: rehearsal and refinement Key words: Climax, dynamics, variation, performance Resources: music, flipcams Starter: Discuss criteria for assessment for solo compositions and create a checklist for pupils to use in refining their dance. KW/S&L/RS Task 1: Pupils should review and refine dance so far and finish structuring their solo. Encourage pupils to use checklist to improve and refine their solos. KW/S&L/RS Task 2: Perform and appreciate solos to the class – pupils’ feedback to each other on how the solo meets the grading criteria and suggest points for improvement. KW/S&L Home learning: Pupils should continue to rehearse and refine solos up until date of assessment. Complete choreographic log books. KW/S&L/RS/CSS</p>