**Year 8 – Dance – Duo Composition**

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| **Unit aim** | * To become imaginative in motif development of selected material. * To successfully integrated and link the motifs into the composition * To become more confident and competent in performing the physical, technical and expressive skills of dance to music. * To analyse their own and peers performances. | | | | |
| **Lesson outcomes**  **To Learn…** | How to accurately replicate a teacher taught motif 1 and how to develop it. | How to accurately replicate a teacher taught motif 2 and how to develop it. | What are transitions and how do you them within a dance? | What is a climax and how does it make your dance more effective? | What makes a good performance through self and/or peer assessment? |
| **Intended Knowledge** | Students will know…  1.How to accurately replicate motif1 demonstrating a range of physical, technical and expressive skills.  1.How to develop motif 1 by levels, dynamics and by adding and taking away movements. | Students will know…  1.How to accurately replicate motif2 demonstrating a range of physical, technical and expressive skills.  2. How to develop a motif 2 by repetition, canon and contact. | Students will know…  1.What is a transition.  2.How are transitions used to structure a dance.  3. How to link the motifs to the music. | Students will know…  1.What is a climax?  2.How to create an effective climax linking to the music. | Students will know…  1.What makes a good duo composition?  2. How to identify areas of strength and areas of development in their own and others’ dance performances.  3.When analysing focus on the key vocabulary of the unit; space, extension and musicality. |
| **Prior knowledge** | That a motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance. | Students will know how to accurately replicate motif 1 demonstrating a range of physical, technical and expressive skills.  Students will know how to develop a motif. | Students will know how to accurately replicate motif 1 and 2 demonstrating a range of physical, technical and expressive skills.  Students will know how to develop motifs. | That a transitions are links between dance phrases or sections that help you use the space. | Students will know a selection of technical, physical and expressive skills particularly focusing on space, extension and musicality.  The dance from start to finish including developments, transitions, climax and how to accurately replicate it demonstrating a range of physical, technical and expressive skills. |

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| **Lesson 1 -** How to accurately replicate a teacher taught motif 1 and how to develop it. | | | | |
| **Do now** | * What is a motif? * How do you develop a motif? * What is contemporary dance? * What are the 3 key vocabulary terms we are learning for this unit? | | | |
| **Teacher exposition**  **(I do)** | Students will learn motif 1 in an contemporary style;   * Am I copying the teacher accurately in terms of head, arm, leg and body placement? * Am I extending my arms and legs? * Am I facing to correct direction? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Resources, music and video of the dance is in the file location:**  **1. Teacher taught motif 1 in the style of contemporary.**  **2. Discuss how to develop motif 1 as a class on the board.**  **3. Students to develop motif 1 using motif development.**  **Ways to develop a motif:**  **Direction**  **Fragmentation**  **Adding and taking away movements**  **Dynamics**  **Repetition**  **Levels**  **Repetition**  **Canon**  **Contact**  **Focusing on the 3 in green.** | | | *Application*  Students rehearse motif 1 and motif development 1 with their partner and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform the motif and motif development to the class and receive feedback on their strengths and areas for improvement.  **Teacher definitions:**  **Motif:** A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Demonstration of technical skills:**  **Space:** Pathways, levels, directions, size of movement, patterns, spatial design  **Demonstration of physical skills**:  **Extension:** Lengthening one or more muscles or limbs.  **Demonstration of expressive skills:**  **Musicality:** The ability to pick out the unique qualities of the accompaniment and make them evident through performance. | |
| **Responsive adaptations** | **Developing**  Students can perform the motif but the choreography is adapted for them. When they perform they will need to copy the teacher or need verbal or visual prompts.  Students need a lot of teacher support on how to develop the motif. The motif development is simple, not always in the contemporary style and has limited originality and creativity | **Securing**  Students perform the motif without any visual or verbal prompts. They demonstrate some physical, technical and expressive skills.  Students can develop the motif with some teacher support. The motif development has some variety, is in the contemporary style and has some originality and creativity. There is evidence of some performance skills. | | **Mastering**  Students perform the routine with good with physical, technical and expressive skills.  Students can choreograph the motif with no teacher support. The motif development has variety, is in the contemporary style and has originality and creativity. There is evidence of performance skills. |
| **Progress check questions** | * Are you pointing your toes? * Are you in time with the music? * Are you demonstrating expressive skills? * Are you demonstrating good physical and technical skills? | | | |
| **Errors or misconceptions to look out for** | They are going too fast or slow with the music. Make sure you know the dance and count each movement out in sets of 8 that is the same timing as the music. Also play the music and count to it so the students understand the rhythm.  That the motif development is choreographed at the end of motif 1. Reiterate to students that they are separate parts of a dance and they will link them together. | | | |

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| **Lesson 2 -** How to accurately replicate a teacher taught motif 2 and how to develop it. | | | | |
| **Do now** | * What is a motif and how can you develop a motif? * What are the 3 key vocabulary terms we are learning for this unit? | | | |
| **Teacher exposition**  **(I do)** | Students will learn motif 2 in an contemporary style;   * Am I copying the teacher accurately in terms of head, arm, leg and body placement? * Am I extending my arms and legs? * Am I facing to correct direction? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Resources, music and video of the dance is in the file location:**  **1. Recap over motif 1 and motif 1 development**  **2.Teacher taught motif 2 in the style of contemporary.**  **3. Discuss how to develop motif 2 as a class on the board.**  **4. Students to develop motif 2 using motif development.**  **Ways to develop a motif:**  **Direction**  **Fragmentation**  **Adding and taking away movements**  **Dynamics**  **Repetition**  **Levels**  **Repetition**  **Canon**  **Contact**  **Focusing on the 3 in green.** | | | *Application*  Students rehearse motif 1&2 and motif development 1&2 with their partner and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform the motif and motif development to the class and receive feedback on their strengths and areas for improvement.  **Teacher definitions:**  **Motif:** A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Demonstration of technical skills:**  **Space:** Pathways, levels, directions, size of movement, patterns, spatial design  **Demonstration of physical skills**:  **Extension:** Lengthening one or more muscles or limbs.  **Demonstration of expressive skills:**  **Musicality:** The ability to pick out the unique qualities of the accompaniment and make them evident through performance. | |
| **Responsive adaptations** | **Developing**  Students can perform the motif but the choreography is adapted for them. When they perform they will need to copy the teacher or need verbal or visual prompts.  Students need a lot of teacher support on how to develop the motif. The motif development is simple, not always in the contemporary style and has limited originality and creativity | **Securing**  Students perform the motif without any visual or verbal prompts. They demonstrate some physical, technical and expressive skills.  Students can develop the motif with some teacher support. The motif development has some variety, is in the contemporary style and has some originality and creativity. There is evidence of some performance skills. | | **Mastering**  Students perform the routine with good with physical, technical and expressive skills.  Students can choreograph the motif with no teacher support. The motif development has variety, is in the contemporary style and has originality and creativity. There is evidence of performance skills. |
| **Progress check questions** | * Are you pointing your toes? * Are you in time with the music? * Are you demonstrating expressive skills? * Are you demonstrating good physical and technical skills? | | | |
| **Errors or misconceptions to look out for** | They are going too fast or slow with the music. Make sure you know the dance and count each movement out in sets of 8 that is the same timing as the music. Also play the music and count to it so the students understand the rhythm.  That the motif development is choreographed at the end of motif 2. Reiterate to students that they are separate parts of a dance and they will link them together. | | | |

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| **Lesson 3 -** What are transitions and how do you them within a dance? | | | | |
| **Do now** | * What do you think the word transition means? * What are the 3 key vocabulary terms we are learning for this unit? | | | |
| **Teacher exposition**  **(I do)** | Students will link all 4 motifs together;   * Are my motifs linked to the music * Am I using the space effectively? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Resources, music and video of the dance is in the file location:**  **1.Recap over motif 1 & 2 and motif 1 & 2 development.**  **2.Teacher discussion on the board of what a transition is and how to use it. Teacher example of how to structure the dance using transitions.**  **3.Guided by the teacher, students will listen to the music and decide on a structure and write it down.**  **4.Students will link the motifs and developments to the music.** | | | *Application*  Students rehearse their linked motifs with their partner and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform their dance so far to the class and receive feedback on their strengths and areas for improvement.  **Teacher definitions:**  **Transition:** Transitions are links between dance phrases or sections that help you use the space.  **Demonstration of technical skills:**  **Space:** Pathways, levels, directions, size of movement, patterns, spatial design  **Demonstration of physical skills**:  **Extension:** Lengthening one or more muscles or limbs.  **Demonstration of expressive skills:**  **Musicality:** The ability to pick out the unique qualities of the accompaniment and make them evident through performance. | |
| **Responsive adaptations** | **Developing**  Students need a lot of teacher support on how to link to motifs together. The transitions are simple, lack creativity and don’t always use the space effectively. | **Securing**  Students can link to motifs together using transitions with some teacher support. The transitions have some variety, originality, creativity and use most of the space effectively. There is evidence of some performance skills. | | **Mastering**  Students can link the motifs together with no teacher support. The transitions have variety, originality, creativity uses the space effectively. There is evidence of good performance skills. |
| **Progress check questions** | * Are you pointing your toes? * Are you in time with the music? * Are you demonstrating expressive skills? * Are you demonstrating good physical and technical skills? | | | |
| **Errors or misconceptions to look out for** | Students forget what movement coming next in the dance. Break the dance down into small chunks without the music and then practice with the music. Allow students to use the paper as a prompt. Encouraging practicing outside of lesson.  They are going too fast or slow with the music. Make sure you know the dance and count each movement out in sets of 8 that is the same timing as the music. Also play the music and count to it so the students understand the rhythm. | | | |

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| **Lesson 4 -** What is a climax and how does it make your dance more effective? | | | | |
| **Do now** | * What do you think the word climax means in dance? * Where would a climax go within the dance? Start, middle or end? * What type of actions would you use to demonstrate a climax? * What are the 3 key vocabulary terms we are learning for this unit? | | | |
| **Teacher exposition**  **(I do)** | Students will link all 4 motifs together;   * Does my climax link to the music? * Is my climax effective enough? * Am I using the space effectively? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Resources, music and video of the dance is in the file location:**  **1.Recap over linking the dance together using transitions and allow students time to practice and/or finish this.**  **2.Teacher discussion on the board of what a climax is and how to demonstrate it within the dance.**  **3.Guided by the teacher, students will listen to the music and decide on where the climax be in the dance.**  **4.Students will create a climax and complete the dance to the music.** | | | *Application*  Students rehearse their linked motifs and climax with their partner and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform their dance so far to the class and receive feedback on their strengths and areas for improvement.  **Teacher definitions:**  **Climax:** The most significant moment of the dance.  **Demonstration of technical skills:**  **Space:** Pathways, levels, directions, size of movement, patterns, spatial design  **Demonstration of physical skills**:  **Extension:** Lengthening one or more muscles or limbs.  **Demonstration of expressive skills:**  **Musicality:** The ability to pick out the unique qualities of the accompaniment and make them evident through performance. | |
| **Responsive adaptations** | **Developing**  Students need a lot of teacher support on how to create a climax. The climax is simple and lacks creativity. | **Securing**  Students can create a climax with some teacher support. The climax has some variety, originality and creativity. There is evidence of some performance skills. | | **Mastering**  Students can create a climax with no teacher support. The climax has variety, originality and creativity. There is evidence of good performance skills. |
| **Progress check questions** | * Are you in time with the music? * Could you use a motif or motif development as a climax? * Are you demonstrating expressive skills? * Are you demonstrating good physical and technical skills? | | | |
| **Errors or misconceptions to look out for** | Students forget what movement coming next in the dance. Break the dance down into small chunks without the music and then practice with the music. Allow students to use the paper as a prompt. Encouraging practicing outside of lesson.  The climax isn’t effective enough? They haven’t matched it to the music or miss timed it. The students haven’t used a lift or a jump. | | | |

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| **Lesson 5 -** What makes a good performance through self and/or peer assessment. | | | | |
| **Do now** | * What makes a good dance performance? * What would you expect to see in a duo composition? * What key vocabulary of the unit have we been focusing on in this unit? | | | |
| **Teacher exposition**  **(I do)** | Students have been taught and choreographed the dance from start to finish. Students now need to be videoed and self-assess themselves identifying their strengths and areas for development to improve upon before the final assessment lesson. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **1.Question and discuss as a class and write the key points on the board about what makes a good performance. Ensure that the key vocab from the unit (space, extension and musicality).**  **2.Once they have practiced the dance, they join with another pair and film each- others routine on the IPad.**  **3.Students watch back their own duo composition and write down their strengths and areas of improvement using the sheet located in: M:\Dance\DANCE 2020\Schemes for Learning\Year 8\New 2021. Prompts will be on the board for what makes a good performance.** | | | *Application*  Students practice the whole dance from start to finish refining it before being filmed.  Students use the sheet to work on areas of development individually and as a pair. | |
| **Responsive adaptations** | **Developing**  Students are able to perform the dance from start to finish but need significant prompts from teacher, partner or a sheet. There are a limit amount of physical, technical and expressive skills demonstrated. They can identify some areas of strength and development but need support to do so. | **Securing**  Students are able to perform the dance from start to finish without prompts and demonstrate some physical, technical and expressive skills. They are able to identify strengths and areas of development and improve on some of the developments. | | **Mastering**  Students are able to perform the dance from start to finish demonstrating good physical, technical and expressive skills. They are able to identify a variety of strengths and areas of development and improve on all of the developments. |
| **Progress check questions** | * Are you pointing your toes? * Are you in time with the music? * Are you demonstrating good physical, technical and expressive skills?   Are specific with feedback e.g.:   * I forgot the first 2 counts of 8. * I need to pointe my toes when I’m lifted into the air. * I have good energy at the start of the dance but it fades at the end. | | | |
| **Errors or misconceptions to look out for** | * Students might not be able to remember all the dance and need visual or verbal prompts such as the next movement that is coming up and counting. * Students may need prompts on what physical, technical and expressive skills are. The teacher needs to ensure they are visible on the board at all time. * Students are not specific enough with feedback and so lack focus when working on areas of development and/or just keep running through the dance from start to finish. * Don’t always play the music as students will just keep doing the dance from start to finish instead of working on areas of development. | | | |