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**Knowledge Rich Curriculum Plan**

Year 9 Practical Dance

Contemporary Dance and Choreography from a stimulus.



| **Year 9 Dance**  | **Contemporary Performance** |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| **Lesson 1:****Introduction to contemporary dance and learning the first section** | * Students will know, what is contemporary dance?
* What does the style look like?
* What are the stylistic features of the contemporary dance?

Contemporary Dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. Contemporary dancers focus on floor work, using gravity to pull them down to the floor. * To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills.
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***Students might have seen contemporary dance movements/dance previously on TV but not been able to identify it as that.***
* ***To accurately replicate a teacher taught dance in a different style of dance.***
* ***The last unit in Year 8 was a contemporary style of dance.***
 | End of Unit Final Performance |
| **Lesson 2:** **Section 2 and recap of section 1.** | * Practicing and refining outside of school is essential to improving their movement memory to ensure accuracy of action, dynamic and spatial content within the context of the solo.
* To accurately replicate section 2 of the dance demonstrating a range of physical, technical, expressive and mental skills.
* How to demonstrate good strength, contact and sensitivity to others *(Examples from the dance).*
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***What contemporary dance is.***
* ***To accurately replicate the first section of the dance demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance |
| **Lesson 3:****Section 3 of the dance (lifts and supports)** | * To lift and support one another safely during the dance ensuring that the teaching points are followed correctly such as; the grips are wrist to wrist, carry out with correct placement and alignment, clear on how you would recover and work slowly and carefully.
* To accurately replicate section 2 of the dance demonstrating a range of physical, technical, expressive and mental skills.
* Why is strength, contact and sensitivity to others important in dance?

**Strength** * Keeping a partner safe in contact work
* Lifting the core when lifted in contact work
* Being able to hold a shape e.g. plank, arabesque
* Being able to take weight on hands
* Leg strength assisting with elevation.

**Sensitivity to others*** Being aware of where your partner is
* Reduces injury/collisions
* To perform the correct spacing during the dance.
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***To accurately replicate the 2 sections of the dance demonstrating the physical, technical, expressive and mental skills.***
* ***To lift one another in different lifts as previous units have also covered this also.***
 | End of Unit Final Performance |
| **Lesson 4:****Final Section of the Dance** | * Practicing and refining outside of school is essential to improving their movement memory to ensure accuracy of action, dynamic and spatial content within the context of the solo.
* To accurately replicate the final section of the dance demonstrating a range of physical, technical, expressive and mental skills.
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***How to demonstrate good posture, dynamics and projection during the dance.***
* ***To accurately replicate the 3 sections of the dance demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance |
| **Lesson 5:****Refinement and Performance Skills** | * It is important to create an overall sense of performance through the use of: focus, projection, musicality, sensitivity, communication, energy and commitment. In preparation for the final performance.
* To refine they dance by breaking it up in to sections, working on teaching points of the dance and practicing in small groups.
* To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills.
* To communicate the contemporary style of dance.
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***To accurately replicate the 4 sections of the dance demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance |
| **Lesson 6:****Self-Assessment** | * What makes a good performance?
* How they are/aren’t demonstrating the assessment criteria of the dance?
* To use the assessment criteria effectively when analysing their performance.
* To identify areas of strength and areas of development in their own and others’ dance performances.
* How to improve their areas of development through rehearsal discipline.
* When analysing their own performance, they need to focus on the key vocabulary of the unit; strength, contact and sensitivity to others.
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***A selection of technical, physical and expressive skills particularly focusing on strength, contact and sensitivity to others.***
* ***To accurately replicate the whole of the dance demonstrating the physical, technical, expressive and mental skills.***
 | QuestioningEnd of Unit Final Performance |
| **Lesson 7:****Teacher Assessment** | * What makes a good performance?
* What their strengths and areas for development are from teacher feedback straight after the performance.
* How to improve their performance from the previous self-assessment lesson.
 | **Tier 3****Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | * ***A selection of technical, physical and expressive skills particularly focusing on strength, contact and sensitivity to others.***
* ***To accurately replicate the whole of the dance demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance |
| **Lesson 8:****Teacher Assessment** | * Final performance of what they have learnt in their pairs.
 |  |  | End of Unit Final Performance |

| **Year 9 Dance**  | **Choreography from a stimulus** |  |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* | **Assessment**  |
| **Lesson 1:****Introduction to creating a dance from a stimulus and learning motif 1 (teacher taught).** | * How to look at a stimulus and use that as a starting point for ideas of a dance.
* How to expand on the initial ideas and think/create movement based on the ideas from the stimulus.
* To accurately replicate the teacher taught motif demonstrating a range of physical, technical, expressive and mental skills.
 | **Tier 3****Stimulus**Inspiration for an idea or movement**Motif and motif development** A movement phrase encapsulating an idea that is repeated and developed throughout the dance.**Choreographic Intent**The aim of the dance; what the choreographer aims to communicate. | * ***To accurately replicate a teacher taught dance in a different style of dance.***
* ***What the following Tier 3 words mean from the contemporary unit of work:***

**Physical Skill****Strength -** Muscular Power**Relationship****Contact -** This is where dancers lift, lean or support each other.**Expressive****Sensitivity to others -** Awareness of and connection to other dancers. | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 2:** **Recap of motif 1 and how to develop a motif** | * Different ways to develop a motif e.g. add and take way actions, dynamics, levels, add and take away body parts, repetition, contact, fragmentation, canon, accumulation, direction, formations.
* To work sensitively with other dancers in relation to time, space and group formations.
 | **Tier 3****Stimulus**Inspiration for an idea or movement**Motif and motif development** A movement phrase encapsulating an idea that is repeated and developed throughout the dance.**Choreographic Intent**The aim of the dance; what the choreographer aims to communicate | * ***To accurately replicate the first motif of the dance demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 3:****Creating a motif from a stimulus (motif 2)** | * How to creatively and imaginatively respond to the stimulus by selecting one or two ideas from the board/sheet created at the beginning of lesson 1. The students then need to use actions, space, dynamics and relationships to demonstrate their idea.
 | **Tier 3****Stimulus**Inspiration for an idea or movement**Motif and motif development** A movement phrase encapsulating an idea that is repeated and developed throughout the dance.**Choreographic Intent**The aim of the dance; what the choreographer aims to communicate | * ***To accurately replicate motif 1 and motif 1 development demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 4:****Creating a climax and structuring a dance using transitions.** | * How to creatively and effectively create a climax.
* Where to effectively place a climax (usually near the end of the dance).
* Listen to the accompaniment for the choreography and based on what they hear, students decide an order for the 3 motifs and the climax.
* How to successfully integrated and link all the motifs into the choreography using transitions.
* Transitions are links between dance phrases or sections that help you use the space.
 | **Tier 3****Climax**The most significant moment of the dance**Transitions**Links between dance phrases or sections.**Structure**The way in which material is organised to create the whole. | * ***To accurately replicate all 3 motifs demonstrating the physical, technical, expressive and mental skills.***
 | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 5:****Structuring a dancing using beginning, middle end, highlights and climax.** | Structuring and use of choreographic devices and principles such as:* Having a clear beginning, middle and ending of the dance.
* Highlights - Important moments of a dance.
* Climax - The most significant moment of the dance.
* To work sensitively with other dancers in relation to time, space and group formations.
 | **Tier 3****Climax**The most significant moment of the dance**Transitions**Links between dance phrases or sections.**Structure**The way in which material is organised to create the whole. | * ***What transitions are.***
* ***To accurately replicate all 3 motifs demonstrating the physical, technical, expressive and mental skills.***
* ***What order the motifs are going in during the dance?***
 | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 6:****Refinement and Performance Skills** | * It is important to create an overall sense of performance through the use of: focus, projection, musicality, sensitivity, communication, energy and commitment. In preparation for the final performance.
* To refine they dance by breaking it up in to sections, working on teaching points of the dance and practicing in small groups.
 | **Tier 3****Climax**The most significant moment of the dance**Transitions**Links between dance phrases or sections.**Structure**The way in which material is organised to create the whole. | * ***To accurately replicate the whole dance demonstrating the choreography skills acquired during the unit e.g. motif and motif development, transitions that use the space, highlights, climax, clear beginning and end.***
* ***Demonstrate good physical, technical, expressive and mental skills.***
 | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 7:****Self-Assessment** | * What makes a good choreography?
* To identify areas of strength and areas of development in their own and others’ dance performances.
* When analysing their own and other’s performances they need to focus on the key vocabulary of the unit.
 | **Tier 3****Stimulus**Inspiration for an idea or movement**Motif and motif development** A movement phrase encapsulating an idea that is repeated and developed throughout the dance.**Choreographic Intent**The aim of the dance; what the choreographer aims to communicate**Climax**The most significant moment of the dance**Transitions**Links between dance phrases or sections.**Structure**The way in which material is organised to create the whole. | * ***To accurately replicate the whole dance demonstrating the choreography skills acquired during the unit e.g. motif and motif development, transitions that use the space, highlights, climax, clear beginning and end.***
* ***Demonstrate good physical, technical, expressive and mental skills.***
 | QuestioningEnd of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 8:****Teacher Assessment** | Final performance of what they have learnt in their pairs. |  |  | End of Unit Final Performance |