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**Knowledge Rich Curriculum Plan**

Year 10 Practical Dance

Choreography from a stimulus.



| **Year 10 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 a motif.** | * 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 create a motif based on one of the ideas from the initial plan using effective relationships. | **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.  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations | * ***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:*** | End of Unit Final Performance |
| **Lesson 2:**  **Recap of motif 1 and how to develop motif 1.** | * 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  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations | * ***To accurately replicate the first motif of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance |
| **Lesson 3:**  **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.  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations. | * ***To accurately replicate all motifs demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance |
| **Lesson 4:**  **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.  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations. | * ***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 |
| **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. | **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.  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations. | * ***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 |
| **Lesson 6:**  **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.  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations. | * ***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 |
| Lesson 8: |  |  |  | End of Unit Final Performance |