

Expressive Arts

KS3 Dance

Year 9 - SPRING



Name: _____

Tutor: _____

Class: _____

Teacher: _____

Teacher Feedback - Comments

WWW = What went well

- 1) Well done for fully stretching your arms and legs into the space and beyond, showing excellent **extension**.
- 2) I could clearly see that your **focus** was lifted throughout the performance, projecting out to the audience and/or looking along/following a body part.
- 3) Great use of **energy** when performing showing great stamina levels throughout your performance.
- 4) I could clear see that you did not wobble when standing on one leg showing great **balance**, well done!
- 5) You managed to successfully **concentrate** during the whole performance without playing with your hair/ clothing or talking/giggling, well done!
- 6) Well done for successfully showing some variety in **dynamics** when performing your actions, helping keep the interest for the audience.
- 7) I could clearly see you finishing off each of your actions clearly and with **precision**, well done!
- 8) Your actions successfully and smoothly linked together showing that you have great **movement memory** and you didn't need to look over your shoulder at a partner to see what action was next.
- 9) Well done for performing with **confidence**.
- 10) Your actions clearly showed that you are a **flexible** performer, keep this up!
- 11) Great use of **strength** was clearly shown in your performance, well done!
- 12) I could see that you did not stumble in your turns or crash into the floor uncontrollably, showing great **control**. Well done!

EBI = Even better if

- A) You now need to ensure you fully extend your arms and legs into the space and beyond to show clearer **extension**.
- B) Try and ensure that you are lifting your **focus**, projecting it out towards the audience and following\looking across body parts to help exaggerate actions.
- C) To help keep the interest of the audience you need to put more **energy** into the actions that you are performing.
- D) You need to try and improve your **balance** by focusing on your core muscles when holding any type of balancing position.
- E) To improve you need to perform without touching your hair/clothing and without talking/giggling as this can impact on your **concentration**.
- F) You now need to ensure that you finish off each action before starting the next, without rushing to ensure your actions are **clear** and **precise**.
- G) Try to ensure that you do not watch others in your group when performing, so that your actions link smoothly together, showing good **movement memory**.
- H) Well done for performing as I understand it can be daunting, in front of your peers. You need to continue to try and build on your **confidence** when you are performing try to look above people.
- I) Well done for attempting to try and include **dynamics** into your dance. You now need to clearly show a contrasting variety throughout the whole of the performance, to help add interest to it.
- J) To improve you now need to work on your **flexibility** so that you can perform different and interesting actions.
- K) You now need to work on your **strength** which will then help other performance skills like, balance and control.
- L) When performing you need to ensure you are in **control** of every action so that you do not hurt yourself.

Dance Standards and Expectations

If you are unable to participate practically you are required to bring a note from home, explaining the reasons why. Failure to bring your own kit, will result in you wearing spare kit provided by your teacher.

Please record here the date you did not wear your kit or did not participate practically:

K = no kit NP = no practical

Date:	Date:	Date:	Date:
Date:	Date:	Date:	Date:

Sport Kit



Equipment



No socks



Hair tied up



Non dance specific skills you are developing in dance lessons:

<ul style="list-style-type: none"> • Listening skills • Problem solving skills • Working with others • Time management 	<ul style="list-style-type: none"> • Collaboration skills • Independent learning • Leadership skills • Organisational skills
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These skills are used throughout life in a number of different ways. By developing them, you will be a more versatile, independent learner who will succeed and reach your highest potential, who employers will want on their team.

Performance Skills

Entrance task – Lesson 1

Please link the correct key word with the correct definition:

Keywords	Definitions
1)Extension	A)Being able to stand on one leg, or in a position without wobbling.
2)Focus	B)The quality of the actions you are performing e.g. fast, slow, sudden, robotic etc.
3)Energy	C) Lifting your eye line, projecting out to the audience or following a body part.
4)Balance	D)Clearly finishing off each action before moving onto the next.
5)Concentration	E)Being able to perform without looking at others in your group.
6)Dynamics	F)The ability to start and stop a movement, change direction and hold a shape without stumbling.
7)Clarity and precision	G)Fully stretching your arms and legs into the space and beyond.
8)Movement Memory	H)The range of movement in a joint.
9)Confidence	I)Muscle power required to perform a movement.
10)Flexibility	J)Having high stamina levels throughout your performance.
11)Strength	K)Trusting yourself and having belief in your ability.
12)Control	L)Performing without talking/giggling or playing with your hair/clothing.

1) _____ 2) _____ 3) _____ 4) _____ 5) _____ 6) _____
 7) _____ 8) _____ 9) _____ 10) _____ 11) _____ 12) _____

Outline of lessons:

One stimulus	Different Stimuli	
Lesson 1 Receive teacher grades from Autumn Term Learn teacher phrase: lines Develop phrase: fragmentation, levels, retrograde, directions Develop performance skills: extension, focus, energy, balance Homework task is set	Lesson 1 Receive teacher grades from Autumn Term Learn teacher phrase: Stimuli number 1 Develop phrase: fragmentation, levels, retrograde, direction, Develop performance skills: extension, focus, energy, balance Homework task is set	Lesson 4 Pre assessment Recap marking criteria Rehearsal Check list of performance skills Perform and be video recorded Watch and peer assess another group
Lesson 2 Learn teacher phrase: circles Develop phrase: size of action,instrumentation, repetition Include own actions from research Develop performance skills: concentration, dynamics, clarity and precision, movement memory Homework due in	Lesson 2 Learn teacher phrase: Stimuli number 2 Develop phrase: size of action, instrumentation, repetition Include own actions from research Develop performance skills: concentration, dynamics, clarity and precision, movement memory Homework due in	Lesson 5 Watch back pre assessment Note WWW and EBI Targets set for improvement and DIRT time given to make practical changes
Lesson 3 Learn teacher phrase: angles Develop phrase: dynamics, formations, add/take away actions Develop performance skills: confidence, flexibility, strength, control	Lesson 3 Learn teacher phrase: Stimuli number 3 Develop phrase: dynamics, formations, add/take away actions Develop performance skills: confidence, flexibility, strength, control	Lesson 6 Recap targets previously set from pre assessment Rehearsal time Assessment

Entrance tasks – Lesson 2, 3 and 4

Performance Skills

Please give an example of where you use these skills in your performance so far:

Lesson	Keywords	Definitions
Lesson 2	1)Extension	
	2)Focus	
	3)Energy	
	4)Balance	
Lesson 3	5)Concentration	
	6)Dynamics	
	7)Clarity and precision	
	8)Movement Memory	
Lesson 4	9)Confidence	
	10)Flexibility	
	11)Strength	
	12)Control	

Entrance task – Lesson 5

Self-Assessment overview

Looking at the performance skills listed above, please write them into the relevant column:

Red (skills you are missing)	Amber (skills that are not clear and need to be added)	Green (skills you feel you have completed well so far)

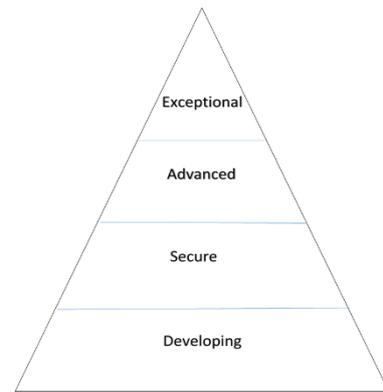
Watching back pre assessment

1 = skills are exceptional and clearly seen numerous times

2 = excellent throughout

3 = ok, can be seen occasionally

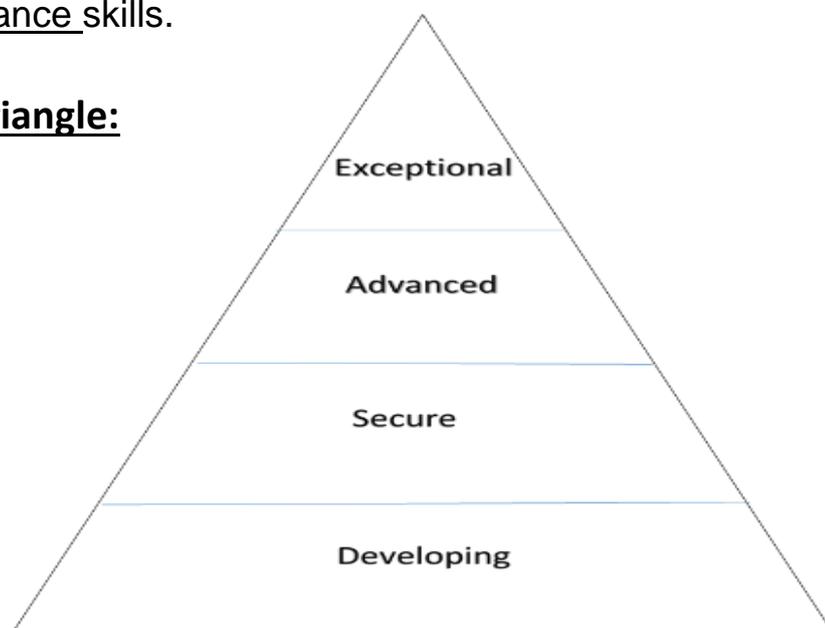
4 = cannot be seen at all



Keywords	Grade 1-4
Extension	
Focus	
Energy	
Balance	
Concentration	
Dynamics	
Clarity and precision	
Movement Memory	
Confidence	
Flexibility	
Strength	
Control	

After watching your performance back and rating each skill, please highlight/tick your 3 best performance skills, and please use a different coloured highlighter/cross your 3 worse performance skills.

Assessment triangle:



Assessment:

Target Level _____		Grade	Teacher Feedback and Student Response	Peer/Self Assessment
		P = Performance		
Spring Term - Performance	Student Targets <u>Topic:</u> Stimulus 1) 2) 3) Date:			WWW: EBI:
	<u>Peer Assessment</u> (use performance skills listed at bottom of page): Name of students in the group you are watching _____ WWW:			
	<u>Feedback from peers about your performance</u> (use performance skills listed at bottom of page): WWW:			
	EBI:			
<u>Feedback from peers about your performance</u> (use performance skills listed at bottom of page): WWW:				
EBI:				
Targets you will set yourself for next lesson (these should relate to the performance skills below): 1) 2) 3)				

Performance Skills:

Extension, focus, energy, balance, concentration, dynamics, clarity and precision, movement memory, confidence, flexibility, strength and control.

Did you know there is a KS3 and KS4 Dance Company? Would you like to join? Please ask your teacher for more details. The Company is for everyone who loves dance, even if you do not attend a dance club outside of school.

Extension Tasks:

If you have completed all the tasks your teacher has asked, you can add any of the following into your performances. Please tick alongside once you have completed a task:

Change your level (high, middle, low)	
Change your direction (face a different way)	
Add a moment of stillness in the middle of a phrase	
Speed up one action so it is really fast (ensure you are being safe)	
Repeat a collection of actions but re-order them so they are in retrograde (reverse order)	
Add some more actions to one of the phrases	
Start away from your partner and travel in different ways to meet them	
Repeat a collection of actions but mix them up and put them in your own order (fragmentation)	
Repeat an action but put it into a different body part (instrumentation)	
Repeat an action but use a body part from the opposite side of the body (inversion)	
Change your level (high, middle, low)	
Change your direction (face a different way)	

Stimuli:

A journey on public transport:



A painting by Joan Miro:

May 1968 was a period of civil unrest in France marked by a series of student protests against capitalism, consumerism and traditional institutions. The period, which involved strikes by *more than* 22% of the population of France, is considered as a *cultural, social and moral turning point* in the history of the country. Joan Miro, who sympathized with the movement, was inspired by its event to create this masterpiece to capture the spirit of the rebellion.



An aspect of the weather:



A haiku poem:

stop **pressuring** me
to be something I am not
you **used** to like it.

C. Winters

“Circles in a circle” by Kandinsky



Non Participant tasks

Write the correct skills into the correct columns:

C = Choreography	P = Performance

Skills:

levels, extension, focus, directions, dynamics, energy, balance, retrograde, canon, concentration, transitions, confidence, structure, flexibility, strength, clear start/end

Choreographic Devices:

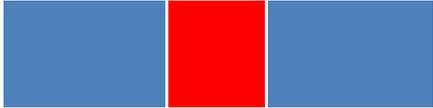
Please link the correct key words with the correct definitions.

Keyword	Definition
1)Canon	a)when you mix up the actions from a phrase, and put them in your own order
2)Unison	b)when dancers gradually join into a phrase giving the sense of growing/building up
3)Repetition	c)performing the action again but using a different body part
4)Retrograde	d)one dancer performs an action/phrase and the other/s repeat or respond with a different phrase
5)Fragmentation	e)the most intense part of the choreography
6)Instrumentation	f)performing the actions one after the other like a Mexican wave
7)Inversion	g) performing the same actions at the same time
8)Accumulation	h)performing the action again but on the other/opposite side of the body
9)Question and Answer	i)repeating an action or a phrase more than once
10)Climax	j)performing the actions from a phrase in reverse order

Answers: 1___ 2___ 3___ 4___ 5___ 6___ 7___ 8___ 9___ 10___

Choreography Task:

Please write the correct definition against the correct type of form/structure (see definition answers below):

Form	Image	Definition
Binary		
Ternary		
Rondo		
Episodic		
Cyclical		
Narrative		
Abstract		

Definitions:

- Beginning and ending phrases/sections are the same.
- Different sections with a repeated chorus.
- Two contrasting sections.
- No story or characters e.g. a dance about black holes.
- Different sections linked by the same theme.
- Three sections with second section providing contrast.
- Choreography tells a story – usually characters involved.

Performance skills:

Write a definition for each of the keywords listed below:

Keywords	Definitions
1)Extension	
2)Focus	
3)Energy	
4)Balance	
5)Concentration	
6)Dynamics	
7)Clarity and precision	
8)Movement Memory	
9)Confidence	
10)Flexibility	
11)Strength	
12)Control	

Peer Assessment

Watch another student in your class and rate their performance skills.

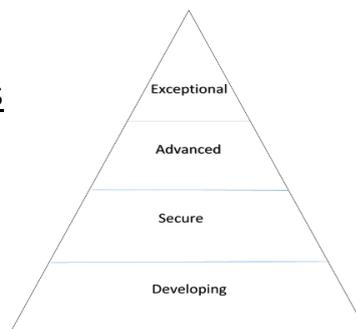
Name of student: _____

1 = skills are exceptional and clearly seen numerous times

2 = excellent throughout

3 = ok, can be seen occasionally

4 = cannot be seen at all



Keywords	Grade 1-4
Extension	
Focus	
Energy	
Balance	
Concentration	
Dynamics	
Clarity and precision	
Movement Memory	
Confidence	
Flexibility	
Strength	
Control	

WWW and why?

EBI and why?

Choreographic process

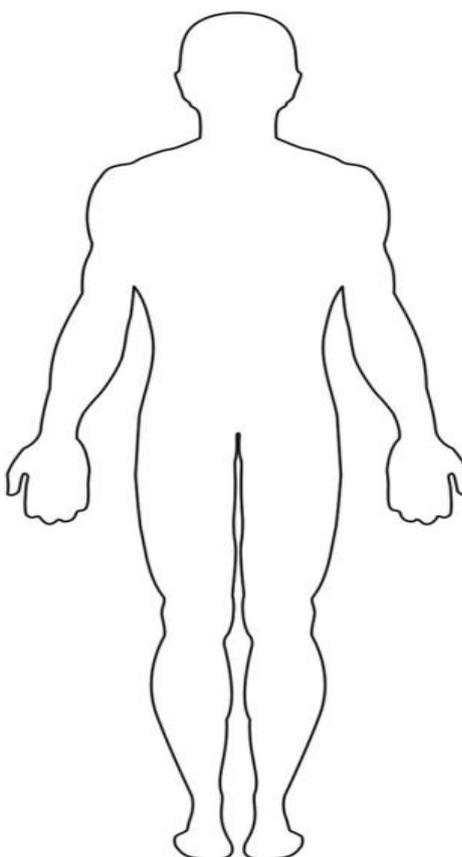
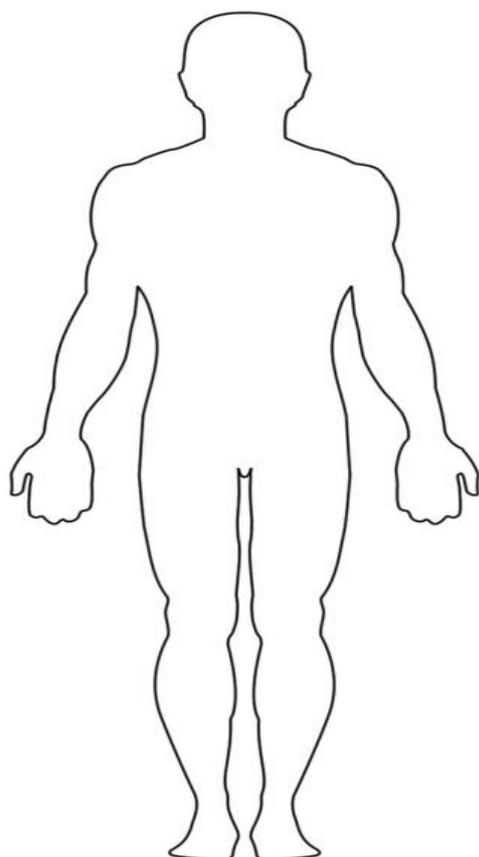
Find the 6 key words that relate to the choreographic process. Write words once you have found them:

R	Z	X	D	V	B	N	M	K	L	G	H
G	E	Y	E	R	Z	W	Q	A	S	D	F
N	T	S	V	B	V	C	X	Z	T	U	I
I	W	K	E	M	Z	X	V	B	M	L	P
S	Z	B	L	A	L	R	W	Q	B	N	G
I	Y	H	O	C	R	E	A	T	I	N	G
V	P	K	P	W	V	C	W	K	P	M	B
O	E	Z	I	Q	Z	R	H	U	O	P	G
R	W	Q	N	Y	Q	A	X	I	V	D	B
P	K	I	G	D	U	P	C	G	N	W	I
M	X	B	R	E	F	I	N	I	N	G	M
I	S	T	R	U	C	T	U	R	I	N	G

1:	_____
2:	_____
3:	_____
4:	_____
5:	_____
6:	_____

Costume design:

Create a costume that would be suitable for someone to wear for your dance this term. Please label the items in your design, in pen, explaining why you have made these decisions. For example: there is no jewellery as it could get caught and cause injury, or then top is tight fitting so that it doesn't get caught when performing the lifts as this could cause an injury.



Choreography:

You are choreographing a **group dance for four dancers** using the image below as a stimulus.

Actions (what?) Jump Turn Gesture Lunge	Space (where?) Pathways Levels Directions Size of the movement
Dynamics (how?) Fast/slow Sudden/sustained Flowing/abrupt	Relationships (with whom?) Mirroring Action and reaction Complement/contrast Contact



Image 1

1) Outline a dance idea or theme that you could consider from this stimulus. [1 mark]

2) Give **two** ways you could use space (levels, pathways, directions) to communicate your dance idea. [2 marks]

3) Describe a motif you could choreograph for this dance. Your answer should refer to actions (what?), space (where?) and dynamics (how?). [3 marks]

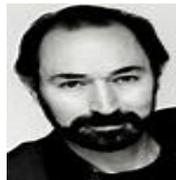
4) Explain how the motif you have described above enhances the choreographic intent (stimulus) of the piece. [3 marks]

5) Give **two** ways you could develop your chosen motif [2 marks]

Comprehension task:

Read the information and then answer the questions below.

“Swansong” by Christopher Bruce



Christopher Bruce's choreography for *Swansong* incorporates a variety of dance styles, including contemporary, ballet, jazz, tap and ballroom. The inclusion of 'folk' styles is a typical feature of Bruce's choreography and can be seen particularly in *Ghost Dances* (1981) and *Sergeant Early's Dream* (1984). In *Swansong* balletic movements, such as arabesques, attitudes and jetés combine with the low centre of gravity, spiralling torso and use of off-balance from contemporary dance to create a lyrical feel for the victim's solos. The images of flight, or birds, could be seen to relate historically to ballets like *Swan Lake* or *The Dying Swan* (the solo choreographed by Fokine). In *Swansong* the victim's movements use an extended body line, typical in ballet, but the contemporary element, with strong use of the back is also very evident. Some movements from jazz technique, such as the slide to the floor, can also be seen in the victim's movement material and jazz is combined with tap dance and movements inspired by vaudeville, in the interrogators' dance sequences. Acrobatic movements, like cartwheels and handstands are also used, together with a variety of lifts in the trio sections.

Question 1

Name the 5 different dance styles Christopher Bruce has used to influence the choreography for “Swansong”.

- 1 –
- 2 –
- 3 –
- 4 –
- 5 –

Question 2

What two other Christopher Bruce dance works can folk dancing be seen in?

- 1 –
- 2 –

Question 3

Name 3 balletic movements Bruce has used in his choreography

- 1 –
- 2 –
- 3 –

Question 4

What aspects from the contemporary dance form does Christopher Bruce use to create a lyrical feel for the victims solo?

- 1 –
- 2 –
- 3 –

Question 5

What movement can be seen from jazz technique?

- 1 –

Question 6

What type of acrobatic movements can also be seen?

- 1 –
- 2 –

Notes/Homework Page