

Expressive Arts

KS3 Dance

Year 9 – Summer Term



Name: _____

Tutor: _____

Class: _____

Teacher: _____

Teacher Feedback - Performance Comments

WWW = What went well

P1) Well done for fully stretching your arms and legs into the space and beyond, showing excellent **extension**.

P2) 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.

P3) Great use of **energy** when performing showing great stamina levels throughout your performance.

P4) I could clear see that you did not wobble when standing on one leg showing great **balance**, well done!

P5) You managed to successfully **concentrate** during the whole performance without playing with your hair/clothing or talking/giggling, well done!

P6) Well done for successfully showing some variety in **dynamics** when performing your actions, helping keep the interest for the audience.

P7) I could clearly see you finishing off each of your actions clearly and with **precision**, well done!

P8) 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.

P9) Well done for performing with **confidence**.

P10) Your actions clearly showed that you are a **flexible** performer, keep this up!

P11) Great use of **strength** was clearly shown in your performance, well done!

P12) 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

P-A) You now need to ensure you fully extend your arms and legs into the space and beyond to show clearer **extension**.

P-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.

P-C) To help keep the interest of the audience you need to put more **energy** into the actions that you are performing.

P-D) You need to try and improve your **balance** by focusing on your core muscles when holding any type of balancing position.

P-E) To improve you need to perform without touching your hair/clothing and without talking/giggling as this can impact on your **concentration**.

P-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**.

P-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**.

P-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.

P-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.

P-J) To improve you now need to work on your **flexibility** so that you can perform different and interesting actions.

P-K) You now need to work on your **strength** which will then help other performance skills like, balance and control.

P-L) When performing you need to ensure you are in **control** of every action so that you do not hurt yourself.

Teacher Feedback - Choreography Comments

WWW = What went well

C1) Well done for having a clear start and ending position, using stillness to highlight this.

C2) I could clearly see that you effectively used a variety of different levels in your dance.

C3) Great use of different directions throughout the whole of your dance, keeping the interest of the audience.

C4) I could clearly see the use of solo/chorus in your performance, well done.

C5) You managed to successfully use fragmentation by clearly mixing up the actions and putting them in your own order when performing them.

C6) Well done for ensuring that each section of your dance was connected with smooth transitions, by adding an action in between.

C7) Each section of your dance was visibly performed showing that you had a clear and effective structure.

C8) I could clearly see the use of action and reaction in your performance, well done.

C9) You successfully showed a variety of different dynamics throughout the whole of the performance, helping to engage the audience.

C10) Well done, you included a number of original and unique actions into your dance which added interest.

C11) I could clearly see a number of different and effective formations in your dance, well done.

C12) You successfully managed to rearrange the order of the actions so you performed them in retrograde (in reverse order), well done.

EBI = Even better if

C-A) You now need to ensure you have both a clear start and ending position, by holding an action in stillness, before sitting down.

C-B) Try and ensure that you are using a variety of different levels in your dance, such as high, middle and low.

C-C) To help keep the interest of the audience try to face in different directions when you are performing your actions, so not everyone is facing the same way.

C-D) You need to try and include some of the choreographic devices required such as solo/chorus, so that you can gain a higher grade.

C-E) To add some challenge you could now use fragmentation by mixing up the actions of the phrase the teacher has taught you, and then performing them in a different order.

C-F) You now need to ensure that you link each section of the dance with smooth transitions. You can do this by adding any type of action: jump, turn, roll,

C-G) Try to ensure that you do not forget any sections of the dance or miss them out as this will make your performance not have a clear structure.

C-H) You need to try and include some of the choreographic devices required such as action and reaction, so that you can gain a higher grade.

C-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.

C-J) Try to ensure that the actions you are using are original and unique, so that they are interesting actions for the audience to watch.

C-K) You need to add some more different and interesting formation patterns into your dance. For example: circle, diagonal line, staggered, triangle, straight line (either vertical or horizontal).

C-L) For a challenge you now need to rearrange the actions from the original motif and perform them in retrograde (in reverse order).

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



Transferrable skills you are developing constantly in dance lessons:

<ul style="list-style-type: none"> • Listening skills 	<ul style="list-style-type: none"> • Collaboration skills
<ul style="list-style-type: none"> • Problem solving skills 	<ul style="list-style-type: none"> • Independent learning
<ul style="list-style-type: none"> • Working with others 	<ul style="list-style-type: none"> • Leadership skills
<ul style="list-style-type: none"> • Time management 	<ul style="list-style-type: none"> • Organisational skills

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:

Lesson 1 Receive teacher grades from Spring Term Learn 2/3/4 short Tik Tok phrases from YouTube – phrase 1 Develop phrase: formations, directions, transitions Develop performance skills: extension, focus, energy, balance	Lesson 4 Pre assessment Recap marking criteria Check list of skills Perform and be video recorded Watch and peer assess another group
Lesson 2 Develop own Tik Tok dance focusing on the qualities from the learnt Tik Tok dances (e.g. arm actions, quick, relates to lyrics of the songs etc) – phrase 2 Develop phrase: levels, solo/chorus, repetition Develop performance skills: concentration, dynamics, clarity and precision, movement memory Homework set	Lesson 5 Watch back pre assessment Note WWW and EBI Targets set for improvement and DIRT time given to make practical changes
Lesson 3 Homework due in Link phrase 1 and 2 together – transitions, structure Develop: start and end to the Tik Tok dance, canon, unison Develop performance skills: confidence, flexibility, strength, control	Lesson 6 Recap targets previously set from pre assessment Rehearsal time Assessment

Choreography Skills

Please link the correct key word with the correct definition:

Keywords	Definitions
1)Clear start/end positions	A)Mixing up the actions and putting them in your own order
2)Levels	B)The quality of how you perform an action: fast, slow, sudden, robotic, sustained, fluid, static
3)Directions	C)Linking each section of the dance so it flows continuously
4)Retrograde	D)One person performs an action and another person responds to that action
5)Fragmentation	E)Including actions that are original, unique and different to others'
6)Smooth transitions	F)Have a still position at the start and at the end of your dance
7)Clear structure	G)Facing different ways in the dance
8)Action & Reaction	H)Performing the actions in reverse order
9)Dynamics	I)Using a variety of different heights: low, middle, high
10)Interesting actions	J)Ensuring you have included every section required into your dance

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

Entrance tasks – Lesson 3

Think about and discuss the keywords you have focused on so far this term. Ensure you have examples to give from your own work, when your teacher asks.

Entrance task – Lesson 4

Self-Assessment overview

Looking at the performance skills listed (lesson 1 Entrance Task), 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)

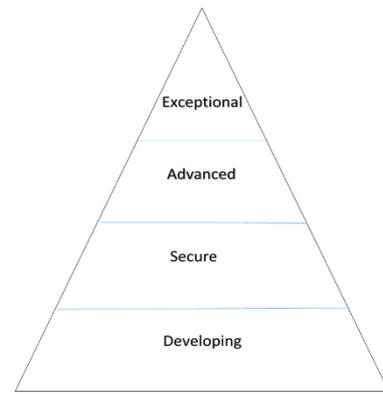
Watching back pre assessment

1 = skills are exceptional and clearly seen numerous times

2 = excellent throughout

3 = ok, can be seen occasionally

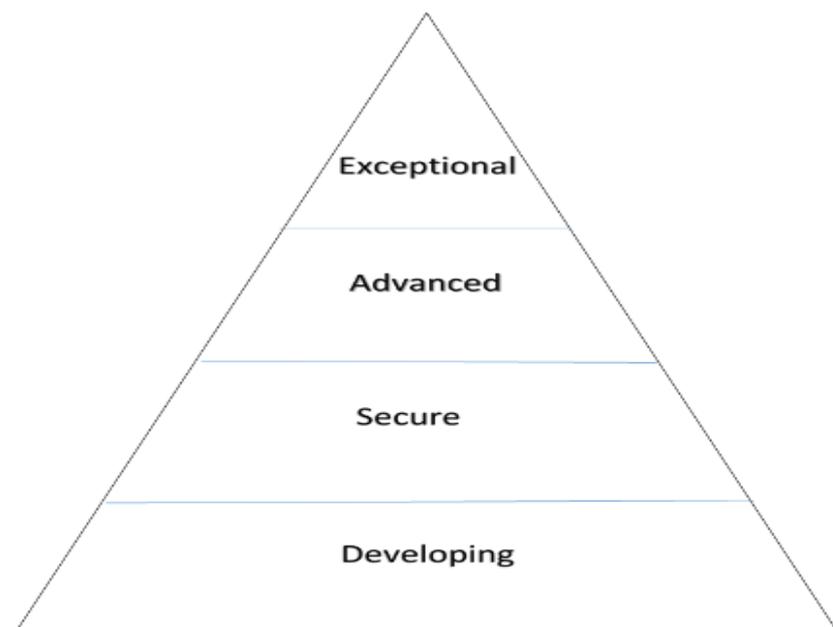
4 = cannot be seen at all



Keywords	Grade 1-4
Extension	
Projection	
Balance	
Dynamics	
Canon	
Unison	
Fragmentation	
Retrograde	

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 worst performance skills.

Assessment triangle:



Assessment:

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

Performance Skills:

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

Choreography Skills:

Clear start/end positions, levels, directions, retrograde, fragmentation, smooth transitions, clear structure, action & reaction, dynamics, interesting actions.

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)	

Prior Experience:

Please tick the relevant box that shows your previous knowledge and understanding of Dance:

Used to dance	Currently dance	Planning to join

If you dance outside of school, where do you attend?

Do you complete exams/competitions/shows? If so, please give details here

Non participant tasks

Activity 1:

Organise the following phases of a warm-up in the order that they should take place (3 marks)

Stretching muscles

Heart rate increase

Mobilisation

1	2	3

Describe an exercise for each of the above phases (6 marks)

1 (stretching muscles).

.....
.....
.....

2 (heart rate increase)

.....
.....
.....

3 (mobilisation)

.....
.....
.....

Look at the following pictures and identify the dance styles: Capoeira, African, Ballroom, Street dance



a..... b..... c..... d.....

Describe the dance styles that are shown in each of the pictures (include key actions, dynamics and the mood/atmosphere of the type of dance)

A

.....
.....
.....

B

.....
.....
.....

C

.....
.....
.....

D

.....
.....
.....

Activity 2: Checking understanding

Fill in the appropriate words in the sentences below.

Formation	Mirror	Canon	Actions	Transitions
Dynamics		Unison	Phrase	

A short sequence of movements that you can develop is called a

When dancers perform the same movements at the same time they are dancing in

..... are linking movements that lead you in and out of your selected actions.

Jump, turn, travel, gesture and stillness are the five main dance that are used in most choreography.

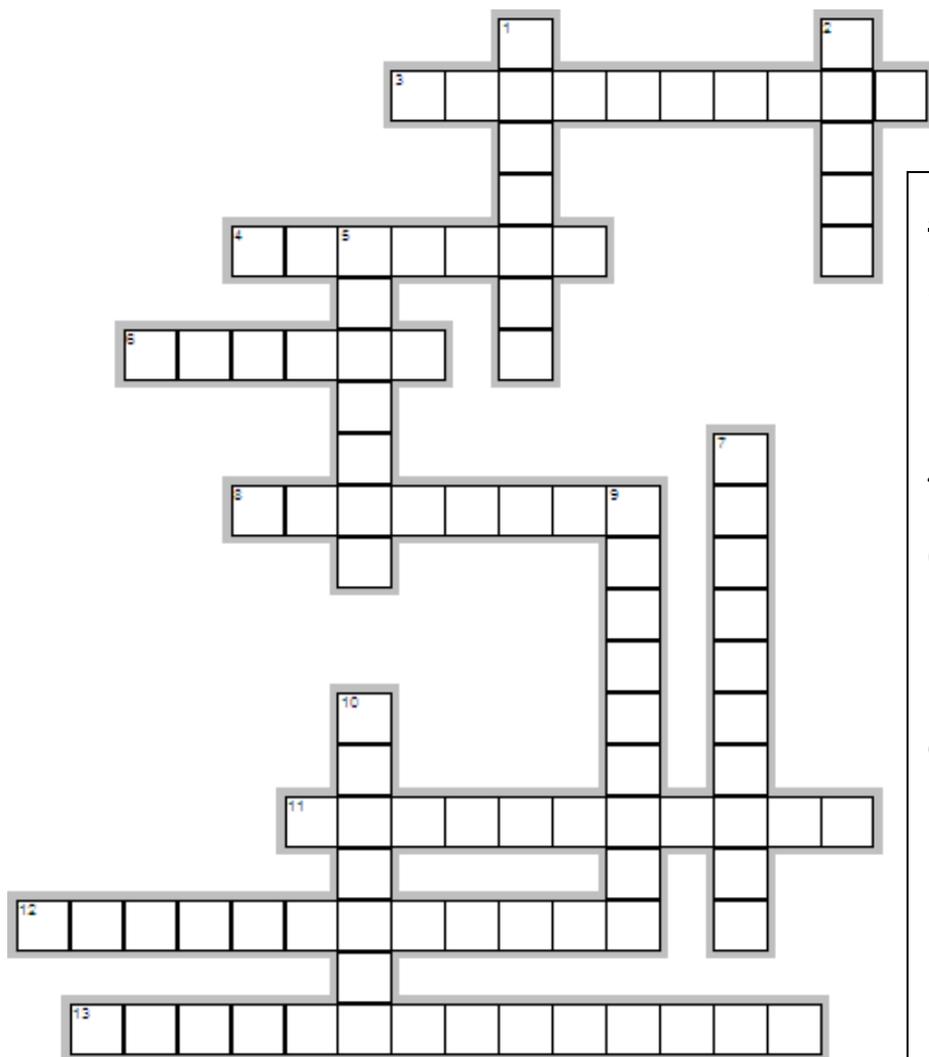
A group of dancers can be described to be dancing in when they all perform the same movements one after the other.

When a dancer performs the same movement as another dancer but on the opposite side they are acting as a

The shape a group makes in the space is known as their

..... can be described as the way you perform a movement. E.g. smooth. Fast, slow, sudden.

Performance Skills



Down

1. Being in charge of your body, aware of what you are doing.
2. Where you are looking.
5. _____ awareness- An awareness of where you are and the people around you.
7. Being aware of the rhythm and dynamics in the music.
9. Stretching to your fingertips and toes!
10. Can you keep your _____ ?

Across

3. Using energy to communicate dance idea and connect with the audience.
4. The alignment of your body.
6. A type of expression important for communicating the idea behind your dance.
8. What you must do to improve a performance.
11. How supple or bendy you are!
12. Everything working together E.g Head, arms and legs.
13. What helps you to remember dance steps.

(_____ Memory)

Activity 3 – Relationships in Dance

What have you been studying in dance this term?

.....

Relationships in dance are how the dancers work together e.g. dancing at the same time, dancing at different times etc.

Write down in 1 sentence what **unison** is:

.....

Where in your dance did you use **unison**? Draw or describe the section you have used it in.

Write down in 1 sentence what **canon** is:

.....

Where in your dance did you use **canon**? Draw or describe the section you have used it in.

Match up the correct definition with the correct dance relationship:

Solo – chorus

This is where dancer A stands still and dancer B performs a movement, then dancer A responds to dancer B's question.

Mirroring

This is where a group of dancers perform the same movement and one solo dancer performs different movements, away from the group of dancers.

Question and Answer

One dancer performs a movement to the right and the other dancer performs the same movement to the left.

Opposition

This where both dancers perform the same movements facing each other, like they are copying each other.

From question the relationships, **select one** and describe or draw a phrase of movement based on the topic you have studied last term. Think about interesting actions, pathways, formations and levels:

Activity 4: Contact Dance

Look at the following clues and work out what the words are in relation to contact dance and safety aspects:

1. Students are often told to do this before a dance class starts: Tie back.
2. You must not wear these in case you slip
3. You must take off all j..... in case it breaks or gets caught when dancing.
4. You must make sure there is enough s..... so you don't bump into one another when dancing.
5. You must not r..... a..... in the studio in case you fall over, cause others injury.

Using the boxes below create a dance using stick figures. Your dance must be about something (stimulus) e.g. bullying, anger, friends etc. You need to give it a **title**, say how many **dancers** there will be, what **dynamics** you will use and use of **space**.

Title of dance:

Stimulus:

Dancers:

Movement 1	Movement 2	Movement 3
Dynamics:	Dynamics:	Dynamics:
Movement 4	Movement 5	Movement 6
Dynamics:	Dynamics:	Dynamics:

Dynamics list:									
Sharp	Strong	Quick	Slow	Soft	Gentle	Jerky	Fluid	Continuous	
Energetic		Powerful		Heavy		Controlled			

Activity 5: Basic Dance Actions

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

Task 1: Look for the words listed below in the word search grid above.

Task 2: Write some examples/definitions for each of the actions.

- Actions -
- Jump -
- Facing -
- Turn -
- Dynamics -
- Roll -
- Space -
- Direction -
- Level -

Activity 6 – Street Dance

Task 1: Read the following paragraphs and then answer the questions below.

Street dance, is used to describe dance styles that happened outside of dance studios in everyday spaces such as streets, school yards and nightclubs. Street dancers usually make up what they perform on the spot and get others to dance with them or join in by clapping.

Street dance began appearing in the United States in the 1970s. Other styles of street dance include breakdance, popping, locking, hip hop new style and house dance. These dances are popular on levels, as a form of physical exercise, an art form, and for competition, and are today practiced both at dance studios and other spaces. Some schools use street dance as a form of physical education

a) What other places other than dance studios did street dancers perform?

.....
.....

b) Where and when did street dance first happen?

.....
.....

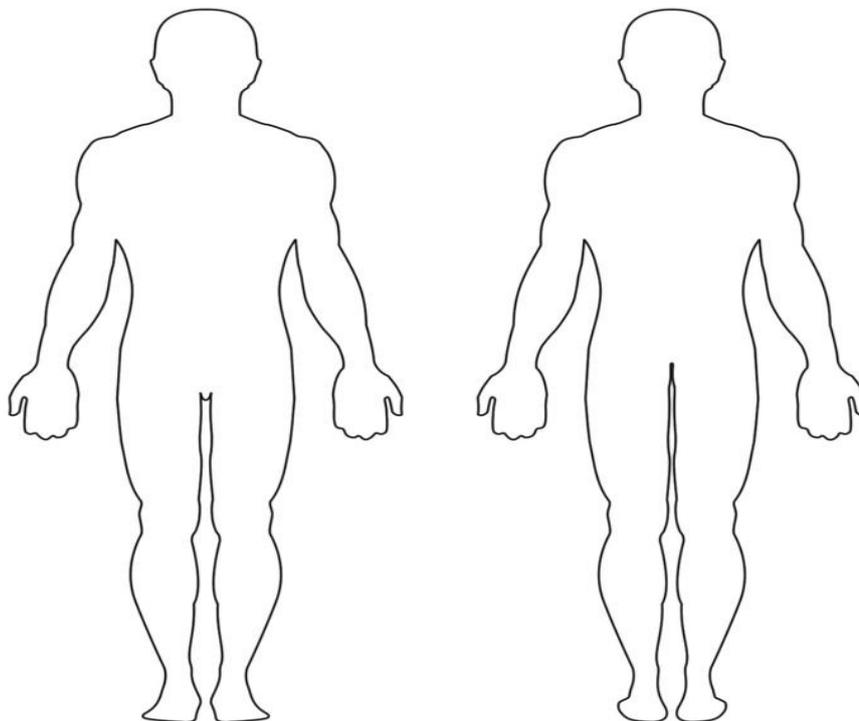
c) Name 3 other style of street dance:

.....
.....

d) Street dance is known as an art form and exercise, for
and is practiced at dance and other

Task 2: 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.



Task 3: Create your own street dance phrase using stick figures for a group of **four dancers**.

You need to include:

- formations
- levels
- floor work
- description of dynamics
- directions

Movement 1	Movement 2	Movement 3
Dynamics:	Dynamics:	Dynamics:
Movement 4	Movement 5	Movement 6
Dynamics:	Dynamics:	Dynamics:

Dynamics list:

Sharp	Strong	Quick	Slow	Soft	Gentle	Jerky
Fluid	Continuous	Energetic	Powerful	Heavy	Controlled	

Notes/Homework Page