

Year 8 - Spring Term

“Swansong” by Christopher Bruce

<u>Lesson 1</u> Students complete entrance task in booklets: linking keywords with definitions (whilst register is taken) Answers to entrance task given Teacher to give back grades from Autumn Term (if necessary) Explain focus for this term - performance skills, based on the professional work “Swansong” by Christopher Bruce Teacher to explain about Bruce: wanting to communicate about important political issues happening in third world countries via dance, Use of blending different dance styles together. Swansong means the last of something. Prisoner and two guards. Watch youtube clip Learn teacher phrases: prisoner and guard Develop phrase: fragmentation, formations, directions, levels Develop performance skills: extension, focus, energy, balance Half the class perform Homework task is set: research the use of the chair in “Swansong”	<u>Lesson 4 - PRE ASSESSMENT</u> Students complete RAG entrance task in booklets Recap marking criteria - performance skills Recap all phrases: Prisoner, Guard, Floor and Travel Students work on targets identified in R and A from entrance task. Rehearsal All groups will perform and be video recorded - minimum of 2 groups performing at the same time
<u>Lesson 2</u> Students complete entrance task in booklets: linking keywords with definitions (whilst register is taken) Answers to entrance task given Watch Q&A youtube clip Recap prisoner and guard phrases from last lesson Teacher demonstrate using a group the idea of Q & A using body percussion, building in intensity/pace to create tension. Teacher demonstration of how the chair could be used effectively and safely Develop phrase: smooth transitions, and incorporating the basic dance actions Develop performance skills: concentration, dynamics, clarity and precision, movement memory Half the class perform Homework due in - to help with use of chair	<u>Lesson 5</u> Students complete entrance task in booklets: linking all keywords with definitions (whilst register is taken) Answers to entrance task given Students to watch back pre assessment and note WWW/EBI and select targets for improvement Students to peer assessment another group to check on knowledge and understanding of performance skills Students to rehearse their performances, aiming to achieve the targets they have set from watching the pre assessment
<u>Lesson 3</u> Students complete entrance task in booklets: linking keywords with definitions (whilst register is taken) Recap Prisoner and Guard phrases Allow students time to recap Learn teacher phrases: travel and floor Develop phrase: dynamics and action & reaction Develop performance skills: confidence, flexibility, strength, control Link all sections with smooth transitions Half the class perform - discuss WWW/EBI (without mentioning specific students names or point at groups)	<u>Lesson 6 - ASSESSMENT</u> All booklets will have been marked so students need to ensure all entrance tasks have been completed for the Spring Term Students to complete a mini evaluation for entrance task (whilst register is taken) Recap marking criteria - performance skills Recap targets previously set Recap all phrases: Prisoner, Guard, Travel and Floor All groups perform

Music Suggestions:

Zack Hemsey ‘See What I’ve Become’

<https://www.youtube.com/watch?v=IWDYAJ2-Y1E>