

Year 8: Autumn Term – Contact Dance

Keywords	Activity	Learning Outcomes	Resources
Safety Duet Trio Contact Levels Transitions Dynamics Jump Turn Gesture Travel Fall	<p><u>Lesson 1: Push/Pull/Lean/Support</u></p> <ul style="list-style-type: none"> *Explain expectations in dance, safety points and focus. *Entrance: what are transferrable skills? *Watch DVD/youtube/video extract *Warm up-incorporating elements from the phrase (being taught in lesson 2) *Teacher demonstration with student to show: push/pull/lean/support actions. *Students to create their own push/pull/lean/support phrase, developing the dynamics and transitions. *Extension task – to use different levels with contact positions, and also to experiment with different body parts to manipulate the action/s of their partner *Set homework task – due in for lesson 3 	<ul style="list-style-type: none"> *All students will learn the importance of safety. They will use the contact examples from the teacher and repeat these for their own phrase. They will connect the still positions using simple actions. *Most students will already recognise the importance of safety and will be able to identify the basic dance actions. They will be able to understand and give definitions for keywords. They will create their own contact phrase and develop the dynamics and transitions. *Some students will be able to identify a number of ways to describe the basic dance actions. They will use original and unique contact actions and will develop using a variety of contrasting dynamics, also ensuring the whole phrase smoothly links together. 	Internet: youtube, contact example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens
Safety Duet Trio Contact Levels Manipulation Directions Fragmentation Action & Reaction Retrograde Transitions	<p><u>Lesson 2: Taught phrase</u></p> <ul style="list-style-type: none"> *Entrance: recap keywords from last lesson: smooth transitions, dynamics, levels. Also reflecting WWW/EBI last lesson *Warm up-incorporating arm gestures *Watch DVD/youtube/video extract and discuss the actions seen and importance of safety *Teach phrase – students learn teacher phrase *Students to then develop the phrase by changing and developing the choreographic devices: fragmentation, action and reaction, retrograde. *Students to decide on a narrative, developing characters for their dance. *Students to link phrase 1 and phrase 2 together with smooth transitions. *Extension task-students to label themselves A and B. Partner A is the mover and partner B is the listener. B places palm on A's body and maintains that point of contact. A is free to move, trying to not be restricted by partner (change body parts: hand, wrist, centre of back, top of head, upper arm) 	<ul style="list-style-type: none"> *All students will be able to identify the keywords previously taught. They will learn the taught phrase and repeat ideas given by the teacher for developing. They will watch another group and write/discuss basic WWW and EBI. *Most students will be able to identify the keywords previously taught and give examples of where they have used them, showing understanding of definition. They will learn and develop the taught phrase and develop the directions and some choreographic devices. They will watch another group and be able to give good examples of WWW and EBI. *Some students will be able to give detailed examples of where they have used the keywords in their dances so far. They will develop the taught phrase with all choreographic devices, constantly changing their directions. Their performances will flow seamlessly. They will add an additional section into their dance where they listen and respond to movement vocabulary. They will be able to give detailed feedback of WWW and EBI for others groups. 	Internet: youtube, contact example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens

	*Watch back another group and peer assess the choreographic skills learnt so far (in booklets)		
Safety Duet Trio Contact Levels Manipulation Directions Fragmentation Action & Reaction Retrograde Transitions Progress	<p>Lesson 3: Pictures</p> <p>*Homework due in</p> <p>*Entrance-students to recap keywords previously learnt and linking definitions: fragmentation, action and reaction, retrograde. Also extending knowledge of other choreography dance terminology: narrative</p> <p>*Warm up-whole body, especially shoulders and upper body</p> <p>*Watch DVD/youtube/video extract and discuss the actions seen and importance of safety (work within own limitations)</p> <p>*Students to use the contact pictures/images in the classroom and from their homework to create their own phrase.</p> <p>*They will develop the actions ensuring they are using a number of different directions, and ensure their structure includes and clear start/ending positions and smooth transitions between phrases. They will work in including 'interesting/original/unique' actions.</p> <p>*Connect all phrases together, perform and students to RAG own progress.</p> <p>*Extension task-students to include a variety of different dynamics into their phrases.</p>	<p>*All students will be able to identify the keywords previously taught. They will watch and repeat ideas given by the teacher for their own phrase (working within their own limitations) and/or from their homework. Students will be able to basically develop their dances incorporating interesting actions and showing a change of dynamics (repeated from lesson 1)</p> <p>*Most students will be able to identify the keywords previously taught and explain definitions. They will create their own phrase (working within their own limitations) and/or from their homework. Students will be able to develop their phrases to include interesting actions and a few different dynamics (repeated from lesson 1).</p> <p>*Some students will be able to clearly identify the keywords and give a detailed explanation of the definition, identifying where they have used these skills. They will create original and unique phrases from their own studies and suggestions from the teacher. They will be able to develop using all the choreography skills previously learnt.</p>	<p>Internet: youtube, contact example videos/pictures</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard &pens</p> <p>Contact pictures</p>
Stillness Action Image Jump Turn Travel Fall Gesture Solo/Chorus Unison Retrograde Wrap Thread Reach Move under	<p>Lesson 3A: Words (for classes with 7 lessons this term)</p> <p>*Entrance-students to discuss words on the whiteboard and how they could be developed into actions.</p> <p>*Warm up-focusing on the basic dance actions, demonstrating different ways to jump/turn/using gestures.</p> <p>*Teacher demonstration: use a student to show one of the words from the board</p> <p>*Students to individually create their own solo</p> <p>*Students to develop solo's either to perform all at the same time in unison, or by using solo/chorus.</p> <p>*Connect all sections of the dance with smooth transitions.</p> <p>*Half groups perform and students feedback WWW and EBI.</p> <p>*Extension task-students to individually create 4-6 gestures as if interacting with a partner, as they complete the gesture the person evaporates and so the gestures soften. To be</p>	<p>*All students will be able to identify the keywords previously taught. They will watch and repeat ideas given by the teacher for the solo phrase and will perform the solo's in unison. They will watch others perform and be able to identify WWW.</p> <p>*Most students will be able to identify the keywords previously taught and explain their definitions. They will perform their own interesting solo in unison or using solo/chorus. Their transitions will be smooth and they will be able to watch others explaining WWW and EBI.</p> <p>*Some students will easily identify the keywords and be able to explain a number of places where they have used these skills in their dances. They will perform original and unique solo's, using a number of different levels and contrasting dynamics, which they will also perform in retrograde. The performance will all smoothly link together and they will be</p>	<p>Internet: youtube, contact example videos/pictures</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard &pens</p>

Circle Guide Support Embrace	performed in close proximity, using different levels to one another but no eye contact to be made.	able to use dance terminology to explain WWW and EBI in relation to others' performances.	Contact words
Criteria Exceptional Advanced Secure Developing Transitions Unison Stillness Jump Turn Gesture Fall Retrograde Unison Solo/Chorus Safety Contact Dynamics Pathways	<p>Lesson 4: Pre Assessment</p> <p>*Entrance-students to recap marking criteria (choreography key words) and RAG the choreography skills. Select targets to work towards in today's lesson.</p> <p>*Warm up-focusing on all aspects in previous lessons</p> <p>*Students to rehearse performances, focusing on targets from RAG.</p> <p>*Each group to perform and be video recorded (sometimes two groups can perform at the same time)</p> <p>*Teacher to assess each student on laptop spreadsheet (new for 2021) in preparation for KS3 assessment deadline on 22nd Nov</p> <p>*Review-did they achieve target set at the start of the class?</p> <p>*Extension task-to select more than one target from RAG section.</p>	<p>*All students will select a target from their booklets, rehearse their performances and perform. They will be able to RAG their progress at a basic level, and perform for the video camera.</p> <p>*Most students will select a target from their booklets, rehearse, perform and achieve their target set. They will also select a second target from the RAG entrance task to work on before being video recorded.</p> <p>*Some students will select more than one target from their booklets, rehearse, perform and be able to identify WWW and EBI in others' performances, using correct dance terminology. They will confidently perform for the video camera.</p>	<p>Marking criteria</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard & pens</p> <p>Contact words and pictures</p>
Transitions Unison Stillness Jump Turn Gesture Fall Retrograde Unison Solo/Chorus Safety Contact Dynamics	<p>Lesson 5: Watch back pre assessment</p> <p>*Entrance-recap choreography skills required and their definitions.</p> <p>*Explain the marking of their own work (or peer assess if students were away for pre assessment) 1 = excellent (can be seen throughout), 2 = OK (can be seen occasionally, not throughout), 3 = needs work (cannot be seen).</p> <p>*Students to watch their own work and teacher to circulate class helping where necessary.</p> <p>*Teacher to demonstrate on the whiteboard how to complete the assessment sheet within student booklets.</p> <p>*Students to select 3 targets to work towards.</p> <p>*Warm up – going through phrases required for performances.</p>	<p>*All students will watch their performances back and complete a self assessment, noting targets for improvement. They will rehearse their performances.</p> <p>*Most students will watch their performances and easily complete a self assessment noting WWW and EBI. They will select 3 targets for improvement and use DIRT to achieve targets.</p> <p>*Some students will watch their performances and easily complete a self assessment noting WWW and EBI. They will also help their peers to identify areas that WWW and EBI showing a clear understanding of the marking criteria. They will select a minimum of 3 targets for improvement and will use DIRT effectively to achieve targets.</p>	<p>Marking criteria</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard & pens</p>

Pathways	<p>*All students to then use DIRT to make improvements of their performances.</p> <p>*Extension task - students to use the 'tick list' in the booklets to add more interesting choreography aspects to their dances.</p>		<p>Contact words and pictures</p> <p>Pre Assessment video recordings</p>
<p>Transitions</p> <p>Unison</p> <p>Stillness</p> <p>Jump</p> <p>Turn</p> <p>Gesture</p> <p>Fall</p> <p>Retrograde</p> <p>Unison</p> <p>Solo/Chorus</p> <p>Safety</p> <p>Contact</p> <p>Dynamics</p> <p>Pathways</p> <p>Criteria</p> <p>Exceptional</p> <p>Advanced</p> <p>Secure</p> <p>Developing</p>	<p><u>Lesson 6: Assessment</u></p> <p>*Entrance-mini evaluation to reflect on contact dance. What have they learnt? How have they improved? Complete the missing words from safety aspects (secure, currently, before, control, both and carefully)</p> <p>*Warm up- focusing on all aspects in previous lessons</p> <p>*Students to rehearse performances, focusing on targets previously set (self assessment and peer assessment)</p> <p>*Each group to perform and be video recorded</p> <p>*Discuss generally WWW and EBI regarding choreography skills.</p> <p>*Students to reflect on an aspect they have learnt during this module.</p>	<p>*All students will recap targets previously set, perform, watch others and write a basic evaluation of own progress.</p> <p>*Most students will recap all aspects required showing understanding of mark criteria and choreography skills. They will perform, focusing on the targets they had been working on, watch others and be able to identify WWW and EBI. They will be able to write an evaluation of their own progress using dance terminology.</p> <p>*Some students will easily recap all aspects required using dance terminology, showing a detailed understanding of the marking criteria and choreography skills. They will perform, focusing on the targets they had been working on, and will be able to give detailed responses regarding others' performances highlighting WWW and EBI and using dance terminology. They will be able to write a detailed evaluation of their own progress clearly using dance terminology showing an excellent understanding of the definitions.</p>	<p>Marking criteria</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard & pens</p> <p>Contact words and pictures</p> <p>Pre Assessment video recordings</p>