

Year 9: Rotation 1 – Emancipation of Expressionism

Keywords	Activity	Learning Outcomes	Resources
Emancipation of Expressionism Kenrick Sandy Extension Focus Energy Balance Concentration Dynamics Clarity and precision Movement memory Confidence Flexibility Strength Control Hip Hop Street Dance	Lesson 1: *Explain expectations in dance, safety points and focus. *Entrance: link performance key words with correct definitions *Give overview of “E of E” and focus of first rotation *Watch DVD/youtube/video extract - Entrance section *Warm up-incorporating more street dance type actions *Teacher demonstration with group to show the use of space (one student on the floor, the others standing), when the person standing points at other members of the group, they'll perform two sudden/jerky/static actions and then melt down. *Watch DVD/youtube/video extract - Section 1 *Teach students the ‘static ninja’ step, making arms swing with heaviness *Students to create their own ‘Rubik’s Cube’ section staying in close proximity, changing directions/formations *Extension tasks – *Students to create their own intro - walking in, facing the back, frozen, in a heap twisted around each other. During Rubik’s Cube section one person in each group to step out from group and perform a 4 count solo	* All students will learn the key facts from ‘Emancipation of Expressionism’. They will copy the beginning section from the teacher's example, using different levels. They will also face different ways for the ‘Rubik’s Cube’ section) * Most students will learn the key facts from ‘Emancipation of Expressionism’. They will create their own beginning section using different levels and action/reaction. They will create their own intro section and create an interesting ‘Rubik’s Cube’ section facing a number of different ways. * Some students will learn the key facts from ‘Emancipation of Expressionism’. They will create their own unique beginning section using different levels, action/reaction and a variety of dynamics. They will create their own original intro section and create an interesting ‘Rubik’s Cube’ section facing a number of different ways, whilst including solo/chorus and changes of formations.	Internet: youtube, Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens
Emancipation of Expressionism Kenrick Sandy Birth Journey Connection Freedom Popping Locking Waacking Krumping Breaking Hip Hop	Lesson 2: *Entrance: recap keywords from last lesson of E of E overview *Warm up *Recap - Intro and section one *Watch DVD/youtube/video extract for ‘Growth and Struggle’ section *Demonstrate phrase – showing how sporting actions can be linked and developed into abstract dance actions *Students to create own phrase based originally from a sporting activity - instructions on PP slide (focus: dynamics) *Students to link all phrases together with smooth transitions *Extension task - to extend the sections already choreographed and look for links in the music to connect to	* All students will be able to identify the keywords previously taught. They will copy the phrase and repeat ideas given by the teacher for developing. They will perform each section of the dance * Most students will be able to identify the keywords previously taught and give examples of where they have used them, showing understanding. They will create their own ‘growth and struggle’ phrase, then connect each section with smooth transitions. * Some students will be able to give detailed examples of where they have used the keywords in their dances so far. They will create an original and unique ‘growth and struggle’ phrase. Their performance will flow seamlessly. They will be able to listen and connect to the musical accompaniment	Internet: youtube, contact example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens

<p>Emancipation of Expressionism Kenrick Sandy Genesis Growth and struggle Connection and Flow Empowerment Confidence Flexibility Strength Control Action/Reaction Directions Formations Smooth Transition</p>	<p>Lesson 3: *Entrance-students to recap keywords. linking up performance skills with correct definitions and recapping meaning of choreography keywords *Warm up *Recap dance so far: entrance/beginning, rubik's cube and growth and struggle *Watch DVD/youtube/video extract and look at how many different ways Kenrick and Skytilz use action and reaction when pass the imaginary ball of energy between them *Within groups, separate into duets and create own waving phrase where the invisible ball of energy is 'thrown' and 'caught' between each other *Connect all phrases together, focusing on smooth transitions *Extension task-using 4 different places in the phrase to change the speed: speeding up actions and slowing them down</p>	<p>*All students will be able to identify the keywords previously taught. They will watch and repeat ideas given by the teacher at a basic level. They will perform each section of the dance *Most students will be able to identify the keywords previously taught and explain definitions. They will create their own 'connection and flow' phrase, using different dynamics. They will be able to link all phrases with smooth transitions and perform well. *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 ways to show the 'connection and flow' section, including a number of different dynamic qualities. They will be able to effectively link each section of the dance with smooth transitions.</p>	<p>Internet: youtube, contact example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens</p>
<p>Emancipation of Expressionism Kenrick Sandy Criteria Exceptional Advanced Secure Developing Performance skills</p>	<p>Lesson 4: Pre Assessment *Entrance-students to recap marking criteria (for Performance) and RAG the skills *Warm up-focusing on all aspects in previous lessons *Students to rehearse performances, focusing on targets from RAG *Each group to perform and be video recorded. Aim to film two groups at the same (be sensitive to those that might need to video record when others are changing - not available for everyone though) *Extension task-to check list of 'extension tasks' in booklet and tick them off when completed</p>	<p>*All students will RAG the performance skills in their booklets, rehearse their performances and perform. *Most students will RAG the performance skills in their booklets, rehearse, perform and achieve their target/s set (from the red/amber sections of the RAG table). *Some students will easily RAG the performance skills in their booklets, rehearse, confidently perform (achieving all the red/amber skills identified in the RAG table) and be able to identify WWW and EBI in others' performances, using dance terminology.</p>	<p>Internet: youtube, Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens</p>
<p>Emancipation of Expressionism Kenrick Sandy Criteria Exceptional Advanced Secure</p>	<p>Lesson 5: Watch back pre assessment *Entrance-complete the missing words activity from the order of the performance *Explain the marking of their own work (or peer assess if students were away for pre assessment) 1 = exceptional (can be seen a number of times), 2 = excellent (can be seen</p>	<p>*All students will watch their performances back and complete a self and peer assessment, noting targets for improvement. They will rehearse their performances. *Most students will watch their performances and easily complete a self and peer assessment noting WWW and EBI. They will select 3 targets for improvement and use DIRT to achieve targets.</p>	<p>Internet: youtube, Interactive whiteboard Booklets</p>

Developing Performance skills Exceptional Excellent Good Poor DIRT	throughout), 3 = can be seen occasionally, 4 = needs work (cannot be seen). *Students to watch their own work and teacher to circulate class helping where necessary. *Teacher to demonstrate on the whiteboard how to complete the assessment sheet within student booklets. *Students to select 3 targets to work towards (all Performance skills). *Warm up *All students to use DIRT to improve their performances.	* Some students will watch their performances and easily complete a self and peer 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.	Pencil cases CD player/ipod Whiteboard & pens Video recordings of pre assessment
Emancipation of Expressionism Kenrick Sandy Criteria Exceptional Advanced Secure Developing Performance skills Exceptional Excellent Good Poor DIRT	<u>Lesson 6: Assessment</u> *Entrance-to reflect on 'E of E' dance. What have they learnt? How have they improved? Complete the transferable skills activity. Recap targets previously set *Warm up *Students to rehearse performances, focusing on targets previously set *Each group to perform and be video recorded *Discuss generally WWW and EBI regarding performance skills.	* All students will recap targets previously set, perform, watch others and write a basic evaluation of own progress. * Most students will recap all aspects required showing understanding of mark criteria and performance 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. * Some students will easily recap all aspects required using dance terminology, showing a detailed understanding of the marking criteria and performance 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.	Internet: youtube, Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard & pens