****

**Knowledge Rich Curriculum Plan**

Year 11

Preparation for Choreography, 5 Exam Board Choreography Questions and creating a Solo/Group Choreography.



| **Year 11 Dance** | **Choreography from a stimulus** |  |  |  |
| --- | --- | --- | --- | --- |
| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson 1:**  **Recap creating a dance from a stimulus and creating a motif.** | * Explanation of choreography assessment criteria and how marks are awarded through previous students work. * How to look at a stimulus and use that as a starting point for ideas of a dance. * How to expand on the initial ideas and think/create movement based on the ideas from the stimulus. * How to create a motif in groups demonstrating one of the ideas from the stimulus. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate. | * **From the Units in Years 8, 9 and 10, students have learnt how to create motifs and dances from different stimuli.** | Questioning  Practical demonstrations |
| **Lesson 2:**  **Recap of motif 1 and how to develop a motif.** | * Different ways to develop a motif e.g. add and take way actions, dynamics, levels, add and take away body parts, repetition, contact, fragmentation, canon, accumulation, direction, formations. * How to work sensitively with other dancers in relation to time, space and group formations. | **Tier 3**  **Motif Development**  Add and take way actions, dynamics, levels, add and take away body parts, repetition, contact, fragmentation, canon, accumulation, direction, formations and use of relationships.  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations. | * **Students have explored the stimulus and have created a motif based on one of the ideas from the exploration.** | Questioning  Practical demonstrations |
| ***The AQA GCSE Dance Questions get released around 15th September*** | | | | |
| **Lesson 3:**  **Use of choreographic devices and linking material together using transitions.**  **First two Questions A and B issued for HW.** | * How to use choreographic devices by creating a climax. * If they ever get stuck when creating movement material for their exam, they should develop movement material they have already created. * Motifs are repeated and developed to reinforce the choreographic intent. * The first two choreography questions A and B and how to research and present their ideas to bring to the next lesson. | **Tier 3**  **Choreographic Devices**  Unison, canon, repetition, contrast, highlights, climax, manipulation of number.  **Climax**  The most significant moment of the dance  **Transitions**  Links between dance phrases or sections. | * **Student have created a motif, developed the motif and a climax, prior to the lesson, ready to link them together.** | Questioning  Practical demonstrations |
| **Lesson 4:**  **Exploration of Questions A and B** | * How to creatively and imaginatively respond to the stimulus by selecting one or two ideas from their research and creating a motif. * By exploring the dance ideas through action, space, dynamics and relationships students can see if their ideas are effective and whether they could create a whole dance based on their dance idea. * By working together and sharing their ideas they draw inspiration from others and can further explore their ideas. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate | * **Students will have researched the choreography questions and brought that research to the lesson.** | HW  Questioning  Practical demonstrations |
| **Lesson 5:**  **Exploration of Question C** | * How to creatively and imaginatively respond to the stimulus by selecting one or two ideas from their research and creating a motif. * By exploring the dance ideas through action, space, dynamics and relationships students can see if their ideas are effective and whether they could create a whole dance based on their dance idea. * By working together and sharing their ideas they draw inspiration from others and can further explore their ideas. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate | * **Students will have researched the choreography question and brought that research to the lesson.** | HW  Questioning  Practical demonstrations |
| **Lesson 6:**  **Exploration of Questions D and E** | * How to creatively and imaginatively respond to the stimulus by selecting one or two ideas from their research and creating a motif. * By exploring the dance ideas through action, space, dynamics and relationships students can see if their ideas are effective and whether they could create a whole dance based on their dance idea. * By working together and sharing their ideas they draw inspiration from others and can further explore their ideas. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate | * **Students will have researched the choreography questions and brought that research to the lesson.** | HW  Questioning  Practical demonstrations |
| **Lesson 7 and 8**  **Selecting a Question** | * From the 5 questions, they need to select one question and dance idea from that stimulus. * Decide whether it will be a solo (2-2 ½ minutes) or group (3 – 3 ½ minutes). * A power point plan of their dance idea including images, structure, action, space, dynamics, relationships and choreographic devices. * Students don’t have to select their original ideas that they researched. From their practical exploration and working with others, they can research and select a different idea from the 5 stimuli. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.  **Choreographic Devices**  Unison, canon, repetition, contrast, highlights, climax, manipulation of number. | * **Students will have researched all of the choreography questions and explored each one practically.** | HW  Questioning |
| ***Half Term*** | | | | |
| **Lesson 9 and 10**  **Selecting Music**  **(aural setting)** | * Students will be encouraged to select music that matches their dance idea that has dynamic variation, climax, highlights and is an appropriate length (a solo (2-2 ½ minutes or group 3 – 3 ½ minutes). * Students will be directed to the student resources drive and also You tube and previous students’ music. | **Aural Setting**  An audible accompaniment to the dance such as music, words, song and natural sound (or silence).  **Dynamic**  The qualities of movement based upon variations in speed, strength and flow.  **Climax**  The most significant moment of the dance  **Highlights**  Important moments of a dance | Section A of the paper has covered the knowledge they need to understand action, space, dynamics, relationships, choreographic devices, structure and aural settings. | The teacher will listen, check and modify any music for the students before they are allowed to choreograph to it. |
| **Lessons 11 until their final assessment in March**  **Over the following practical lessons up until filming in March the students will be focused and directed to the following;** | How to start a choreography;   * Listen to the music and improvise * Taking ideas and creating motifs * They don’t have to start at the beginning. * Are they going to use a prop?   Using the accompaniment effectively;   * Listen to the music, logging down when it changes and repeats itself. * Does it have a natural structure and tell you the narrative? * Use the initial ideas from the PowerPoint or it can be changed based on the accompaniment.   Structuring and use of choreographic devices and principles such as:   * Having a clear beginning, middle and ending of the dance. * Highlights - Important moments of a dance. * Climax - The most significant moment of the dance. * Clear motif and motif development to reinforce your idea. * What structure are they going to use? Episodic, binary, ternary or narrative?   To work sensitively with other dancers in relation to time, space and group formations.   * Are they using all their dancers effectively? * Are they using all the space in the dance? * Is there a variety of relationships (if a group dance)?   Overall sense of performance   * It is important to create an overall sense of performance through the use of: focus, projection, musicality, sensitivity, communication, energy and commitment. In preparation for the final performance.   Refine they dance in preparation for filming:   * Breaking the dance into sections or small groups * Filming it and watching it back * Teacher feedback * Practice with costumes. | **Improvisation**  Exploration or generation of movements without planning.  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.  **Choreographic Devices**  Unison, canon, repetition, contrast, highlights, climax, manipulation of number. | Section A of the paper has covered the knowledge they need to understand action, space, dynamics, relationships, choreographic devices, structure and aural settings. | Teacher support in lessons and 1-1 tutorials outside of lessons.  Final choreography performance at in the Arts Theatre contributing to their final grade. |
| **Programme Notes** | Students must write a Programme note of approximately 120–150 words. The Programme note must include the following information:   * The choice of the set assessment stimulus to which the student responded, and the specific stimulus (eg poem, painting etc) that the student used * A description of how the choreographic intent of the work eg the idea(s), theme(s), mood(s), meaning(s) and/or style/style fusion(s) of the dance was achieved * Citations of title and musician/artist for any aural accompaniment used.   ***Students will be given a template to complete their programme notes.*** | **Improvisation**  Exploration or generation of movements without planning.  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate  **Relationships**  Lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations.  **Choreographic Devices**  Unison, canon, repetition, contrast, highlights, climax, manipulation of number. | Using their dance, they have choreographed and videos they have of it to help them write the programme note. | Teacher written feedback. |