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**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** |  |  |  |
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| **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.**
 | QuestioningPractical 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.**
 | QuestioningPractical 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.**
 | QuestioningPractical 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.**
 | HWQuestioningPractical 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.**
 | HWQuestioningPractical 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.**
 | HWQuestioningPractical 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.**
 | HWQuestioning |
| ***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. |