**Year 9 Dance Term 1 – Charleston**

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| **Intent** | **Wider Learning:**  Students will understand the difference between choreographic techniques and actions. A range of choreographic techniques to make a dance interesting. Know the characteristics of a jazz style dance.  Using their knowledge of choreographic techniques and actions they will add to the piece to create their own choreography. Teamwork and communication skills will be improved when working as part of a group.  Students’ performance qualities, increasing confidence, fluency and style in dance will improve over the course of the term. Students will also be able to evaluate the performance of others; identify strengths and weaknesses in other jazz style dance. | **Prior learning:**  Students may have varied experience, some very little depending on extra-curricular activities. Most will have heard of the musical Chicago and therefore the use of the clip beforehand will allow them to understand the type of dance they are looking at. They will have previously looked at other danced in year 7 and year 8 and therefore know some chorographic skills and how to add them into the performance, pervious dances will have covered a range of movement patterns | | **Key vocab:**  1. Motif  2. Unison  3. Canon  4. Levels  5. Dynamics  6. Structure  7. Staccato  8. Legato  9. Slow motion  10. Spiral  11. Turn  12. Jump  13. Accumulation  14. Phrase  15. Rehearse  16. Confidence  17. Transitions  18. Audience  19. Performance  20. Travel  21. Retrograde  22. Mirroring |  |
|  | **The big questions**  What is a motif?  What type of movements does a jazz dance have?  Are the performers making the movements clear enough?  Does the performance use good dynamics?  Is there a real sense of what each dancer is thinking and feeling?  Are the relationships between the dancers as clear as they can be?  What do the viewers enjoy watching and what would they like to improve?  Are the performers extending, stretching, curving or jumping (etc.), as much as possible? | | What does the word ‘[dynamics](https://youtu.be/9wgRelr8tqI)’ mean? | | |

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| **Implement** | **Order of learning**   * **Lesson 1 – to understand the set dance, to develop further on the set dance and the apply the dance to music** * Warm up – just dance warm up in pairs and then add stretches * introduce the dance. Share clip from Chicago <https://www.youtube.com/watch?v=ylpxx3boyDo> explain the type of dance it is. Show the music that they will be using to create a dance [Overture/And All That Jazz (youtube.com)](https://www.youtube.com/watch?v=Le8a7u1pANU) * Introduce the first 8 beats of the dance, drag walk (4) split jump knee twist (3) jazz hands (1). Practice to the music (when the singing comes in start the walk) * Add to the dance with the next 8 beats. 5 steps to the left (5) arm flick (1) look forwards (1) jazz hands (1). Practice from the beginning to the music * Introduce the steps backwards (4) 3 streps forwards (2) crunch and spin (1) and then leg slap (1). Run through this a couple of times as this is hard! Add together without the music then with the music * Introduce the shoulder rolls (4) and the final arm movements (3) with jazz hands (1). Add together without the music then with the music.   Pick groups with different ability in them   * **Lesson 2 – to understand choreographic techniques, to develop their dance using the techniques and apply this in time with the music** * Warm up – light jogging and star jumps then stretches * Recap the dance as a group (I also do it) then let them practice without me watching in case anything needs recapping before the introduction of techniques * Discuss the 5 techniques give examples of when this can be used – canon, unison, mirroring, retrograde and levels. Allow them in their groups to create their own 16 beats at the beginning of the song using two of the choreographic techniques. Once they have practiced this have them perform to one another and then give WWWs and EBIs to the groups so they have something to work on * **Lesson 3 – to understand the use of dynamics in dance and to ensure that it is applies to the routine.** * Warm up – just dance and stretches * Allow the groups time to add in their EBIs from last lesson and change things for the lesson. * Discuss the use of dynamics in the dance and how their facial expressions should match, the dance should smoothly transition to each dance move. * Allow them to add more to the dance using 2 counts of 8 after the original piece using two more techniques that they haven’t used. * Once they have practiced this have them perform to one another and then give WWWs and EBIs to the groups, so they have something to work on the next lesson * **Lesson 4 – to understand areas they need to develop in their dance and to apply props to their routine** * Warm up – light jogging and some stretches. * Allow the groups time to add in their EBIs from last lesson and change things for the lesson. * Bring in props to add to their routine such as canes use during the drag walk, allow them to practice with this. This is very much student led now where they decide on their routine layout and how they want it to look like. * Lots of practicing with the props. * **Lesson 5- Rehearsal for assessment - to understand the importance of repetition to perform. To develop these performance skills and to apply these skills in the final performance** * Students think about their key [motifs](https://youtu.be/HPJ6JDIzomk). Also consider the [dynamics](https://youtu.be/9wgRelr8tqI) of the movement. * How might they perform their dance phrases better? * Are they making the movements clear enough? * Is there a real sense of what that character is thinking and feeling? * How can they develop their transitions - exits, entrances, travelling and moments of stillness. To develop confidence. To rehearse and refine the dance. To perform at the end and then students give WWWs and EBIs to the groups * **Lesson 6**- Performance Assessment, written feedback and evaluation using peer and self-assessment criteria. | **Differentiation**  **Stretch:** Careful grouping of students.  They count their own beats and are allowed to add more to their dance using more beats.  They change a section of the dance to incorporate the final choreography technique.  **Scaffold:** Careful pairings  Video clips/images to support learning, help with their ideas to add to the dance during the lessons.  Counting them in and counting the beats for them.  Allow them to add less to their dance only 1 count of 8 instead of 2  Keywords translated to aid communication and understanding. |
| **Impact** | **Assessment and homework**  **Homework**- Rehearsal lunchtime session with group prior to assessment. Read around the use of choreographic techniques  **Summative assessment**- peer and teacher feedback of work produced in lessons using big questions.  **Formative assessment**- Final performance to class, given a grade. | **Feedback**  Verbal feedback throughout all lessons. |
| **Where will this be revisited?**  Introductory unit to gauge interest in Dance to make decisions in the curriculum to suit the needs of our students, aspects touched upon throughout Drama units. This will also be revisited in GCSE dance if they chose this as an option.  National Curriculum KS3 (PE):  Perform dances using advanced dance techniques in a range of dance styles and forms  Assessment Objectives- KS4  **AO1** Perform dance, reflecting choreographic intention through physical, technical and expressive skills  **AO2** Create dance, including movement material and aural setting, to communicate choreographic intention  **AO3** Demonstrate knowledge and understanding of choreographic processes and performing skills  **AO4** Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements | |