

Year 9 Dance Overview

Unit	Duration (lessons)	Learning Objectives/Outcomes
A Linha Curva	16	<ol style="list-style-type: none"> 1. To understand the course requirements and good studio practise 2. To introduce the first professional work – A Linha Curva and the choreographer's intent 3. To start small group work based on a Brazilian Carnival style – dancing in lines ACTION 4. To develop motif created in lines and introduce changes of level. 5. To add in isolations to group work and develop DYNAMICS 6. To develop motif further by moving and changing SPACE to become one large group 7. To learn a motif from group 1 and use Canon to develop it. RELATIONSHIP 8. To learn a motif from group 2 and use Accumulation to develop it. RELATIONSHIP 9. To work through the fact file which accompanies the set work – THEORY 10. To watch the duet section of the piece and discuss CONTACT and use of LEVELS. 11. To create own duet using the set work as a stimulus. 12. To complete a fact-file test on choreographer/lighting/set/costume/premiere 13. To develop duet work using ACTION/SPACE/DYNAMICS/RELATIONSHIP and link to the group sections. 14. To complete a fact-file test on choreographic approach/stimulus/intention/structure/aural setting plus a re-visit of the fact-file test previously completed. 15. Written assessment. 16. Practical assessment of group and duet pieces/rehearsal time/feedback from assessments.

Artificial Things	16	<ol style="list-style-type: none"> 1. Motif development – 2 stand-alone lessons to work practically on ASDR development using complementary and contrasting relationships. 2. Motif development – 2 stand-alone lessons to work practically on ASDR development using complementary and contrasting relationships. 3. To introduce the second professional work – Artificial things and the choreographer’s intent. To start paired work based on a contact work at a low level using only from the waist up – ACTION 4. To develop motif created at a low level and introduce changes of use of SPACE. 5. To add in contact work RELATIONSHIP. 6. To develop motif further by adding standing movement – taking floor work and transferring it to different levels. 7. To join up into a small group and create a motif – ACTION/SPACE. Dancers must stay connected in some way. 8. To develop group motif using ‘leading and following’ as the stimulus. 9. To add a travelling section in that uses the shape of the snow globe as a starting point. 10. To develop the motif using the Snow Globe Movement words (sheet) DYNAMICS. 11. To create still poses using the family photo section as stimulus. 12. To complete a fact-file test on choreographer/lighting/set/costume/premiere. To link all sections together. 13. To create a solo section based on facial expressions and upper body movement only. 14. Practical assessment of group and duet pieces/rehearsal time/feedback from assessments. 15. To complete a fact-file test on choreographic approach/stimulus/intention/structure/aural setting plus a re-visit of the fact-file test previously completed. 16. Written assessment.
Emancipation of Expressionism	12	<ol style="list-style-type: none"> 1. Watch the video of Set Work – what do they observe? Fact-file reading. 2. Opening section – students work on the beginning section. 3. Students look at fact-files and assign job roles for presentation – Oracy 4. Students research given area using fact-files and internet. 5. Students pull all sections together and rehearse spoken parts. - Oracy 6. Presentations delivered to rest of class. – Oracy 7. Section 1 – students choreograph “an electric current that goes through the dancers”. 8. Section 2 – “Growth and struggle” 9. Section 3 – “Connection and Flow” 10. Section 4 – “Empowerment” 11. Practical assessment 12. Fact-file – written assessment.

Infra	8	<ol style="list-style-type: none"> 1. To introduce the professional work – to watch the work in full and discuss the choreographer's intent/ any sections or movements that stand out. Introduce the fact-file. 2. To work in pairs to re-create the duet section in rectangles. 3. Continue to choreograph duets 4. Complete duet and start to sequence them 5. Work on order and sequencing 6. Written assessment – deepening learning opportunity by re-calling facts from all set works studied so far
Shadows	8	<ol style="list-style-type: none"> 1. To introduce the professional work – to watch the work in full and discuss the choreographer's intent/ any sections or movements that stand out. Introduce the fact-file. 2. To work in threes to re-create the trio section with the Mum, Dad and Daughter. 3. Continue to choreograph trios 4. Continue to work on trios focusing on the relationship between the dancers 5. Focus on contact and giving and taking weight 6. Final rehearsal 7. Practical assessment 8. Written assessment – stimulus and intention for all works – deepening learning opportunity
Within Her Eyes	8	<ol style="list-style-type: none"> 1. To introduce the professional work – to watch the work in full and discuss the choreographer's intent/ any sections or movements that stand out. Introduce the fact-file. 2. To work in threes to create a series of lifts/contact work 3. Start to sequence the lifts in to continuous movement 4. To be able to pass the dancer from one to another without the dancer touching the floor. 5. Continue to choreograph using levels as a focus 6. Sequence movement together to develop flow 7. Final rehearsal 8. Assessment <p>Some lessons may be displaced due to exams when this is the case stand-alone lessons will be done covering Describe and Explain questions linking to costume.</p>
Exam preparation techniques Revisit all units	10	<p>This unit will involve revising all past units for the exam as well as looking at exam technique. It will include directed and independent work, including mock papers.</p>