

Dance Learning Journey Year 10

By the end of Year 10

Students will have started to learn their 2 set phrases in preparation for their exam (AO1). They will have developed techniques and skills required for choreographing (AO2)

They will have explored safe rehearsing practices practically (AO3). Students will have covered all 6 anthology (AO4).

Year 11

Performance

Film the dance pieces in their sensitive areas. Sharing of choreographic work with the class. Technical skills: Action, Dynamic, Spatial and Timing.
Invited audience to an evening call 'Dance on Camera'

Appreciation: Within Her Eyes

Analysis of the features of production. How the use of focus supports the dance idea. How the response is not a stereotypical one. Performance environment. How the lighting supports the dance idea.



Year 10 Half Term 6

Choreography

Workshops that cover exploring different performance environments. Exploring different stimuli. Improvising in response to a stimulus. Generating movement material. Understanding the importance of selecting and discarding dance material. Developing and structuring learning about the importance of refining. Choreograph a group dance (2-5 Dancers) that is a response to stimulus of your own choice. Consider use of site sensitive performance environments.

Performance

Perform the solo for the peers. Developing skills: Movement Memory, Commitment, Concentration, Confidence.
Safe working practice: Nutrition. Action Skills: Action, Dynamic, Spatial and Timing.

Choreography

Solo composition task. An introduction to choreographic approaches (Wayne McGregor's method). Teach a phrase to class and dancers recreate exactly. Dancers make a phrase on another dancer. Teacher sets choreographic task for dancers to complete. Use the movement material from the three phrases as the starting point for creating a new solo 1-1 ½ minutes.



Appreciation: Infra

Analysis of the features of production. Action, Dynamic and Spatial Content. Complete a choreographic workbook about motif writing. Complete exam style question.

Year 10 Half Term 5

Choreography

Workshops that cover different dance style. Workshops that explore the use of props. Devise whole class groups that include entrances and exits, skateboards and scooters, phrases from the works, a fusion of dance styles. Consider use of aural setting.

Performance

Perform to an audience. Consider appropriate costume choices. Working with a prop. Technical and physical skills including: flexibility, stamina, extension, mobility, isolation, strength.



Appreciation: A Linha Curva

Analysis of the features of production. Particular focus on: Action and Dynamic content, Spatial Content, Dance Relationships, Choreographic devices such as manipulation of number and repetition, unison, canon.

Year 10 Half Term 4

Performance

Hydration – safe working practice. Group sharing of choreographic work. Technical and physical skills including posture, alignment, balance, coordination control.
Attend a live performance

Choreography

Workshops/exploring stimuli and starting points. Task: Collaborative group choreography working in fours from a stimuli: A Sculpture, A Suitcase, 'Faun' by Olafur Arnalds, 'Text' by Emma Lazarus.

Appreciation: Shadows

Critical Appreciation of understanding the features of production: Staging/ Set. Lighting, Properties, Costume, Dancers, Aural Settings. Exam style questions on understanding of features of productions.

Year 10 Half Term 3

Choreography

Outcome – a 2 minute trio

Three links to the professional works such as phrases from trio 'Artificial Things'. Images/ portraits of families. Snow globe and use of confined space. Motif development and choreographic terms to a given stimuli with a focus on structuring devices and forms. Focus on Choreographic devices including motif and development, contrast, highlights and climax. Consideration of aural settings and how they effect choreographic outcomes.

Performance

Safe execution individually and working with others. Expressive Skills including projection, spatial awareness, facial expression, sensitivity to other dancers.
Performance Opportunity

Appreciation: Emancipation of expression

Focus on Costume and aural setting. Students to design own costume and aural setting for practical task. Exam style questions

Year 10 Half Term 2

Performance

Developing and understanding safe environments
Safe working practices such as warm up and cool downs. Safe working practices including hair, dancewear, absence of jewellery. Technical and Physical skills such as actions, timing, rhythm, style. **Performance opportunity.**

Year 10 Half Term 1

Choreography

Developing skills and action content from the professional works
Teacher led group workshops looking at ninja walk, ninja glide, ninja static and chariots of fire.
Workshop following dance styles: Hip hop, krumping, locking and popping, breaking, animation, waacking techniques.

Introduction to Dance:

Workshops and Masterclasses



Salendine Nook High School

ACADEMY

Aspiration, Unity, Achievement

