

# Year 9 Dance Homework Booklet

## Autumn Term



NAME:.....

## Week 1

### What is Dance?

Dancing is always done to music?

True or False

You need a partner to dance?

True or False

The first ballet dancers were men?

True or False

In order to dance you need special dance  
Clothes and special training?

True or False

You have to be thin to dance?

True or False



Only one of the above statements are true;

'The first ballet dancers were men'

Originally women stood on the side-lines to admire the male dancers' grace and agility. Ballet is just one of the numerous dance styles', every culture has its own dances and makes its own rules about what will be considered dance and who may be a dancer. Over the last twenty years there have major changes in what is accepted as dance. You probably have a few ideas about what dance is.

Task: Answer the following questions

♦ If you had to explain dance to someone who had not heard of dance, what would you say?

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♦ How would you describe why people dance?

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♦ What would you say dance is for?

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♦ How would you describe what a dancer looks like?

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♦ Where would you say dance takes place?

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♦ Do you see yourself as a dancer?

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♦ Why do you dance or why do you not dance?

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♦ Why did you choose Dance?

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## Week 2

Task: Bring in a picture that you think would make an interesting starting point for a piece of dance.



Task: Write a paragraph explaining why you have selected your chosen picture.  
Can you use the picture to think of a story/idea to communicate to the audience?  
Explain your idea:

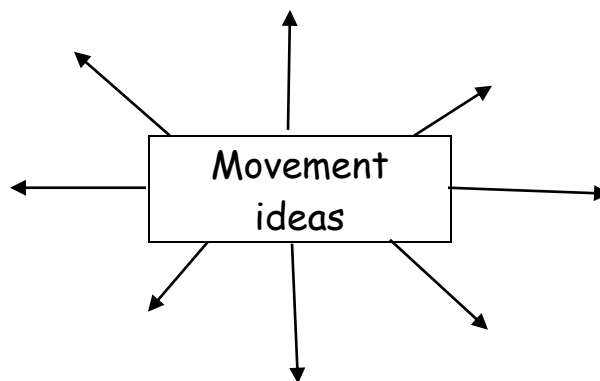
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Can you use your chosen picture to generate movement ideas?  
Write as many movement ideas as you can in the space below.



### Week 3

Task: Rehearse your dance for assessment next lesson.

Task: Set yourself 3 targets for dance lessons this year.

- 1.
- 2.
- 3.

Task: Write a paragraph about your best dance performance and why it was so effective.

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### Week 4

#### **Performance review**

Task: Review your performance for your baseline choreography assessment

WWW\_\_\_\_\_

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EBI\_\_\_\_\_

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Task: Complete **DANCE SKILLS AUDIT** 1 is the **lowest** score, 10 is the **highest**.

evaluate your skills in <b><u>rehearsal</u></b> .	1	2	3	4	5	6	7	8	9	10
I feel confident in putting ideas forward										
I regularly give ideas to the group										
My ideas are original ones										
I can accept + act on advice and criticism										
I show effective leadership skills										
I show effective communication skills										
I am co-operative										

Now set yourself 2 targets to improve your skills in this field.

1. \_\_\_\_\_
2. \_\_\_\_\_

evaluate your skills in <b><u>performance.</u></b>	1	2	3	4	5	6	7	8	9	10
I can use my technical skills effectively to execute movement										
I can use my physical skills to accurately perform action/space/dynamics										
I perform with confidence										
I can communicate to the audience the theme of a dance using my expressive skills										
I am sensitive to others during performance										
I am able to perform with good timing										
When I am on stage I am focused and committed										
I am able recall movement sequences easily using my mental skills										

Now set yourself 2 targets to improve your skills in this field.

1. \_\_\_\_\_
2. \_\_\_\_\_

evaluate your skills in <b><u>evaluation.</u></b>	1	2	3	4	5	6	7	8	9	10
I feel confident when evaluating the performances of others										
I can evaluate my own work effectively										
I am able to set myself targets to improve										
My written work is accurate and detailed										

Now set yourself 2 targets to improve your skills in this field.

1. \_\_\_\_\_
2. \_\_\_\_\_

## Week 5

Part of learning dance is being open to learning new movement patterns and new ways of doing things.

Research how many different types of dance styles can you find?



Dance Styles

## Weeks 6 and 7

Task: Dance styles project. You must choose 4 styles of dance to research. 1 of these must have originated from the United Kingdom and 3 from the rest of the world.

The four styles of dance I have chosen to research are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

My reasons for choosing these styles are:

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For each style you must find out the following:

- ♦ Which country does this come from?
- ♦ For how long has this style been used?
- ♦ Is this style still used today?
- ♦ Why did this style of dance begin? - What was it originally used for?
- ♦ What is the traditional costume for this dance?
- ♦ Has the costume changed over time?
- ♦ What type of music is traditionally used alongside the dance?
- ♦ Do the dancers use any props?
- ♦ Is the dance performed alone or in a group?
- ♦ Can the dance style be performed by men and women?
- ♦ Where can you do each of these styles in your local area?

Your dance styles project must include:

- A front cover (with your name and form on)
- Pictures of the dance style and costume
- A summary stating which of the styles you like best.
- Reference page - where did you get your information from
- Contents page
- 2 sides of A4 for each style of dance

Weeks 8 and 9

Task: How many famous dancers/choreographers can you name?

Famous Dancers  
/choreographers

The dancer I have chosen to study is:

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Why did you choose this person?

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What is it that makes this person 'famous'?

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You must find out the following about this person:

- ❖ When and where were they born?
- ❖ For how many years have they danced?
- ❖ Where did they train to dance?
- ❖ What styles of dance do they do?
- ❖ What famous musicals/dances/films have they been in?
- ❖ Do they have their own dance company
- ❖ When and where is this person performing in the near future?

**Task:** When you have collected all the above information you are to put it into a power point presentation that you will give to the rest of the group. Use images/footage to add interest.

**Oracy is a classical art. Students often mistake oracy for 'doing a speech' being a true orator is more than that; it is mastering language that benefits a place of work; and of course school is one of those places.**

**Top TIPS!**

- Make sure you can look at your audience rather than read from the power point.
- It's a good idea to create flash cards as a reminder of what you want to say.
- Practice your presentation.

The date for this will be finalised in lesson.

Week 10  
**Warm up and Cool down**

Why do you think it is important to warm up?

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What are the 3 stages of a warm up?

- 1.
- 2.
- 3.

Give an example of an activity you would do in each stage of an effective warm up

- 1.
- 2.
- 3.

Why do you think it is important to cool down?

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What are the 3 main reasons to why we cool down?

- 1.
- 2.
- 3.

Give an example of an activity you would do in an effective cool down

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## Week 11

### **Performance review**

Task: Review your performance for your baseline technique assessment

WWW \_\_\_\_\_

\_\_\_\_\_

EBI \_\_\_\_\_

\_\_\_\_\_

Task: Update your Dance skills audit on pages 5 and 6 (use a different colour pen). Set yourself three targets to achieve next term

Rehearsal target

\_\_\_\_\_

Performance Target

\_\_\_\_\_

Evaluation Target

\_\_\_\_\_

## Week 12

### **Preventing Injuries**

There are two different types of sports injury which are caused by **over use** of the body and the **sudden stress** on the body.

Task: Research how can dancers help prevent injury? Write your findings in the space below:

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Treatment for injuries

Task: Name what each letter stands for below and explain why each of the treatments are important for recovery

R .....

Importance \_\_\_\_\_

I .....

Importance \_\_\_\_\_

C .....

Importance \_\_\_\_\_

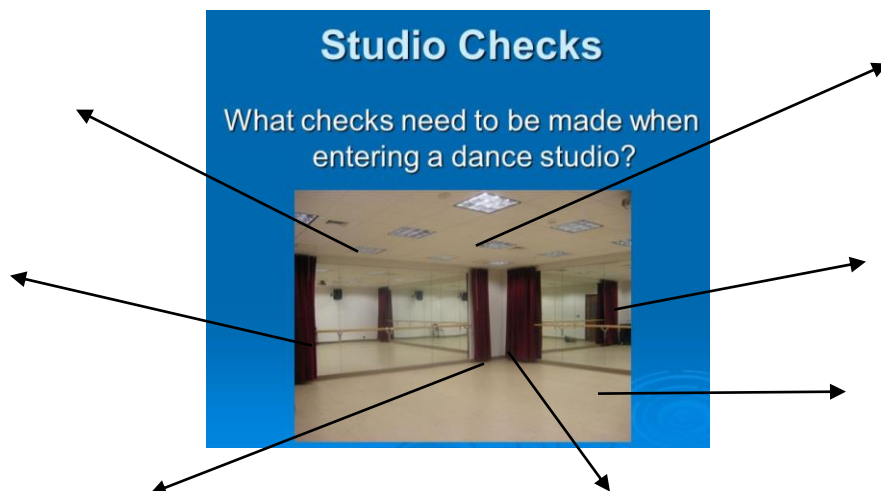
E .....

Importance \_\_\_\_\_

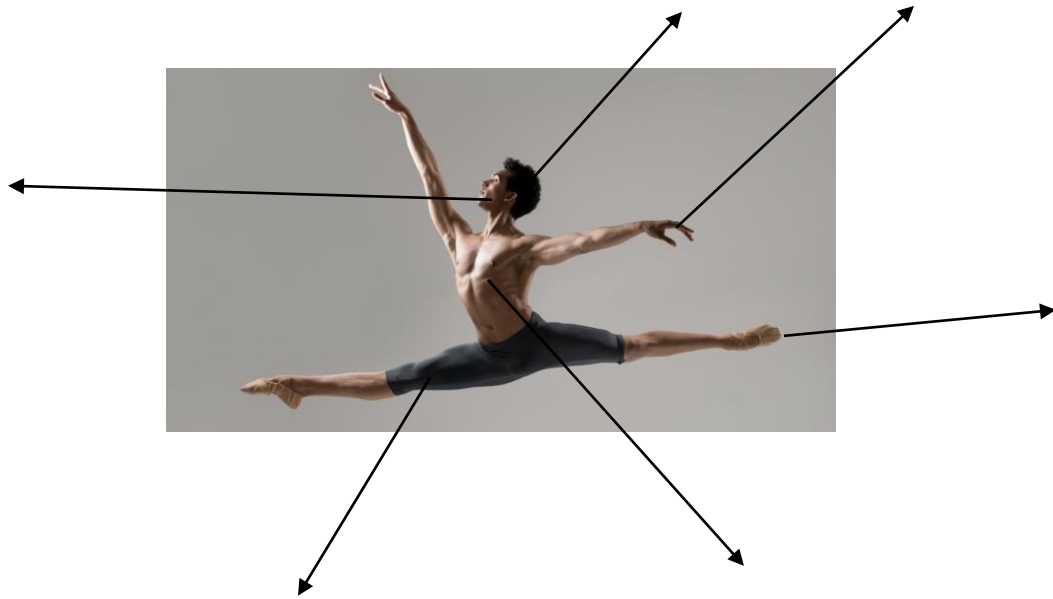
## Week 13

### Safety in the dance space

Task: Mind map the safety checks that need to be made before you start a dance class or rehearsal in the space below



Task: Now consider what do you need to do/consider as a dancer for your own personal safety?



### Subject Specific Knowledge for Revision

#### **Motif**

A phrase of movement that can be repeated or developed and communicates the Intention of the piece

#### **Stimuli**

Inspiration for an idea or movement. The starting point on which the choreography is based.

#### **Choreographic intention**

The aim of the dance. What the choreographer aims to communicate, and what they want you to understand from the dance

#### **Contemporary dance**

Contemporary dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet.

# Year 9 Dance Homework Booklet

## Spring Term



NAME:.....

## Week 1

### **Nutrition**

The body need 5 nutrients for energy, to grow and repair itself: Carbohydrates, Proteins, Fats, Vitamins and Minerals. In addition to this the body also needs water and fibre

Task: Match up the nutrients to its function:

Nutrient	Function
Carbohydrate	Provide energy and insulation, often stored under the skin
Fats	Help in the formation of bodily tissues (hair, skin, teeth and nails) and are necessary for all chemical reactions in the body
Proteins	Provide energy
Vitamins	Essential for the uptake of vitamins, the formation of bodily tissues and the carrying out of chemical reactions
Minerals	Needed for growth, the building and repair of body cells

### DIET

'You are what you eat'

Basic considerations are:

- What to eat
- When to eat
- How to eat

Dancers should be eating every carbohydrate every three hours. Appearances may be deceptive you may look thin but snack based high fat diets produce underdeveloped muscles which leave space for a substantial layer of fat on a seemingly slim body

### WHAT TO EAT

An ordinary person with a quiet lifestyle needs 1,500 calories daily just to maintain normal body functioning. It is reasonable therefore that dancers need in the region of 2000 calories. The following are essential components of a healthy diet

- Proteins -for building and repairing the body
- Carbohydrates -to provide energy
- Fat-for energy
- Vitamins-essential for the daily running of the body
- Minerals-for bones and blood
- Water-for basic physiological functions

### WHEN TO EAT

Pre performance eating needs to be scheduled, a small meal at least two hours before gives enough time for digestion, foods like pasta, containing complex carbohydrates are the best because they release steady energy. Also keeping hydrated is essential.

Task; Make a large A3 SIZE POSTER which gives advice to dancers on what to eat using the information in the table. Use drawing, magazine cuttings, food labels etc. Make it bright and informative.

NUTRIENT	SOURCES	NEEDED FOR	LACK OF=EFFECTS
Carbohydrate	Potatoes, wheat, rice	energy	Fatigue-weakness, headaches, poor coordination
Protein	Lean meat, fish, dairy	Muscle and tissue development and repair. Normal metabolism	Loss of muscle, illness
Fats	Dairy, meats, eggs, cooking oils	High energy source/high calories	Too much is more of an issue, heart disease, high cholesterol
Vitamins	vegetables	Proper body functioning	Vit D- bones soften Upset metabolism
Minerals	Most foods	Producing enzymes and hormones which control a number of functions in blood, teeth, bones	Low metabolic rate, energy loss, weight gain
Water		Flush waste from kidneys,	muscle cramps, fatigue, injury, exhaustion

## Week 2

### **Types of Dance**

There are different ways in which different types of dance can be described, these are:

**PURE DANCE:** When we say pure dance it refers to dance that is exclusively about the movement

ABSTRACT DANCE: movement is created from a single topic/feature or thing taken from an object/ issue/picture or piece of music

**COMIC DANCE!!!:** Comic dance can be created by experimenting with different body parts. Comic dance may also have elements of MIME to communicate a story

**DRAMATIC DANCE:** Dramatic dance implies that the movement communicated is powerful and exciting and probably involves some kind of conflict between dancers. The dance may be tense and have varied dynamics

**Dance-Drama:** this is dance that has a story/narrative to tell through the movement. Dancers may have more emotion and take on a character.

**Task:** Revise these types of dance for a quiz next lesson. You need to know the spelling as well as the definition.

## Week 3

Silent movies



Movement qualities of an animal



Props



A Poem

Gravity

EXTREME SPORTS

Action/reaction

The Simpsons

FRANTIC

Magnets

Movement words: jump, tilt, roll

Architecture

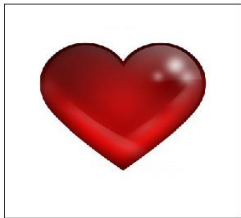
A picture

WAR

A character from a book

Getting up in the morning

the story of Ann Frank



LOVE



Claustrophobia

Task: Place the relevant dance ideas/themes in the relevant columns:

Pure Dance	Abstract Dance	Comic Dance	Dramatic Dance	Dance-Drama

Week 4  
**Dance terms**

**ACTION:** What you do

List actions you could see in a dance. There are 8 total, can you think of them all?

- |      |      |
|------|------|
| 1. G | 5. S |
| 2. E | 6. U |
| 3. T | 7. R |
| 4. T | 8. F |

**SPACE:** Where you do it

Where might you move in a dance on stage? There are six different ways can you think of the all (tip: horizontal as well as vertical)

- |      |      |
|------|------|
| 1. S | 4. L |
| 2. P | 5. D |
| 3. P | 6. S |

**DYNAMICS:** How you do it

Can you find the opposite partner to each pair:

- |                     |                           |
|---------------------|---------------------------|
| 1. Fast and _____   | 4. Acceleration and _____ |
| 2. Sudden and _____ | 5. Direct and _____       |
| 3. Heavy and _____  | 6. Flowing and _____      |

**RELATIONSHIP:** Who with

Fill in the missing letter to complete the words:

- |                     |                            |
|---------------------|----------------------------|
| 1. Lead and _____   | 5. C_m_le__t and __nstra__ |
| 2. M_rr_r_g         | 6. C_unt__po__t            |
| 3. Action and _____ | 7. C__t_ct                 |
| 4. A__umulat_____   | 8. For__t__ns              |

## Week 5

## Personal Responsibility - Self Evaluation

Task: Review your work ethic for your repertoire assessment

1. Did I work as hard as I could have?

2. Did I set and maintain high standards for myself?

3. Did I spend enough time to do quality work?

4. Did I avoid distractions in order to complete my work?

5. Did I make good use of available resources? (peers, mirrors, teacher feedback)

6. Did I ask questions if I needed help?

## Performance review

Task: Review your performance for your repertoire assessment

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EBI\_

Task: Update your **DANCE SKILLS AUDIT** 1 is the **lowest** score, 10 is the **highest**.

[illegible]

Now set yourself 2 targets to improve your skills in this field.

1. \_\_\_\_\_
2. \_\_\_\_\_

evaluate your skills in <b>performance.</b>	1	2	3	4	5	6	7	8	9	10
I can use my technical skills effectively to execute movement										
I can use my physical skills to accurately perform action/space/dynamics										
I perform with confidence										
I can communicate to the audience the theme of a dance using my expressive skills										
I am sensitive to others during performance										
I am able to perform with good timing										
When I am on stage I am focused and committed										
I am able recall movement sequences easily using my mental skills										

Now set yourself 2 targets to improve your skills in this field.

1. \_\_\_\_\_
2. \_\_\_\_\_

evaluate your skills in <b>evaluation.</b>	1	2	3	4	5	6	7	8	9	10
I feel confident when evaluating the performances of others										
I can evaluate my own work effectively										
I am able to set myself targets to improve										
My written work is accurate and detailed										

Now set yourself 2 targets to improve your skills in this field.

1. \_\_\_\_\_
2. \_\_\_\_\_

Week 6  
**Describing a dance**

Task: Watch the following dance Emancipation of Expressionism and identify the four areas.  
<https://www.youtube.com/watch?v=ZsALq261qa0>

To start to describe something, begin with the **action**, then add the **space**, **dynamics** and **relationships**. You do not need to do this for every action. You should decide which actions in the dance are the most important, or a whole short motif, and describe that in this detail. You might choose not to describe the relationships all the time, as the dancer might be performing a solo. But if there is contact then it is important to describe relationships. You might also choose not to describe the space all the time, as it might be clear where the dancer is from what you are describing.

<u><b>Action</b></u>	<u><b>Dynamics</b></u>
<u><b>Space</b></u>	<u><b>Relationships</b></u>

## Week 7

### **Travelling**

Actions: There are 8 different dance actions 1= Travelling 2= Rotation or Turning 3= Gesture 4= Jumping or Elevation 5= stillness 6= Transfer of weight 7= Isolation 8= Floor work

# Travelling



Travelling is moving from one place to another. We can travel by stepping, jogging, running skipping etc. In all different directions: sideways, backwards and forwards.

Task: Use your imagination to think of as many different ways dancers can travel from one place to another. Write your ideas in the space below.

Use your imagination!

## Week 8

### **Rotation**

A turn can be a complete revolution, several revolutions or a fraction of a revolution. There are 2 types of a turn. We can turn whilst travelling or we can turn on the spot.

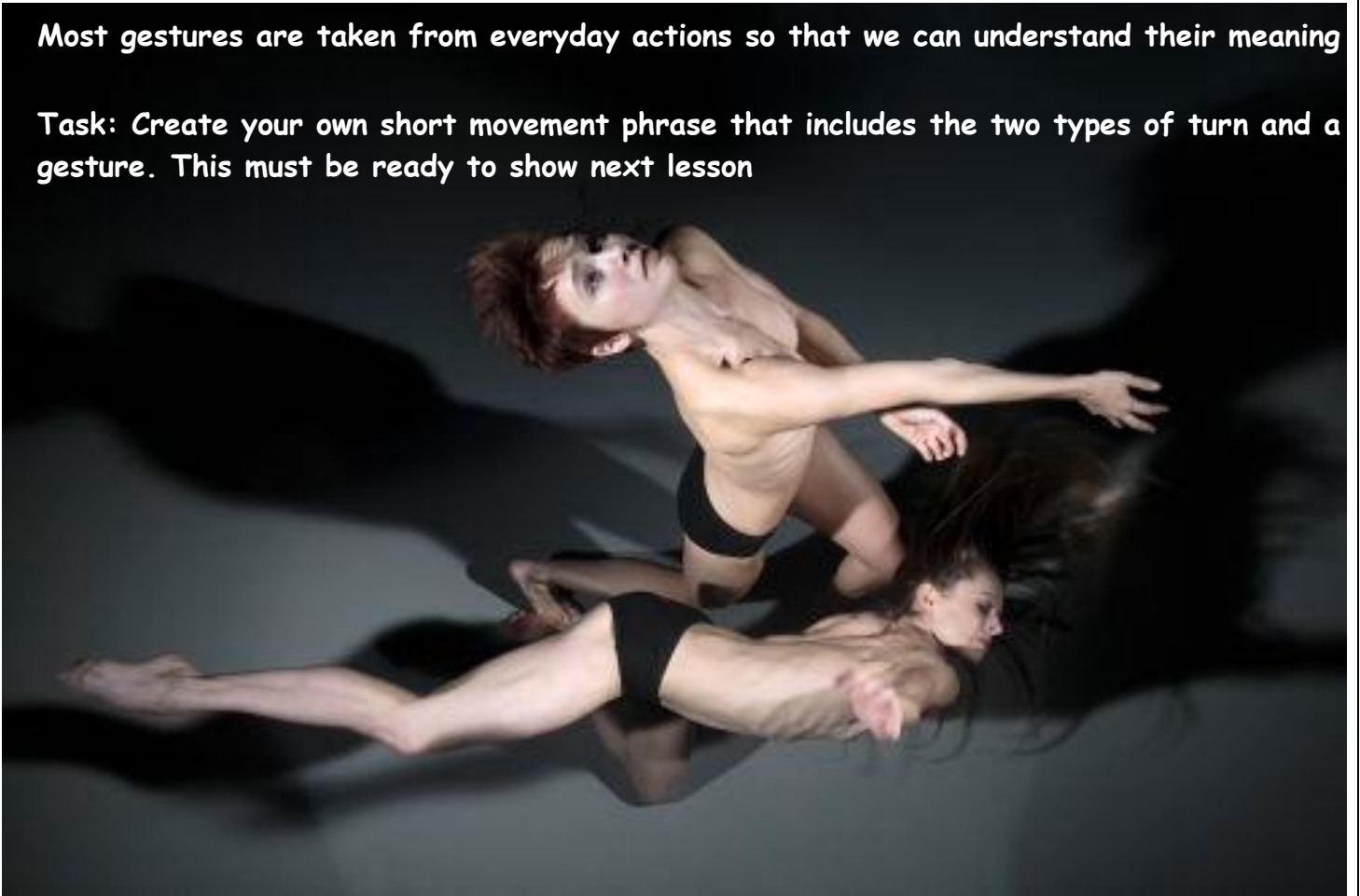


### **Gesture**

Gestures are expressive actions that are usually added to the basic movements to give them a meaning. For example, stepping 3 steps forward is a basic movement. Its function is to travel 3 steps forward. Adding arm gestures such as reaching forward can give the meaning of desire and wanting

**Most gestures are taken from everyday actions so that we can understand their meaning**

**Task: Create your own short movement phrase that includes the two types of turn and a gesture. This must be ready to show next lesson**

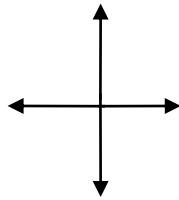


## Week 9

### **Jumping**

There are a whole variety of jump used in dance. Some keep you on the spot whilst others can make you travel a great distance. Jumps can still be small delicate movements that make the dance look bouncy or they can be huge explosive jumps that make the dance dynamic.

- 1-1 same foot (hop)
- 1-1 other foot (leap)
- 2-2
- 1-2
- 2-1



Jumps can go and with the use of arms and legs all sorts of shapes and designs can be made in the air during the jump

Task: Create your own jumping sequence that includes each of the different jumps ready to show next lesson. You can draw or describe this in the space below.

## Week 10

### **Stillness**



Stillness is an active process. You may be surprised to learn that it is one of the most demanding actions to perform. To remain still for a long period of time requires strong muscle control.

Stillness is an important choreographic device and can be used to:

- Highlight an important choreographic moment;
- Allow the audience to reflect on the meaning of the dance work;
- Indicate that your dance has come to an end;
- Complete a movement phrase

**Task:** Draw or describe a held position that requires strong muscle control in the space below and identify which muscles are being utilised to hold the position.

A large, empty rectangular box with a thin black border, intended for a student to draw or describe a held position that requires strong muscle control.

## Week 11

### Floor-work

In dance, floor-work refers to movements performed on the floor. Floor-work changes the body's relationship with gravity, and requires dancers to navigate between higher and lower levels (going in and out of the floor).

Task: How many different ways can you think of to use the floor in dance? Write your ideas in the space below.

Floor-work

### Transference of weight

A weight transfer or weight change is dancer's movement so that their weight is moved from one supporting foot (or supporting limb/body part) to another one fully or partially.

Task: Can you draw your own example of transfer of weight in the box below?



- The dancer is transferring weight from her feet to her knees.



### Isolation

An independent movement of part of the body. Task list 3 body parts that you could perform an isolation with.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_



# Year 9 Dance Homework Booklet

## Summer Term



NAME:.....

## Week 1

### Dance idea stimuli

Visual stimuli include photographs, paintings, sculptures, DVD's and videos.

Photographs - There are many types of photographs that could be used as a dance stimuli. For example images of dancers, historic events, sports people in action, tragedies, a holiday moment, your family, views of nature and characters.

Using photographs of dancer's gives you physical shapes to try, and a central position for a **motif** (smallest number of dance steps, gestures or motifs that can be developed).



Image 1



Image 2



Image 3



Image 4

Task: chose an action to move into image 1, and a new action to take you in to image 2; add an action to move into image 3 and a last action to move into image 4. **THIS IS A MOTIF**. You will perform your motif next lesson.

NOW try to vary the order of the actions, or just use the arm shapes from the photos with your own choice of leg positions. You could vary the positions in the image by changing the level or the support, moving into and out of the shapes at different speeds, changing the energy, arriving suddenly into the position or getting there slowly part by part.

Dance photographs show a moment frozen in time. Something will have happened before that moment and will happen after it. A **pure or abstract dance (see pg.15)** could therefore be developed from this kind of photograph.

## Week 2

### Performance review

Task: Review your motif performance

WWW \_\_\_\_\_

\_\_\_\_\_

EBI \_\_\_\_\_

\_\_\_\_\_

### **Narrative Context** - what story does it tell?

You need to identify the subject matter of a visual stimulus. Task: Look at the following picture.



Ask yourself these questions to create your own choreographic intention:

- Where is this, or where might it be? \_\_\_\_\_
- Who is involved? \_\_\_\_\_
- What seems to be happening? \_\_\_\_\_
- When is this happening; year, month, day, time? \_\_\_\_\_
- What may have led to this situation \_\_\_\_\_
- What may happen next? \_\_\_\_\_
- Are there particular movement patterns or actions linked with this picture?  
\_\_\_\_\_
- Are there any props that are not visible in the picture? \_\_\_\_\_
- Are there any gestures or actions linked with the figure?  
\_\_\_\_\_
- Do any of the clothes being worn indicate character, age, gender?  
\_\_\_\_\_
- What evidence supports your decision?  
\_\_\_\_\_

## Week 3

### **Abstract Context**

You need to identify the contents of the visual stimulus. This could be a painting, a sculpture or a textile.

Task: Look at the following picture. Ask yourself these questions:



- List the shapes you can see
- List the colours of each shape
- Note the thickness of lines
- How do the shapes relate to each other? Which shape is next to which, which is highest, do shapes cross other shapes?
- Which is the most striking shape for you? Draw or describe it
- Which is the most delicate shape?
- Are they all the same size
- Whereabouts do they appear?
- Are they always the same colour?
- Is there a shape that might be symbolic?
- Are the images natural, realistic, geometrical, atmospheric or surreal?
- Is there a sense of harmony?
- Is there a particular section of your visual that appeals to you?
- Is it a painting textile or sculpture?
- Is it a particular style?
- Who is the artist and when did their career create this work?
- Was it for a particular occasion?

**Task:** Create a motif to express the shapes and patterns you encounter, with the moods inspired by the colours giving you dynamic qualities. You will perform this next lesson.

Week 4  
**Motif based on shapes**



Using photographs or 3D art you are able to develop a motif. From these you could:

1. Reflect the shapes made with your arms in a motif of your choice, showing air patterns and physical shapes linked with the stimulus. Now.....
2. Add your own use of legs to this arm motif - the arm motif could be danced on the spot and then travel in floor pathways that link with the stimulus. Now.....
3. Vary the dynamics of this travelling arm motif. Well Done!

Now create a motif linked with the pictures above, at first only using your arms. Record your motif:

.....

.....

.....

.....

.....

**Variations!**

From here you are then able to vary the actions made by the legs but still keep the same floor pathways. (keep the arm + pathways but change the leg actions). You could then link them in to a new motif, or choose new arm actions to accompany the original leg motif. You could develop a different pathway for the arms based motif - this could be a larger or shorter pathway, or in a different rhythm. Write your varied motif here:

.....

.....

.....

.....

.....

You will then have an arm gesture focused motif and at least one variation. These would form the basis for an abstract solo dance that would last at least 1 ½ minutes, and be clearly linked to the visual stimulus.

## Week 5

### **Performance review**

Which has been your most successful motif and why? = Picture/Abstract/shapes

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#### **Task: footage of the set works:**

Check your email Mrs Atkinson will email you the links to the footage of the three works.

#### **Within Her Eyes/Emancipation of expressionism/Shadows**

You need to identify the set work you want to use. You will have to select 3 motifs from it. Be sure you also know the title of the work, the choreographer and the style of the dance and music.

List the actions a dancer performs within each motif. You may find the charts in chapter 3 useful in identifying whether these are steps, gestures, traveling, jumping, turning or moments of stillness. Be clear which dancer you are watching and make sure you describe how each action is danced (i.e. the dynamics. Look at the shapes made by the limbs and the body of the dancer as he/she moves.

You should check:

- Which body part moves first and where it goes
- The size and direction of the actions and where the dancer is moving. Is she/he moving DS, US, going from SR to SL etc....
- What style of dance is being used. Ballet? Contemporary? Your solo will have to be in the same style.
- What the dancer is wearing. Is any of his/her costume vital to the motifs you might choose?
- If the dancer is performing a character role
- The posture and facial expressions of the dancer
- How the motifs link with the accompaniment (**sound heard when dancing is taking place**)?

**Task:** As a soloist ensure you can perform each of your three chosen motifs. Decide how you will adapt each motif for your body and performance skills. Find an accompaniment (music) that links with your motifs. You need to plan whether you will repeat the motifs in exactly the same way or vary them slightly, which order you will put them in.

### Weeks 6 and 7

**Task:** Using your 3 motifs from last week (based on one of the works above) make a solo or duet lasting 1-1  $\frac{1}{2}$  minutes. Give it a clear structure and link it with the style and subject matter (see narrative context paragraph) of the scene you have chosen. You have two weeks to complete this task and rehearse your work. Check your email Mrs Atkinson will email you the links to the footage of the three works.

### Week 8

#### **Personal Responsibility - Self Evaluation**

**Task:** Review your work ethic for your solo choreography assessment

7. Did I work as hard as I could have?

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8. Did I set and maintain high standards for myself?

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9. Did I spend enough time to do quality work?

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10. Did I avoid distractions in order to complete my work?

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11. Did I make good use of available resources? (peers, mirrors, teacher feedback)

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12. Did I ask questions if I needed help?

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#### **Performance review**

**Task:** Review your performance for your solo choreography assessment

WWW \_\_\_\_\_

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EBI \_\_\_\_\_

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Task: Update your **DANCE SKILLS AUDIT** 1 is the **lowest** score, 10 is the **highest**.

evaluate your skills in <b><u>rehearsal.</u></b>	1	2	3	4	5	6	7	8	9	10
I feel confident in putting ideas forward										
I regularly give ideas to the group										
My ideas are original ones										
I can accept + act on advice and criticism										
I show effective leadership skills										
I show effective communication skills										
I am co-operative										

evaluate your skills in <b><u>performance.</u></b>	1	2	3	4	5	6	7	8	9	10
I can use my technical skills effectively to execute movement										
I can use my physical skills to accurately perform action/space/dynamics										
I perform with confidence										
I can communicate to the audience the theme of a dance using my expressive skills										
I am sensitive to others during performance										
I am able to perform with good timing										
When I am on stage I am focused and committed										
I am able recall movement sequences easily using my mental skills										

evaluate your skills in <b><u>evaluation.</u></b>	1	2	3	4	5	6	7	8	9	10
I feel confident when evaluating the performances of others										
I can evaluate my own work effectively										
I am able to set myself targets to improve										
My written work is accurate and detailed										

Set yourself three further targets to achieve during the summer term.

Rehearsal target

Performance Target

Evaluation Target

## Week 9

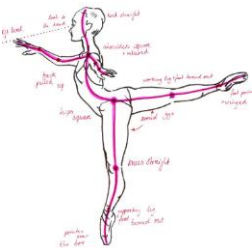

### Performance Skills







There are four types of performance skills:

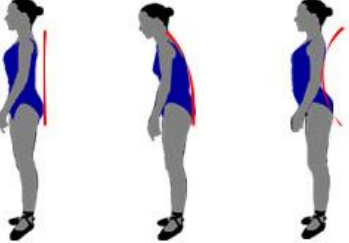


<b>Physical Skills</b>	<ul style="list-style-type: none"> <li>• Prevent injury</li> <li>• Make dance look aesthetically pleasing</li> <li>• Allows more challenging movements – more complex lifts, higher jumps...</li> </ul>
<b>Expressive Skills</b>	<ul style="list-style-type: none"> <li>• Engage the audience</li> <li>• Communicate emotion/character/theme</li> <li>• Communicate choreographic intent</li> </ul>
<b>Technical Skills</b>	<ul style="list-style-type: none"> <li>• Communicate the choreographic intent</li> <li>• Provide variation and contrast</li> <li>• Engage and maintain interest of audience</li> </ul>
<b>Mental Skills</b>	<ul style="list-style-type: none"> <li>• For accurate and successful demonstration of other performance skills</li> <li>• For safety (concentration)</li> </ul>

### 1. Physical Skills

Task: Revise the following 11 physical skills. You must know spellings, definitions as well as example of how you can improve over time. Test next lesson.

Physical Skill	Definition	How do we improve this skill (over time?)
<b>Alignment</b> 	The correct placement of limbs – usually in a line	Pliés in parallel and first, dropping shoulders, checking <b>linearity</b> in mirror. Strengthen joints (ankles in relevé)
<b>Balance</b> 	Ability to hold a position with stillness/control	Improve <b>muscle strength</b> – planks/sit ups/press ups etc and increase amount. Core strength and good focus



<b>Control</b> 	Ability to change direction/stop or start movement or hold a shape	Improve <b>core strength</b> through sit ups and increase amount each time. Video performance to identify weaker areas
<b>Coordination</b> 	Ability to move two or more body parts at the same time	<b>Breaking down</b> movement phrases into different parts of the body. Layer phrases once confident with each
<b>Extension</b> 	Fully lengthening limbs/muscles	improve <b>strength</b> and <b>flexibility</b> in limbs (name exercises) – video performance to identify weaker areas
<b>Flexibility</b> 	The range of motion around a joint	Stretching when warm – <b>seated straddle, touching toes (pike), deep lunges</b> . Increase the depth of stretch over time
<b>Isolation</b> 	Moving a body part independently e.g chest isolation (picture)	Improve <b>strength and clarity</b> in specific limbs/area of the body
<b>Mobility</b> 	The ability to move between actions with fluidity	Improve <b>core strength</b> through sit ups and <b>increase amount</b> over time. Video performance to identify weaker areas





<b>Posture</b> 	The body's position	Improve <b>core strength</b> through sit ups, planks and increase the amount each time. Lift up through top of the head
<b>Stamina</b> 	The ability to exercise the body for long period of time – the body's endurance	Improve <b>cardiovascular fitness</b> – running, jogging, circuit training. Increase duration each time
<b>Strength</b> 	Muscular power	<b>Sit ups, press ups, plank, squats. Increase the amount/length</b> of time they are performed

## Week 10

### 2. Expressive Skills

Task: Revise the following 6 Expressive skills. You must know spellings, definitions as well as example of how you can improve over time. Test next lesson.


Expressive Skill	Definition	Notes
<b>Facial Expressions</b> 	Using the face to communicate character/ emotion and engage the audience	Facial expressions are choreographed and will help you increase your <b>projection</b>
<b>Focus</b> 	The dancer's eye line	Makes movements look <b>bigger</b> (following circle of arm) directs <b>audience's attention</b> to certain areas of stage/body parts, shows <b>character</b> (confident character would look up and out)



<b>Musicality</b> 	Showing sensitivity to the aural setting (accents/quality etc)	Four music/movement <b>relationships</b> : <ol style="list-style-type: none"> <li>1. Music visualisation</li> <li>2. Direct correlation</li> <li>3. Mutual co-existence</li> <li>4. Juxtaposition</li> </ol>
<b>Phrasing</b> 	The distribution of energy within a phrase of movement	Also called ' <b>emphasis</b> ' ie adding emphasis onto particular moments
<b>Projection</b> 	Using energy to engage the audience	<b>Confidence</b> will help develop your projection. Think about light radiating out from your body and limbs to help you increase the energy
<b>Spatial Awareness</b> 	Being conscious of the surrounding space (stage space, other dancers and audience)	In terms of <b>formations</b> , <b>proxemics</b> , <b>stage directions</b> , <b>pathways</b>
<b>Sensitivity to other dancers</b>	Awareness of and connection to other dancers	This will help to perform contact work safely with control. Greater awareness and sensitivity builds trust.
<b>Communication of choreographic intent</b>	Clearly communication the dance idea or mood of the dance to the audience	This makes you dance interesting to watch for your audience

## Week 11

### 3. Technical Skills

Task: Revise the following 6 Technical skills. You must know spellings, definitions as well as example of how you can improve over time. Test next lesson.

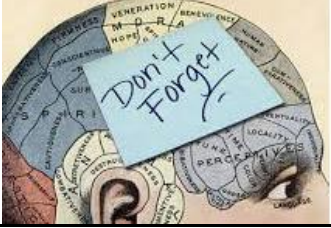
<b>Action Content</b>	<b>6 basic actions:</b> travel, turn, gesture, stillness, transfer of weight, elevation	
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<b>Dynamic Content</b>	<b>Time, weight and flow:</b> rapid or slow, sudden or sustained, fluid or staccato, gentle or powerful, direct or indirect	
<b>Spatial Content</b>	Levels, directions, spatial pathways, size of movement, proximity to audience, patterns	
<b>Relationship Content</b>	<b>In a duet/group:</b> Lead and follow, mirroring, action reaction, accumulation, complementary and contrast, counterpoint, contact, formations	
<b>Timing</b>	Using the same counts to the aural setting or other dancers	
<b>Rhythmic Content</b>	Patterns of movements that can be repeated	
<b>Movement in a stylistically accurate way</b>	Performing the correct characteristics of a particular style e.g. Ballet = upright torso, turned out position of the legs	

## Week 12

### 4. Mental Skills

Task: Revise the following 6 Technical skills. You must know spellings, definitions as well as example of how you can improve over time. Test next lesson.

<b>Movement Memory</b> 	The ability to <b>remember</b> phrases/whole choreography (also called muscle memory)	<p>During the process and preparation before a performance we should practise:</p> <ul style="list-style-type: none"> <li>• systematic repetition <ul style="list-style-type: none"> <li>• mental rehearsal</li> <li>• rehearsal discipline</li> <li>• planning of rehearsal</li> <li>• response to feedback</li> <li>• capacity to improve</li> </ul> </li> </ul> 
<b>Commitment</b> 	<b>Dedication</b> to the rehearsal process and final performance	
<b>Concentration</b> 	Focussing all of your <b>attention</b> onto the performance	
<b>Confidence</b> 	The feeling of <b>self-assurance and belief</b> in the process and performance	

Week 13  
Knowledge check

What is a motif?

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Which three characteristic features should a motif contain?

- 1.
- 2.
- 3.

## Target setting

Task: consider how you have demonstrated each of the types of performance skills throughout the year and in your end of year examination

### Physical skills

WWW

EBI

### Technical skills

WWW

EBI

### Expressive skills

WWW

EBI

### Mental skills

WWW

EBI

## Week 14

### Knowledge check

Why are choreographic devices important?

- Make dance more interesting and engaging
- Enhance the stimulus/theme
- Add variety and contrast within the choreography

Task: Write the definition for each of the following choreographic devices

Choreographic Device	Definition
Unison	
Canon	
Contrast	
Manipulation of number	
Repetition	

<b>Highlights</b>	
<b>Climax</b>	
<b>Motif Development</b>	

### Knowledge check

**Task: Write the definition for each of the following dance relationships**

<b>Relationships</b>	<b>Definition</b>
Lead and Follow	
Mirroring	
Accumulation	
Complement and contrast	
Action Reaction	
Counterpoint	
Contact	
Formations	