

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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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 <u>performance.</u>	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 <u>evaluation.</u>	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>Action</u>	<u>Dynamics</u>
<u>Space</u>	<u>Relationships</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.

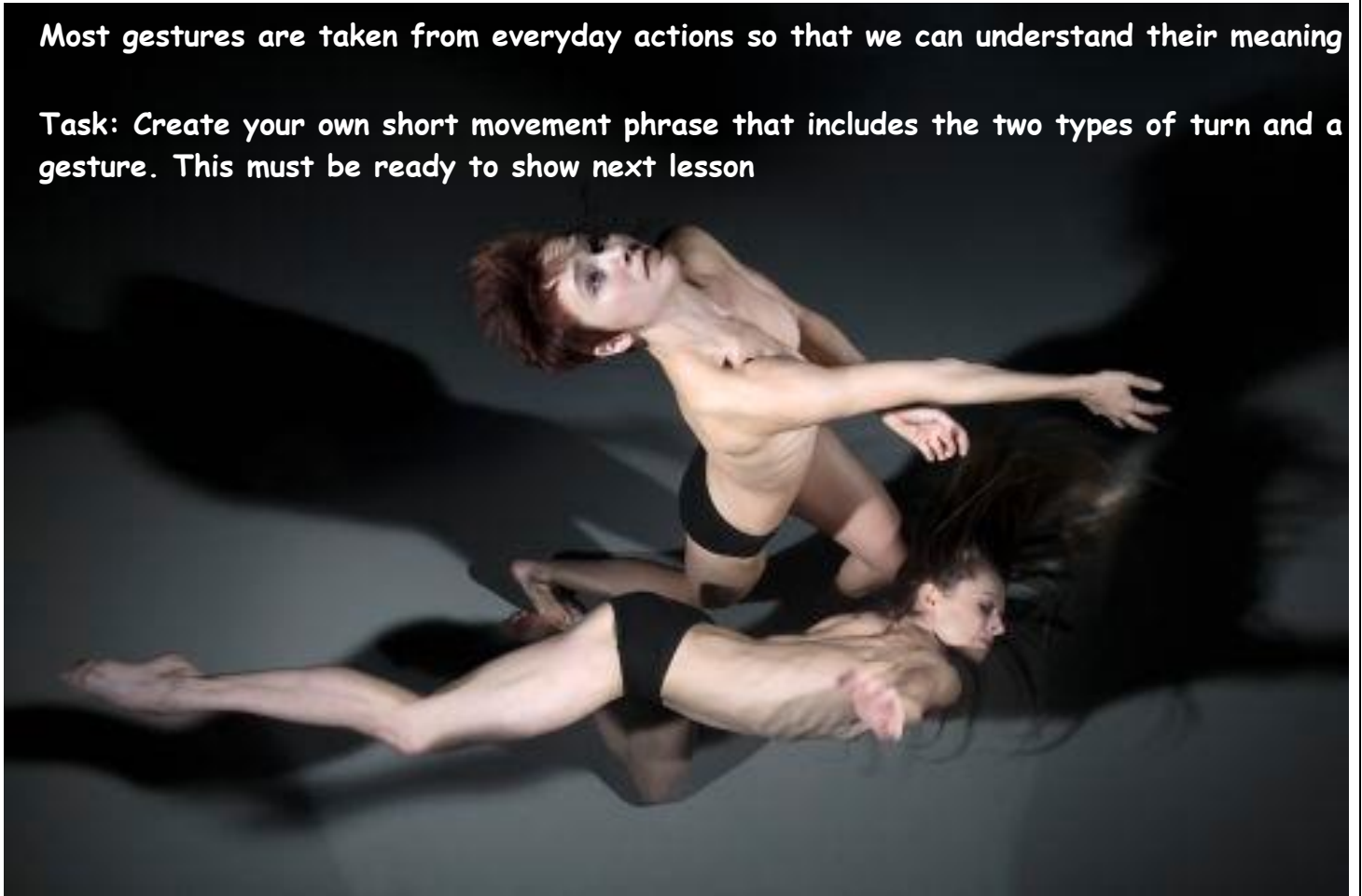


Gesture

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

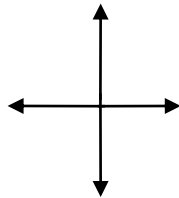


Week 9

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.

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. _____

