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**Knowledge Rich Curriculum Plan**

Year 8 Dance

Jazz, Costa Concordia Choreography and Bollywood



| **Year 8 Dance** | **Jazz Performance** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson 1:**  **Introduction to Jazz and learning the first section** | * Students will know that Jazz is a dance form or dance that is matched to the rhythms and techniques of jazz music, developed by African Americans in the early part of the 20th century. Jazz dance combines techniques of classical ballet and modern dance with the current forms of popular dance. * What does the style look like? What are the stylistic features of the jazz? Jazz hands, isolations of body parts, grounded movements, sharp dynamics, a clear sense of energy and performance. * To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***Students might have seen jazz movements or a jazz dance previously on TV but not been able to identify it as that.*** * ***All students have taken part in dance during Year 7 PE and experienced another genre of dance Rock and Roll and gone through the same process of dancing in a stylistically accurate way.*** * ***To accurately replicate a teacher taught dance in a different style of dance.*** * ***What the following Tier 3 words mean from the Year 7 Unit of work; Coordination, facial expression and action.*** | End of Unit Final Performance |
| **Lesson 2:**  **Section 2 and recap of section 1.** | * Practicing and refining outside of school is essential to improving their movement memory to ensure accuracy of action, dynamic and spatial content within the context of the duet. * To work sensitively with other dancers in relation to time, space and group formations. * To accurately replicate section 2 of the dance demonstrating a range of physical, technical, expressive and mental skills. * To communicate the jazz style of dance. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***What is jazz and the stylistic features of jazz.*** * ***To accurately replicate the first section of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance |
| **Lesson 3:**  **Section 3 of the dance (lifts and supports)** | * To lift and support one another safely during the dance ensuring that the teaching points are followed correctly such as; the grips are wrist to wrist, carry out with correct placement and alignment, clear on how you would recover and work slowly and carefully. * To accurately replicate section 2 of the dance demonstrating a range of physical, technical, expressive and mental skills. * To communicate the jazz style of dance. * Why is flexibility, timing and focus important during the dance?   **Flexibility -** Having a good range of motion aids in making a dancer's work appear more seamless,reduces the risk of injuries and soreness and elongate your body lines.  **Timing -** Being able to draw out the unique qualities of music means that you can create a variety of different moods successfully. It might also mean that climax is more effective.  **Focus -** Your use of focus might suggest character and could also make your performance seem more confident. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***What is jazz and the stylistic features of jazz.*** * ***To accurately replicate the first section of the dance demonstrating the physical, technical, expressive and mental skills.*** * ***To lift one another in different lifts as section in the Year 8 rock and roll unit covers this also.*** | End of Unit Final Performance |
| **Lesson 4:**  **Section 4 choreographing a section of the dance in the jazz style** | * What is motif and motif development? A movement phrase encapsulating an idea that is repeated and developed throughout the dance. * Ways to develop a motif; repetition, adding and taking away movements, levels, dynamics, fragmentation, retrograde, canon, formation and direction. * To choreograph a section of the dance using motif and motif development still communicating the jazz style. * To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***What is jazz and the stylistic features of jazz.*** * ***To accurately replicate the 3 sections of the dance demonstrating the physical, technical, expressive and mental skills required for this particular section of the dance.*** | End of Unit Final Performance |
| **Lesson 5:**  **Final Section of the Dance** | * To work sensitively with other dancers in relation to time, space and group formations. * To accurately replicate the final section of the dance demonstrating a range of physical, technical, expressive and mental skills. * To communicate the jazz style of dance. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***What is jazz and the stylistic features of jazz.*** * ***To accurately replicate the 4 sections of the dance demonstrating the physical, technical, expressive and mental skills required for this particular section of the dance.*** | End of Unit Final Performance |
| **Lesson 6:**  **Refinement and Performance Skills** | * It is important to create an overall sense of performance through the use of: focus, projection, musicality, sensitivity, communication, energy and commitment. In preparation for the final performance. * The vocabulary for this unit is: Physical Skill- Flexibility - The range of movement around a joint (involving muscles, tendons and ligaments. Technical Skill– Timing - The use of time or counts when matching movements to sound and/or other dancers. Expressive Skill – Focus - Using the eyes to enhance performance or interpretative qualities. * To refine they dance by breaking it up in to sections, working on teaching points of the dance and practicing in small groups. * To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills. * To communicate the jazz style of dance. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***What is jazz and the stylistic features of jazz.*** * ***To accurately replicate the 5 sections of the dance demonstrating the physical, technical, expressive and mental skills required for this particular section of the dance.*** | End of Unit Final Performance |
| **Lesson 7:**  **Self-Assessment** | * What makes a good Jazz performance? * To identify areas of strength and areas of development in their own and others’ dance performances. * When analysing their own and other’s performances they need to focus on the key vocabulary of the unit. | **Tier 3**  Physical Skill- **Flexibility** - The range of movement around a joint (involving muscles, tendons and ligaments.  Technical Skill– **Timing** - The use of time or counts when matching movements to sound and/or other dancers.  Expressive Skill – **Focus** - Using the eyes to enhance performance or interpretative qualities. | * ***What is jazz and the stylistic features of jazz.*** * ***A selection of technical, physical and expressive skills particularly focusing on flexibility, timing and focus.*** * ***To accurately replicate the whole dance demonstrating the physical, technical, expressive and mental skills required for this particular section of the dance.*** | Questioning  End of Unit Final Performance |
| **Lesson 8:**  **Teacher Assessment** | Final performance of what they have learnt in their pairs. |  |  | End of Unit Final Performance |

| **Year 8 Dance** | **Costa Concordia Choreography** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson 1:**  **Introduction to creating a dance from a stimulus and learning motif 1 (teacher taught).** | * How to look at a stimulus – image of the Costa Concordia and identify what they can see in the image. * How to write the events that happened during the sinking of the ship and how the passengers on board might have felt from a video about the Costa Concordia. * To accurately replicate the teacher taught motif demonstrating a range of physical, technical, expressive and mental skills. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate. | * ***To accurately replicate a teacher taught dance in a different style of dance.*** * ***What the following Tier 3 words mean from the Year Jazz unit of work;* Physical - Flexibility - The range of movement around a joint (involving muscles, tendons and ligaments. Technical – Timing - The use of time or counts when matching movements to sound and/or other dancers. Expressive – Focus - Using the eyes to enhance performance or interpretative qualities.** | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 2:**  **Recap of motif 1 and how to develop a motif** | * Different ways to develop a motif e.g. add and take way actions, dynamics, levels, add and take away body parts, repetition, contact, fragmentation, canon, accumulation, direction, formations. * To work sensitively with other dancers in relation to time, space and group formations. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate | * ***To accurately replicate the first motif of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 3:**  **Creating a motif from a stimulus (motif 2)** | * How to creatively and imaginatively respond to the stimulus of the image the costa Concordia by selecting one or two ideas from the board/sheet created at the beginning of lesson 1. The students then need to use actions, space, dynamics and relationships to demonstrate their idea. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate | * ***To accurately replicate motif 1 and motif 1 development demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 4:**  **Creating a climax and structuring a dance using transitions.** | * How to creatively and effectively create a climax. * Where to effectively place a climax (usually near the end of the dance). * Listen to the accompaniment for the choreography and based on what they hear, students decide an order for the 3 motifs and the climax. * How to successfully integrated and link all the motifs into the choreography using transitions. * Transitions are links between dance phrases or sections that help you use the space. | **Tier 3**  **Climax**  The most significant moment of the dance  **Transitions**  Links between dance phrases or sections.  **Structure**  The way in which material is organised to create the whole. | * ***To accurately replicate all 3 motifs demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 5:**  **Structuring a dancing using beginning, middle end, highlights and climax.** | Structuring and use of choreographic devices and principles such as:   * Having a clear beginning, middle and ending of the dance. * Highlights - Important moments of a dance. * Climax - The most significant moment of the dance. * To work sensitively with other dancers in relation to time, space and group formations. | **Tier 3**  **Climax**  The most significant moment of the dance  **Transitions**  Links between dance phrases or sections.  **Structure**  The way in which material is organised to create the whole. | * ***What transitions are.*** * ***To accurately replicate all 3 motifs demonstrating the physical, technical, expressive and mental skills.*** * ***What order the motifs are going in during the dance?*** | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 6:**  **Refinement and Performance Skills** | * It is important to create an overall sense of performance through the use of: focus, projection, musicality, sensitivity, communication, energy and commitment. In preparation for the final performance. * To refine they dance by breaking it up in to sections, working on teaching points of the dance and practicing in small groups. | **Tier 3**  **Climax**  The most significant moment of the dance  **Transitions**  Links between dance phrases or sections.  **Structure**  The way in which material is organised to create the whole. | * ***To accurately replicate the whole dance demonstrating the choreography skills acquired during the unit e.g. motif and motif development, transitions that use the space, highlights, climax, clear beginning and end.*** * ***Demonstrate good physical, technical, expressive and mental skills.*** | End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 7:**  **Self-Assessment** | * What makes a good choreography? * To identify areas of strength and areas of development in their own and others’ dance performances. * When analysing their own and other’s performances they need to focus on the key vocabulary of the unit. | **Tier 3**  **Stimulus**  Inspiration for an idea or movement  **Motif and motif development**  A movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Choreographic Intent**  The aim of the dance; what the choreographer aims to communicate  **Climax**  The most significant moment of the dance  **Transitions**  Links between dance phrases or sections.  **Structure**  The way in which material is organised to create the whole. | * ***To accurately replicate the whole dance demonstrating the choreography skills acquired during the unit e.g. motif and motif development, transitions that use the space, highlights, climax, clear beginning and end.*** * ***Demonstrate good physical, technical, expressive and mental skills.*** | Questioning  End of Unit Final Performance and choreographic contribution within the group. |
| **Lesson 8:**  **Teacher Assessment** | Final performance of what they have learnt in their groups. |  |  | End of Unit Final Performance and choreographic contribution within the group. |

| **Year 8 Dance** | **Bollywood** |  |  |  |
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| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
| **Lesson 1:**  **Introduction to Bollywood dance and learning the first section** | * Students will know, what is Bollywood? * What does the style look like? * What are the stylistic features of Bollywood?   The term comes from:   * Bombay (the city now called Mumbai) and Hollywood (the famous centre of the United States film industry). * Bollywood films are like musicals and involve a lot of singing and dancing. * The plots are often melodramatic: Star-crossed lovers, twins separated at birth, conniving villains, angry parents, dramatic reversals of fortune, and convenient coincidences * The hero or heroine will often perform with a troupe of supporting dancers, usually of the same sex. * The dancing in Bollywood films, especially older ones, is primarily modelled on traditional Indian dance. * In modern films, Indian dance elements often blend with Western dance styles (as seen on MTV or in Broadway musicals), though it is not unusual to see Western pop and pure classical dance numbers side by side in the same film. * To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills. | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***Students might have seen Bollywood dance movements/dance previously on TV but not been able to identify it as that.*** * ***To accurately replicate a teacher taught dance in a different style of dance.*** * ***What the following Tier 3 words mean from the previous choreography unit are;* stimulus, motif and motif development, choreographic Intent, climax, transitions and structure.** | End of Unit Final Performance. |
| **Lesson 2:**  **Section 2 and recap of section 1.** | * Practicing and refining outside of school is essential to improving their movement memory to ensure accuracy of action, dynamic and spatial content within the context of the solo. * To accurately replicate section 2 of the dance demonstrating a range of physical, technical, expressive and mental skills. * How to demonstrate good posture, dynamics and projection during the dance *(Examples from the dance).* | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***What Bollywood dance is.*** * ***To accurately replicate the first section of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance. |
| **Lesson 3:**  **Section 3 and recap of section 2** | * Practicing and refining outside of school is essential to improving their movement memory to ensure accuracy of action, dynamic and spatial content within the context of the group piece. * To accurately replicate section 3 of the dance demonstrating a range of physical, technical, expressive and mental skills. * Why is flexibility, timing and focus important during the dance?   **Posture-** Helps with balance and improves the clarity of a shape.  **Dynamics -** They help you accentuate the music you are dancing to, match the ebb and flow of the tempo and add a performance aspect to the dance  **Projection -** Connecting with the audience, allowing energy to extend out from the body, enabling a confident performance, making movements larger. | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***To accurately replicate the 2 sections of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance. |
| **Lesson 4:**  **Final Section of the Dance** | * Practicing and refining outside of school is essential to improving their movement memory to ensure accuracy of action, dynamic and spatial content within the context of the solo. * To accurately replicate the final section of the dance demonstrating a range of physical, technical, expressive and mental skills. | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***How to demonstrate good posture, dynamics and projection during the dance.*** * ***To accurately replicate the 3 sections of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance. |
| **Lesson 5:**  **Refinement and Performance Skills** | * It is important to create an overall sense of performance through the use of: focus, projection, musicality, sensitivity, communication, energy and commitment. In preparation for the final performance. * To refine they dance by breaking it up in to sections, working on teaching points of the dance and practicing in small groups. * To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills. * To communicate the contemporary style of dance. | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***To accurately replicate the 4 sections of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance. |
| **Lesson 6:**  **Self-Assessment** | * What makes a good performance? * How they are/aren’t demonstrating the assessment criteria of the dance? * To use the assessment criteria effectively when analysing their performance. * To identify areas of strength and areas of development in their own and others’ dance performances. * How to improve their areas of development through rehearsal discipline. * When analysing their own performance, they need to focus on the key vocabulary of the unit; flexibility, timing and focus. | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***A selection of technical, physical and expressive skills particularly focusing on posture, dynamics and projection.*** * ***To accurately replicate the whole of the dance demonstrating the physical, technical, expressive and mental skills.*** | Questioning  End of Unit Final Performance. |
| **Lesson 7:**  **Teacher Assessment** | * What makes a good performance? * What their strengths and areas for development are from teacher feedback straight after the performance. * How to improve their performance from the previous self-assessment lesson. | **Tier 3**  Physical Skill - **Posture –** The way the body is held.  Technical Skill - **Dynamics** – The qualities of movement based upon variations in speed, strength and flow.  Expressive Skill - **Projection -** The energy the dancer uses to connect with and draw in the audience | * ***A selection of technical, physical and expressive skills particularly focusing on posture, dynamics and projection.*** * ***To accurately replicate the whole of the dance demonstrating the physical, technical, expressive and mental skills.*** | End of Unit Final Performance. |
| **Lesson 8:**  **Teacher Assessment** | Final performance of what they have learnt in their groups. |  |  | End of Unit Final Performance. |