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**Knowledge Rich Curriculum Plan**

Dance – Set Phrase - Shift

Year 10



| **Dance – Practical****Year 10** | **Practical Unit: Set Phrase Shift** |  |  |  |
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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 the set phrase Shift and learning the first section** | Why is the name of the set phrase significant? * The name is Shift and we see this through the work through constant shifts in weight.

Why are we learning a set phrase? * The solo performance will focus on the student's ability to demonstrate application of: physical skills and attributes safely during performance, technical skills accurately and safely during performance, expressive skills and mental skills and attributes during performance.

What is contemporary dance? * Contemporary Dance is a style of expressive dance that combines elements of several dance genres including modern, jazz, lyrical and classical ballet. Contemporary dancers focus on floor work, using gravity to pull them down to the floor.
* To accurately replicate the dance demonstrating a range of physical, technical, expressive and mental skills.
 | Tier 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**Expressive Skill**Projection - The energy the dancer uses to connect with and draw in the audience** | * ***All students have taken part in dance during Year 7, 8 and 9 and experienced other genres of dance 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 e.g. Jazz, rock and roll, contemporary.***
* ***What the following Tier 3 words mean from the Year 7, 8 and 9 units of work.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **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.
 | Tier 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**Expressive Skill**Projection - The energy the dancer uses to connect with and draw in the audience** | * ***What contemporary dance is…***
* ***To accurately replicate the first section of the dance demonstrating the physical, technical, expressive and mental skills.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **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 solo.
* To accurately replicate section 3 of the dance demonstrating a range of physical, technical, expressive and mental skills.
 | Tier 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**Expressive Skill**Projection - The energy the dancer uses to connect with and draw in the audience** | * ***What contemporary dance is…***
* ***To accurately replicate the 2 sections of the dance demonstrating the physical, technical, expressive and mental skills.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **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 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**Expressive Skill**Projection - The energy the dancer uses to connect with and draw in the audience** | * ***What contemporary dance is.***
* ***To accurately replicate the 3 sections of the dance demonstrating the physical, technical, expressive and mental skills.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **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.
 | Tier 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**Expressive Skill**Projection - The energy the dancer uses to connect with and draw in the audience** | * ***What contemporary dance is.***
* ***To accurately replicate the 4 sections of the dance demonstrating the physical, technical, expressive and mental skills.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **Lesson 6:** **Self Assessment** | * What makes a good performance?
* How they are/aren’t demonstrating the examination criteria of the set phrase?
* To use the examination 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; posture, dynamics and projection.
 | Tier 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**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 stamina, space and projection.***
* ***To accurately replicate the whole of the dance demonstrating the physical, technical, expressive and mental skills.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **Lesson 7:** **Teacher Assessment and Feedback** | * What makes a good performance?
* What their strengths and areas for development are from teacher feedback straight after the performance.
* To perform under pressure in preparation for filming the set phrase.
* How to improve their performance from the previous self-assessment lesson.
 | Tier 3Physical Skill**Stamina – The ability to maintain physical and mental energy over periods of time.**Technical Skill**Space - The ‘where’ of movement such as levels, directions, pathways, shapes, designs and patterns.**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 stamina, space and projection.***
* ***To accurately replicate the whole of the dance demonstrating the physical, technical, expressive and mental skills.***
 | Set phrase final performance in front of a camera in the Arts Theatre. |
| **Lesson 8:****Filming**  | * Students will be filmed for assessment purposes
 |  |  | Set phrase final performance in front of a camera in the Arts Theatre. |