

Prior Learning

Worked collaboratively to include more complex compositional ideas. Talked about different dance styles with understanding, using appropriate language & terminology.

Unit Focus

Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.

We are learning...

1. to portray the theme of gangs through our movements and gestures.
2. to use devices such as contrast and variation in a group dance.
3. to use formations to demonstrate tension in relationships between performers.
4. to use claps, stamps and slaps to perform a live aural setting.
5. to dance as opposing gangs attacking each other.
6. to show performance qualities in our gang dance and evaluate our work.

Key Questions

1. How do the movements you learned show an attack?
2. How did you create sounds here? How does the movement match the sound?
3. How did the aural setting impact the performances you watched of others?

Equipment

Videos of modelled movements, posters, music.

Vocabulary

Narrative, tension & relationships, aural setting, accompany, contact, quality, confidence.

Concepts

Aural setting = aural choices the choreographer decides upon in creating a work, i.e., music, the spoken word, sound effects, natural sound, found sound, the audible aspects of dancing, and silence.

Assessment Overview

Head - Identify in others and self where good performance qualities are achieved.

Hand - Practise and refine coordination skills through activities such as live aural setting.

Heart - Use facial expressions to communicate emotion and a further narrative.

Contrast

Two people or groups do opposite types of movement to each other

- High / Low
- Fast / Slow
- Using arms / Using legs

Can you think of any more?



Variation

Two people or groups do the same movement but in a slightly different way.

- Jolty / Smooth
- Sharp / Silky
- Pulsing / Graceful

Can you think of any more?

