



Aspire Achieve Thrive

Term 1.1
Dance
Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Ebacc Option D	Option C	Modern Britain	
Tuesday	English	Tassomai	Option B	Option A
Wednesday	Sparx	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Option B	
Friday	Sparx	Science	English	Option A

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Dance Term 1.1 - Homework Plan

Week	Homework task	Exam Question
Week 1 5th of September	Responding to a brief Activity 1 mock Initial ideas "Better together"	Complete on Google Classroom Activity 1 mock logbook
Week 2 12th of September	Responding to a brief Activity 1 mock Target audience "Better together"	Complete on Google Classroom Activity 1 mock logbook
Week 3 19th of September	Responding to a brief Activity 1 mock Chosen style for "Better together"	Complete on Google Classroom Activity 1 mock logbook
Week 4 26th of September	Responding to a brief Activity 1 mock Resources needed "Better together"	Complete on Google Classroom Activity 1 mock logbook
Week 5 3rd of October	Responding to a brief Activity 1 mock Practitioner influences "Better together"	Complete on Google Classroom Activity 1 mock logbook
Week 6 10th of October	Responding to a brief Activity 1 mock Personal contribution to the creative process "Better together"	Complete on Google Classroom Activity 1 mock logbook
Week 7 and 8	Plug the gaps: Create Activity 1 help sheet A4 in preparation for mini mock.	Complete on Activity 1 mock help sheet set on the Google Classroom.

Weeks 1 and 4 Initial ideas and resources	Weeks 2 and 5 Target audience and Practitioner influence.	Weeks 3 and 6 Chosen style and personal contribution
<p>Activity 1: Ideas log</p> <ul style="list-style-type: none"> • The concept and style of performance • Your selection of target audience • The resources needed/how you have contributed • How the ideas meet the requirements of the brief • How the work of practitioners has influenced your ideas <p><u>Development of ideas:</u></p> <ol style="list-style-type: none"> 1. Google research 2. Trialling different types of props 3. Studio space 4. Camera 5. Feedback forms 6. Stimulus e.g an image <p><u>Final performance:</u></p> <ol style="list-style-type: none"> 1. Music 2. Costume 3. Props 	<p>Cunningham technique: Dance by chance method, but instead of a dice he used the dancers date of birth or phone number.</p> <p>Mcgregor technique: Very experimental created the notion of letter dancing. Well known for the use of multimedia. https://www.youtube.com/watch?v=KPPxXeolzRY&t=386s</p> <p>Steve Paxton: Pedestrian every day movement - <i>Proxy</i> (1961) activities in this piece such as walking, sitting, and eating. Contact improvisation. Unusual haptic connections e.g wrist to back. Anatomy as a focus - how the body naturally moves and falls</p> <p>Shechter's style: Shechter's style is earthy and blunt, powered by action and raw energy. Soundtracks tend to be moody and tense. Very often the movement looks animalistic (predatory swoops, chimpanzee lopes, lizardy wriggings) which gives the choreography a fierce dynamic. https://www.youtube.com/watch?v=vLV3vT_r7_o&disable_polymer=true</p> <p>Graham technique: Instead of striving for long, fluid movements, Graham's movements were sharp and jagged. Her dancing aimed to expose basic human emotions through movement.. The use of contraction and release. Women lifting in contact work</p> <p>Target audience https://simplicable.com/new/target-audience 1. Identify the target audience. 2. Describe the type of target audience using the above link.. 3. Analyse why you have selected this target audience in relation to the stimulus "Vantage Point". 4. Explain why this target audience is suitable to the assignment brief "building a safer community"</p>	<p>Organising and running rehearsals: creating a plan of action to help develop the performance when generating movement material.</p> <p>Setting tasks for performers: The choreographer creates an activity for a group or individual to work on, to help generate movement material based on the stimulus.</p> <p>Providing notes or feedback: A choreographer will give notes and feedback on their performers to highlight their strengths and areas for improvement.</p> <p>Collaboration: When practitioners work together towards an end product or performance</p> <p>Sharing ideas and intentions: The choreographer will discuss their ideas to ensure all performers understand the purpose of the performance.</p> <p>Teaching movement to performers: A choreographer will deliver a pre-planned movement to performers in a workshop setting.</p> <p>Jazz: Angular movement, energetic, low centre of gravity and Jazz hands.</p> <p>Contemporary: parallel feet, fluid movements and floor work.</p> <p>Street: Krumping, tutting. waacking, hip hop and locking.</p>

Notes/Learning Journal for Annotated Log

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