



Aspire Achieve Thrive

**Spring Term
(Half Term 3 and 4)**

Dance

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	Ebacc Option D Task 1	Option C Task 1	Option A Task 1	
Tuesday	English Task 1	Tassomai Daily Goal 1	Option B Task 1	
Wednesday	Sparx	Science Task 1	Option C Task 2	
Thursday	Ebacc Option D Task 2	Tassomai Daily Goal 2	Option B Task 2	
Friday	Sparx	Science Task 2	English Task 2	Option A Task 2

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

Tassomai - 2 Daily Goals per week
Sparx - 4 tasks of Sparx per week

Dance Half Term 3 - Homework Plan

Week / Date	Knowledge - Learning Journal	Exam Coursework Document
<p style="text-align: center;">Week 1</p> <p>2nd January 2023</p>	<p>Responding to a brief Activity 1</p> <p>Initial ideas on the exam theme</p>	<p>Complete on Google Classroom Activity 1 logbook</p>
<p style="text-align: center;">Week 2</p> <p>9th January 2023</p>	<p>Responding to a brief Activity 1</p> <p>Target audience for the exam theme</p>	<p>Complete on Google Classroom Activity 1 logbook</p>
<p style="text-align: center;">Week 3</p> <p>16th January 2023</p>	<p>Responding to a brief Activity 1</p> <p>Chosen style for the exam theme</p>	<p>Complete on Google Classroom Activity 1 logbook</p>
<p style="text-align: center;">Week 4</p> <p>23rd January 2023</p>	<p>Responding to a brief Activity 1</p> <p>Resources needed for the exam theme</p>	<p>Complete on Google Classroom Activity 1 logbook</p>
<p style="text-align: center;">Week 5</p> <p>30th January 2023</p>	<p>Responding to a brief Activity 1</p> <p>Practitioner influences for the exam theme</p>	<p>Complete on Google Classroom Activity 1 logbook</p>
<p style="text-align: center;">Week 6</p> <p>6th February 2023</p>	<p>Responding to a brief Activity 1</p> <p>Personal contribution to the creative process on the exam theme</p>	<p>Complete on Google Classroom Activity 1 logbook</p>
	<p>Plug the gaps:</p> <p>Create Activity 1 help sheet in preparation for mini mock</p>	<p>Set on Google Classroom</p>

Dance Half Term 4 - Homework Plan

Week / Date	Knowledge - Learning Journal	Exam Coursework Document
Week 7 20th February 2023	Responding to a brief activity 2 mock: "What is your role within the group?"	Complete on Google Classroom Activity 2 logbook
Week 8 27th February 2023	Responding to a brief activity 2 mock: "What physical and interpretive skills have you developed?"	Complete on Google Classroom Activity 2 logbook
Week 9 6th March 2023	Responding to a brief activity 2 mock: "Select one dance related skill you have developed during COMP3 and explain how you developed it."	Complete on Google Classroom Activity 2 logbook
Week 10 13th March 2023	Responding to a brief activity 2 mock: "What choreographic technique have you used within your choreography?"	Complete on Google Classroom Activity 2 logbook
Week 11 20th March 2023	Responding to a brief activity 2 mock: "What is your individual contribution to the creative process?"	Complete on Google Classroom Activity 2 logbook
Week 12 27th March 2023	Responding to a brief activity 2 mock: "Explain how the work of practitioners has influenced your creative process."	Complete on Google Classroom Activity 2 logbook

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><u>Activity 1: Ideas log</u></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>Target audience</u> https://simplicable.com/new/target-audience</p> <ol style="list-style-type: none"> 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><u>Dance related skills:</u> Floor work, Pirouettes, Splits, Leap, Handstand, Cartwheel</p>	<p><u>Cunningham technique:</u></p> <ul style="list-style-type: none"> • Dance by chance method, but instead of a dice he used the dancers date of birth or phone number. <p><u>Mcgregor technique:</u></p> <ul style="list-style-type: none"> • Very experimental created the notion of letter dancing. • Well known for the use of multimedia. <p>https://www.youtube.com/watch?v=KPPxXeolzRY&t=386s</p> <p><u>Steve Paxton:</u></p> <ul style="list-style-type: none"> • 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><u>Shechter's style:</u></p> <ul style="list-style-type: none"> • 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. <p>https://www.youtube.com/watch?v=vLV3vT_r7_o&disable_polymer=true</p>	<p><u>Personal contribution:</u></p> <ul style="list-style-type: none"> • Action space dynamics grid to plan out movements • List all the activities you have done in this booklet e.g initial response mind maps. • Google research • Describe what you have contributed to the ideas e.g each member of the group researched a different type of target audience or had the task to find a visual stimuli. • Costume, music booking rehearsal space. <p><u>Sharing ideas and intentions:</u> The choreographer will discuss their ideas to ensure all performers understand the purpose of the performance.</p> <p><u>Teaching movement to performers:</u> A choreographer will deliver a pre-planned movement to performers in a workshop setting.</p> <p><u>Jazz:</u> Angular movement, energetic, low centre of gravity and Jazz hands.</p> <p><u>Contemporary:</u> parallel feet, fluid movements and floor work.</p> <p><u>Street:</u> Krumping, tutting, waacking, hip hop and locking.</p>

Weeks 7 and 10 Role and choreographic techniques	Weeks 8 and 11 Physical/interpretive skills & your contribution	Weeks 9 and 12 Dance related skills & practitioner
<p>Choreographer: Skills needed and explain why?</p> <ul style="list-style-type: none"> • Creative • Organised • Patience • Leadership <p>Dancer: Skills needed and explain why? What character are you playing?</p> <ul style="list-style-type: none"> • Ability to improvise. • Work collaboratively • Listening • Resilience • Problem solving <p>Choreographic techniques:</p> <ul style="list-style-type: none"> • Fragmentation: change the order of the motif • Retrograde: perform the motif or movement backward • Repetition: repeat the exact same move over and over again. • Instrumentation: perform the movement using a different body part. • Canon: one after the other • Unison: At the same time • Accumulation: A build up of movement. • Counter point: two or more solos performing simultaneously that complement each other. • Motif development: recurring movement. 	<p>Physical:</p> <ul style="list-style-type: none"> • Posture: The way the body is held • Alignment: Correct placement of the body parts in relation to each other. • Balance: A steady or held position achieved by an even distribution of weight. • Extension: Lengthening one or more muscles or limbs. • Flexibility: The range of movement in a muscle or joint • Stamina: The ability to sustain energy for a period of time. <p>Interpretive:</p> <ul style="list-style-type: none"> • Musicality: The ability to make the unique qualities of the accompaniment evident in performance. • Projection: The energy the dancer uses to connect with and draw in the audience. • Focus: The eyeline of a dancer. • Facial expressions: Dancers tell stories by using different facial expressions. Instead of using words, dancers use their bodies, eye contact, and movement to express themselves <p>Individual contributions:</p> <ul style="list-style-type: none"> • Planned a rehearsal • Choreographed a section • Gave feedback 	<p>Cunningham technique:</p> <ul style="list-style-type: none"> • Dance by chance method, but instead of a dice he used the dancer's date of birth or phone number. <p>Mcgregor technique:</p> <ul style="list-style-type: none"> • Very experimental created the notion of letter dancing. • Well known for the use of multimedia. <p>https://www.youtube.com/watch?v=KPPxXeolzRY&t=386s</p> <p>Steve Paxton:</p> <ul style="list-style-type: none"> • 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>Shechter's style:</p> <ul style="list-style-type: none"> • 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. <p>https://www.youtube.com/watch?v=vLV3vT_r7_o&disable_polymer=true</p> <p>Graham technique:</p> <ul style="list-style-type: none"> • Instead of striving for long, fluid movements, Graham's movements were sharp and jagged.

Notes/Learning Journal for Annotated Log

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