STOKE DAMEREL
Community College

Cycle 2

DANCE

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	Bedrock Learning	Ebacc Option D	Option C	Modern Britain
Tuesday	English	Tassomai	Option B	Art Option A
Wednesday	Hegarty	Science	Modern Britain	Option C
Thursday	Ebacc Option D	Tassomai	Bedrock Learning	Option B
Friday	Hegarty	Science	English	

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

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Dance Cycle 2 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 November 15th	**Cornell Notes:** Plot of *The Nutcracker*	**Question 1** Describe the plot of *The Nutcracker*
Week 2 November 22nd	**Cornell Notes:** Characters in *The Nutcracker*	**Question 2** Explain who the main characters are in *The Nutcracker*
Week 3 November 29th	**Cornell Notes:** Themes in *The Nutcracker*	**Question 3** Explain the themes which feature in *The Nutcracker*
Week 4 December 6th	**Cornell Notes:** Contextual influence of *The Nutcracker*	**Question 4** Explain the social and cultural contextual influences on *The Nutcracker*
Week 5 December 13th	**Cornell Notes:** Costume examples used within*The Nutcracker*	**Question 5** Describe the costumes used within *The Nutcracker* and explain how each helps the audience gain a better understanding of each character's personality.
Week 6 January 3rd	**Cornell Notes:** Interpretive and physical skills	**Question 6** Identify, describe and explain why dancers need physical and interpretive skills.
Week 7 and 8 January 10th & 17th	**Revision**: Cornell Notes / Practical practical performance	**Revision** Rehearse your performance ready for practical examination using metacognition techniques to ensure good movement memory
Week 9 January 24th	**Plug the gaps**	

DANCE Year 10 *The Nutcracker* C2

The Nutcracker Plot and Characters: Weeks 1 and 4	**The Nutcracker Themes and Context** Weeks 2 and 5
Stimulus used in *The Nutcracker*: **Ideological Hoffman's original story** Hoffman's original story was extremely dark and devised through the genre of thriller/horror. Matthew Bourne adapted this story and made it into a fairytale to make it more suitable for his target audience of families and young children. **<u>Characters</u>**: (The frozen lake) Prince Bon Bon, Sugar Princess, The Nutcracker, Clara. (Sweetie Land) The gobstoppers, liquorice girl and the candy floss girls. Gestures and movements are used through the Nutcracker to support the audience's understanding of the character personalities. The costumes were carefully considered to showcase character development throughout the ballet. Costumes and gestures are key as within a ballet the dancers do not talk.	**The Nutcracker purpose of the piece:** <u>To entertain:</u> to explore a fairytale land through lavish costumes and set design. The main focus of the Nutcracker was to entertain through the use of slapstick humour where you see characters dramatically falling to the floor. However this ballet is set around christmas and educates the audience on ''christmas spirit'' and it costs nothing to be kind. **<u>Contextual influence:</u>** The Royal Ballet noticed that ticket sales were at an all time low and that they needed to add variety to their performance in order to generate a larger income. Matthew Bourne is well known for creating family friendly performances that are extremely entertaining through the use of lavish costumes, set and the narrative itself. This was marketed towards a new target audience of families which made ballet more accessible to everybody. The themes that are explored within the Nutcracker are **love and dreams** within Clara's fairytale world. She has fallen asleep within the orphanage and imagined a frozen lake and sweetie land to explore to try an escape from her reality of no presents at christmas. Love is a key element of this ballet where she chases after the Nutcracker who later betrays her, but happily ever after finishes with Clara falling in love with the prince.

The Nutcracker constituent features & **Physical and interpretive skills:** Weeks 3 and 6	
Date: 1992 **Set**:A Dickensian orphanage on christmas eve, The Frozen Lake, and Sweetie Land. **Choreographer**: Matthew Bourne **Dancers**: 15 **Light**: Fade to back to symbolise that Clara has fallen asleep and the end of act 1. **Sound**: Leitmotif (when a certain score of music is played when a character is on stage to enhance the audience's understanding of the characters personality) **Set**: Giant feather and pillow to symbolise the theme of dreaming. **Costume**: (Sugar Princess) Pink knee length dress, crown and fur colour to symbolise her wealth and royal status.	**Physical**: ● **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. **Interpretive**: ● **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.

WEEK 1

Date…….

Describe the plot of *The Nutcracker*

Answer:-

WEEK 2

Date…….

Explain who the main characters are in *The Nutcracker*

Answer:-

WEEK 3

Date…….

Explain the themes which feature in *The Nutcracker*

Answer:-

WEEK 4

Date…….

Explain the social and cultural contextual influences on *The Nutcracker*

Answer:-

WEEK 5

Date…….

Describe the costumes used within *The Nutcracker* and explain how each helps the audience gain a better understanding of each character's personality.

Answer:-

WEEK 6

Date…….

Identify, describe and explain why dancers need physical and interpretive skills.

Answer:-

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:
- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

Why: Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

STEP 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams
and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:
- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson.
What: At the end of the class lecture, discussion, or reading session.
How: In complete sentences, write down the conclusions that can be made from the information in your notes.
Why: Summarising the information after it's learned improves long-term retention.

Date / / Topic

WEEK 1

Questions	Notes

Summary

Date / / **Topic**

WEEK 2

Questions	Notes

Summary

Date / / Topic

WEEK 3

Questions	Notes

Summary

Date / / Topic

WEEK 4

Questions	Notes

Summary

Date / / Topic

WEEK 5

Questions	Notes

Summary

Date / / **Topic**

WEEK 6

Questions	Notes

Summary

Revision Page

Revision Page