STOKE DAMEREL

Aspire Achieve Thrive

Cycle 4

DANCE

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

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

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		

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Dance Cycle 4 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 25th April	**Cornell Notes:** Logbook 1: Stamina and Flexibility	**Question 1** Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them
Week 2 2nd May	**Cornell Notes:** Logbook 2: coordination and focus	**Question 2** Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them
Week 3 9th May	**Cornell Notes:** Logbook 3: Balance and extension	**Question 3** Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them
Week 4 16th May	**Cornell Notes:** Logbook 4: Alignment and dynamic range	**Question 4** Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them
Week 5 23rd May	**Cornell Notes:** Logbook 5: Facial expression and musically	**Question 5** Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them
Week 6 6th June	**Cornell Notes:** COMP2 *Everybody's Talking About Jamie* final performance summary	**Question 6** Identify, describe and explain 3 strengths Identify, describe and explain 3 areas for development Set actions and targets for future performances
Week 7 and 8 13th & 20th June	**Revision**: Cornell Notes / Practical practical performance	**Revision** Rehearse your performance ready for practical examination using metacognition techniques to ensure good movement memory
Week 9 27th June	**Plug the gaps**	

DANCE Year 10 C4

Physical and interpretive skills: Weeks 1 and 4	**Dance terminology:** Weeks 2 and 5
Physical Skill: Using the body to enable effective performance through skills such as posture, alignment and balance. ● **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 skill**:skills such as timing, facial expressions and confidence are used to express the emotions and meaning of the movements. ● **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.	● Target audience: a particular group at which a product such as a dance or advertisement is aimed. ● Physical: relating to the body as opposed to the mind ● Action: The 6 basic dance actions, jump, turn, balance, gesture, transfer of weight, and travel. ● Space: formation, direction, levels and pathway. ● Dynamics: Speed and quality of movement. ● Stimulus: The starting point of the dance. ● Dance skills: a dance move such as a pirouette. ● Dance techniques: A layer such as canon, levels and dynamics to make the dance look more interesting. ● Fragmentation: Change the order of the motif. ● Retrograde: Perform the motif backwards. ● Instrumentation: Move a skill into another body part. ● Mirroring: Reflecting someone's movement. ● Contact: Haptic connections such as partner lifts. ● Solo: A single dance ● Duet: Partner dancing in harmony ● Ensemble: A group of dancers. ● Gesture: A movement performed by the hands or arms to often symbolise emotions or spoken words. ● Context: Why the dance is being performed in a certain style or manner. ● Canon: One after the other ● Unison: At the same time ● Accumulation: A build up of movement

Improving Dance skills & *Everybody's talking about Jamie*: Weeks 3 and 6	
Stamina: 5 minute HITT (high intensity tactical training) workout x5 stations 30 seconds on 30 seconds rest. 1. Burpees 2. Sprinting 3. Jumping Jacks 4. Plank 5. Press-ups **Flexibility:** PNF (Proprioceptive Neuromuscular Facilitation- partner stretching) one person lying on the floor with one straight leg, the partner will push the leg toward the person's body and hold for 30 seconds. This will be repeated x3 on each leg. **Coordination**: Rubbing stomach, patting head. Breaking down a movement, arms first legs afterwards. **<u>Focus</u>**: Placing a different coloured piece of paper around the room, to help direct focus to a specific colour. Head down focus up game (will play this in lesson) **Facial expression:** 4 corner game. Practice different emotions and characters in the mirror and ask a partner to guess the emotion or character you are trying to portray. **Musicality:** Match the rhythm game. Listen to the music and understand the structure, timing and tempo of the music.	• **<u>CONTEXT</u>**: Everybody's Talking About Jamie tells the story **of one boy's battle against local bullies, bigots and small-minded school boards** as he finds a community to call his own: Sheffield's bustling underground drag scene. The students rally behind Jamie and say they're not going in without him. Their support changes the teachers' minds and everyone's allowed into Prom. Jamie and Dean walk into the prom together after becoming friends. The final scenes are **everyone dancing happily**, enjoying their prom night with the final Prom song. • **<u>THEMES</u>: The idea of finding out who you really are and being true to yourself** is an important theme in Everybody's Talking About Jamie. The lead character, Jamie, is on a journey to discover who he is and who he wants to be, despite the adversities of his school mates, teacher and his father. **LGBTQ+** and how the community is fighting for equality. **Coming of age** - Jamie is exploring his identity and who he wants to be particularly through the use of his dress sense and sexulaity. • **<u>PURPOSE</u>**: **To tackle social issues and provoke change:**This west end show educated the audience that there is still prejudice towards the LGBTQ+ community in the modern day and age. This production is based on Jamie Campbell's experiences 10 years ago while adding secondary school. The moral of the storyline is that everyone should be treated with respect/kindness regardless of their sexual orientation or style choices.

WEEK 1

Date…….

Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them

Answer:-

WEEK 2

Date…….

Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them

Answer:-

WEEK 3

Date…….

Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them

Answer:-

WEEK 4

Date…….

Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them

Answer:-

WEEK 5

Date…….

Describe what you have done in the workshops as well as your strengths and weaknesses and how you will improve them

Answer:-

WEEK 6

Date…….

Identify, describe and explain 3 strengths
Identify, describe and explain 3 areas for development
Set actions and targets for future performances

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