STOKE DAMEREL
Community College

Cycle 2

Dance

Year 11

Name: _____

Tutor: _____

Year 11 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Option D	
Wednesday	Hegarty	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Option D
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
French	Art	Art	Business Studies
Geography	Business Studies	Business Studies	Catering
History	Child Development	Catering	Dance
Sociology	Catering	Drama	Drama
	Computer Science	History	Geography
	IT	Music	Media Studies
	Media Studies	Photography	Photography
	Sociology	Sport	Sport
	Sport	Travel & Tourism	

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Dance Cycle 2 - Homework Plan

Week / Date	Homework task	Exam Question
Week 1 November 15th	**Cornell Notes:** Jerome Robbins' practitioner style	**Question 1** Describe and analyse Jerome Robbins practitioner style
Week 2 November 22nd	**Cornell Notes:** Activity 1: Concept	**Question 2** Relating to the performance brief: Identify your initial ideas and dance concept.
Week 3 November 29th	**Cornell Notes:** Activity 1: Target Audience	**Question 3** Relating to the performance brief: What is your target audience?
Week 4 December 6th	**Cornell Notes:** Activity 1: Chosen style	**Question 4** Relating to the performance brief: What styles have you chosen?
Week 5 December 13th	**Cornell Notes:** Activity 1: Contribution	**Question 5** Relating to the performance brief : What is your personal contribution to the creative process?
Week 6 January 3rd	**Cornell Notes:** Activity 1: Practitioner Influence	**Question 6** Relating to the performance brief: How has the work of other practitioners influenced your performance?
Week 7 and 8 January 10th & 17th	**Revision**: Cornell Notes / Practical performance	**Revision** Rehearse your performance ready for practical examination using retrieval techniques to ensure good movement memory
Week 9 January 24th	**Plug the gaps**	

Practitioner Style: Weeks 1 and 4	**Practitioner influence** Weeks 3 and 6
<u>Jerome Robbins practitioner style:</u> ● Selects his dance for their musical theatre skills. ● Famous for his use of collaboration. ● He collaborated with Leonard Bernstien, a composer in West Side Story. ● Using the technique of Dance for Camera ● Uses realism within his performances ● Will often uses the style of Jazz and Fosse technique within his performances. ● Within *West Side Story* Jerome Robins used sharp, quick dynamics, and large, whole body actions to give the impression of athletic masculine movement to help amply the aggressive gang culture. ● Choreographically Robbins uses lots of Unison with different facing and clear links to jazz through isolated body actions, use of rhythm, high extension in legs. ● Jerome Robins likes to explore themes within West Side Story; he	**<u>Cunningham technique:</u>** ● Dance by chance method, but instead of a dice he used the dancers date of birth or phone number. **<u>Mcgregor technique:</u>** ● Very experimental created the notion of letter dancing. ● Well known for the use of multimedia. https://www.youtube.com/watch?v=KPPxXeoIzRY&t=386s **<u>Steve Paxton:</u>** ● Pedestrian every day movement - *Proxy* (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 **<u>Shechter's style:</u>** ● 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 wrigglings) which gives the choreography a fierce dynamic. https://www.youtube.com/watch?v=vLV3vT_r7_o&disable_polymer=true **<u>Graham technique:</u>** ● Instead of striving for long, fluid movements, Graham's movements were sharp and jagged.

West side Story : Weeks 5 and 8	**West Side Story**: Weeks 2 and 7
West Side Story: **Light**: Natural light was used throughout the film. **Sound**: Direct correlation between the movement and music was created to enable the audience to gain a clear understanding of the characters emotions. **Set**: Naturalism was used through this performance natural structures were utilized such as the basketball court and Doc's Place. **Costume**: ● **Sharks** wear purple, orange or red t-shirts and black trousers which are their cultural colours. They also wear a black wristband to show they are part of the gang. ● **Jets**: Pastel colour t-shirts and trousers which was the trend at the time, this is to show they are American citizens. ● The leaders Riff and Bernardo are the only ones that wear jackets to symbolise their status as the gang leaders. **West Side Story:** ● To challenge viewpoints: Cultural divide, immigration, and racism ● To entertain: Dance for camera, the production was made for film not theatres. **Contextual influence - What influenced the creation of the performance?** West Side Story: People from Puerto Rico immigrated to the USA in 1898 this was as a result of the Spanish-American War, over 1,800 immigrants were not given citizenship until 1917. Due to the delay in citizenship racism and cultural divide occured.	**Stimulus** used in *West Side Story*: Ideological The story of Romeo and Juliet ● Jerome Robbins took a well known story and modernised it. He used this narrative as he knew all audiences would recognise the story and be intrigued to see how it had changed and developed through West Side Story. **The styles used within west side story were:** 1. Jazz: Angular movement, energetic, low center of gravity and Jazz hands. 2. Contemporary: parallel feet, fluid movements and floor work. **Target audience:** ● Teenagers/young adults/American citizens. This target audience was selected because young people are open minded and are able to create change ready for the future. They were also more likely to come and watch it at the cinema as the characters in West Side Story were their age. Contribution: ● The professionals in West side Story had little input on the choreography but were able to adjust their facial expressions to help them connect to the characters. Why did the choreographer Jerome Robbins not let them have creative input?

WEEK 1

Date…….

Describe and analyse Jerome Robbins practitioner style (week 1)

Answer:-

WEEK 2

Date…….

Relating to the performance brief: Identify your initial ideas and dance concept. **(week 2)**

Answer:-

WEEK 3

Date…….

Relating to the performance brief: What is your target audience? (week 3)

Answer:-

WEEK 4

Date…….

Relating to the performance brief: What styles have you chosen? (week 4)

Answer:-

WEEK 5

Date…….

Relating to the performance brief :
What is your personal contribution to the creative process? **(week 5)**

Answer:-

WEEK 6

Date…….

Relating to the performance brief: How has the work of other practitioners influenced your performance? **(week 6)**

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