



## Content - Big ideas

### Introductory unit

Safety in the studio.

### Creating

**Big question:** What does interpretive, technical and physical skills add to a choreographed piece?

**Learning outcome:** Students will physically embody and explore movement that focuses on interpretive, technical and physical skills.

- **Interpretive** – awareness of the performance space and audience, interaction with and response to other performers, focus, energy and commitment, handling and use of props, set, costume, makeup and masks, emphasis, projection, use of space, awareness and appreciation of sound accompaniment, for example following the accompaniment, musicality, facial expression, tuning, rhythm and timing, stage presence, energy.
- **Physical and technical** –actions, alignment, accuracy, balance, coordination, contraction, characterisation, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of breath, use of weight.

### Performing

**Big question:** How does the genre of dance change the stylistic qualities of the dance piece?

**Learning outcome:** Students will have taken workshops and choreographed dances in different genres. Students will have to consider how different accompaniment suit different genres of dance and question what happens when the accompaniment juxtaposes the genre.

- **Professional repertoire** – Learn, watch and understand professional works.
- **Genre** – Develop key skills needed to perform the genre of dance
- **Stylistic qualities**– Develop an understanding of the qualities of movement needed for the genre of dance.
- **Accompaniment**– Learn how different accompaniment is used to enhance different genres.

### Evaluating

**Big question:** What was the choreographic intention of the professional repertoire and how did they portray this?

**Learning outcome:** Students watch professional work and discuss the choreography with focus on the genre and accompaniment, using subject specific terminology. Students will evaluate professional repertoire, breaking down the work with RADS.

- **RADS** – How the use of relationships, actions, dynamics and space are used to portray a specific intention.

## Prior learning

Students will have learnt and explored how to use different props in choreography. They will have taken part in workshops that link themes and props to show clearly their choreographic intentions of the work.

## Global/IOM/Subject Links

### Links to other subjects

Creative thinking – Drama

Sportsmanship, leadership skills, health related fitness- PE

Understanding the human body, learning the correct anatomical names for major muscle groups. Learning the effects of exercise on the body – Science

Learning to evaluate peer work and appreciate professional work using subject specific terminology – English

### Links to Global picture

Past and present world events, topics and issues explored through the medium of dance.

### Links to IOM

Manx dancing

## Subject specific skills development

Physical fitness

Problem solving

Movement vocabulary

Technique

Choreography

Anatomy and physiology

Music and rhythm

Cultural and historic context

Collaboration and communication

Performance skills