



## Content - Big ideas

### Introductory unit

Safety in the studio, working with props.

### Creating

**Big question:** How does the use of a prop enhance a choreographed dance piece?

**Learning outcome:** Students will have explored the use of props and how the use of a prop can evolve movement. Students will choreograph a piece utilising a prop of their choice to accentuate their chosen narrative.

- **Prop** – Learning and understanding why and how props are used in dance.
- **Creativity skills** – Learn how to use a prop to develop a dance piece.
- **Choreographic devices** – Adding onto previously learnt devices, learning and understanding more complex choreographic devices.

### Performing

**Big question:** How do production skills strengthen a dance?

**Learning outcome:** Students will have used production elements along with a prop to create and perform a dance. Students will have to consider how each element impacts the dance piece for the audience. Students will understand the role of a choreographer in the Performing Arts industry.

- **Professional repertoire** – Learn, watch and understand professional works such as STOMP.
- **Prop** – Develop key skills needed to perform with a prop.
- **Performance skills** – Develop focus, control and concentration to perform with accuracy using a prop.
- **Production elements** – Learn how different elements are used to enhance performance and audience perceptions.

### Evaluating

**Big question:** How can we improve our choreography skills through reflective practice?

**Learning outcome:** Students discuss the choreography and production elements used in professional repertoire, that includes the use of a prop, using subject specific terminology. Students will be able to discuss how they have choreographed a dance that utilises a prop, using a clear theme or narrative. They will also be able to discuss how their peers have achieved this, giving positive and constructive feedback.

- **Self-assessment** – Watching back practical work and using the success criteria to establish learning outcomes, as well as understanding what their next steps will be.
- **Peer assessment** – Develop key skills for giving effective and constructive verbal and written feedback.

## Prior learning

Students will have learnt the basic movements in Dance and how to link and adapt them using choreographic devices to begin to make a choreographed piece.

## 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

### 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