



<b>Year 8</b>	<b>Stomp</b>	<b>7 Lessons</b>
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**Aims:** This unit of work is designed to introduce students to using a prop in dance and focus on creating different rhythms with and without the prop.

- Links to KS4:**
- 3.1.2 Duet/trio performance (Physical skills/Technical skills).
  - 3.2 Choreography (Action content/Spatial content/Choreographic Devices).
  - 3.3.1 Critical appreciation of own work (Choreographic Devices).

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> <li>To learn to use a prop safely</li> <li>To develop &amp; demonstrate skills in choice of action &amp; space</li> <li>To develop an understanding of how to use choreographic devices</li> </ul>	<p><b>Key Words:</b>  <b>Timing, Precision, Control, Rhythm, Choreographic Devices, Action, Space</b>            Be able to read and understand information and instructions, then use this understanding to act appropriately.</p>	<p>Opportunity to use analytical and reasoning skills needed to draw conclusions. Justify how these conclusions are reached and identify errors or inconsistencies.</p>

Assessment	Cross-Curricular Links
<p><b>Choreography:</b></p> <ul style="list-style-type: none"> <li>Students will be assessed throughout the unit on their ability to integrate the stick into movement material in a creative and imaginative way (Formative).</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>Students should be able to demonstrate clear rhythms with precision and accuracy. Their ability to stay in time with a partner/ group will also be assessed (Summative).</li> </ul> <p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>Students will be assessed on their understanding of choreographic devices through a written examination (Summative).</li> </ul>	<ul style="list-style-type: none"> <li>Music – use of syncopation &amp; motif development</li> </ul>
<b>SMSC opportunities and British values</b>	
	<ul style="list-style-type: none"> <li>Encourages students to accept responsibility for their behaviour &amp; show initiative.</li> </ul>

**Opportunities for further learning**

Homework is not set for Dance in Year 8. However alongside being encouraged to practice rhythms in preparation for assessment the following options can be used as homework tasks, non-participator activities or extension tasks.

**Option 1:** Knowledge (Non-participant task 1) To use missing words to complete information regarding the context of Stomp.

**Option 2:** Notation (Non-participant task 2) Recording examples of key positions (Diagrams & descriptions).

**Option 3:** E-learning - Complete online research to find out about two different dance groups/companies that use the idea of rhythm/sound as their stimulus. Write a paragraph on each.

**Option 3:** Practical - Come up with a phrase 16 counts long which uses two different rhythms at the same time. Be prepared to perform this phrase!

**Option 4:** Research by any method (online/books/verbal) - Research which countries/tribes use sticks when dancing. Write about your findings explaining who, where, what, when, why and how.

**Option 5:** Lightbox challenge

**Option 6:** Key words (Non-participant task 3)

## Unit Outline

### Lesson 1

#### **Resources: Lesson 1 power point, sticks, body part dice**

*LO: to have an understanding of Stomp and to be able to experiment with different rhythms*

- Emphasise importance of health and safety when using a prop
- Power point- introduction to Stomp and simple rhythms.
- GROUP – circle warm up demonstrating simple rhythms. Start with clapping only and progress to use different body parts and sticks.
- INDIVIDUAL- students to create a simple rhythm (rhythm 1) that can be repeated.
- INDIVIDUAL- using the same rhythm develop by incorporating different body parts/ levels/ sticks
- Performance/ Appreciation – peer assessment & sharing ideas.
- Test student's knowledge of what they have learnt during the lesson.

*Non- participants: depending on injury, students should be able to participate with some of the rhythms during the lesson. Chairs could also be used. Opportunity for further learning.*

### Lesson 2

#### **Resources: Lesson 2 power point, sticks, alphabet stick task, helping hand sheet**

*LO: to experiment with how sticks can be incorporated into choreography focusing on the words on, over, under, around*

- Power point - Morse code with sticks. Students to spell out key words using the given codes.
- GROUP- warm up using simple rhythms and sticks.
- Divide the room into four areas: on, over, under and around.
- GROUPS or PAIRS (Class dependent) - students have two minutes in each area to experiment with how the stick can be used focusing on the four words.
- Share these ideas.
- PAIRS- students to choose one/two ideas for each word and link them together.
- PAIRS- add on own rhythms from last lesson. Can be any version of this rhythm – clapping, different body parts etc.
- Share ideas through performance. Encourage peer feedback. Opportunity for closing gap activity.
- Self-assessment.

*Non-participants: depending on injury, students should be able to participate with some of the rhythms during the lesson. Alternatively, students can write up ideas on board, give feedback to others. Opportunity for further learning.*

### Lesson 3

#### **Resources: Lesson 3 power point, sticks, mini whiteboards**

*LO: to have an understanding of choreographic devices and know how to use them when developing ideas.*

- Power point to introduce definition of choreographic devices. Ask students to write down (whiteboards) 5 things that make a dance interesting. Share these with the rest of the group and write up on board.
- GROUP- warm up incorporating simple rhythms.
- Introduce students to 10 choreographic devices.
- PAIRS - 15 minutes to develop ideas using these devices.
- GROUP- performance/ appreciation sharing ideas. (5 minute intervals)
- Recap all movement ideas.
- Recap definitions of choreographic devices.

*Non-participants: depending on injury, students should be able to participate with some of the rhythms during the lesson. Students can also work with others to act as choreographer. Opportunity for further learning.*

### Lesson 4

#### **Resources: Lesson 4 power point, sticks, appreciation test for group, post it notes**

*LO: to further develop understanding of choreographic devices.*

*LO: to be able to self assess choreography working level and to be able to identify targets.*

- **Starter:** appreciation test to be done in exam conditions. This could also be done at the end of the lesson.
- PAIRS – warm up to recap material and developments.
- GROUP- power point. Ask students to self assess their choreography level and compare it to their end of year target. Give students a sticker to stick on A3 assessment criteria with their initials. Ask them to stick it next to corresponding choreography level. Ask students to set themselves a target to work on in preparation for the assessment.
- PAIRS- students to continue developing material using choreographic devices.
- Performance and appreciation.
- **Plenary:** Post it note exercise – students to write down their targets. These post its can be kept in group folder for reference.

*Non- participants: depending on injury, students should be able to participate with some of the rhythms during the lesson. Students can also act as choreographer.*

## **Lesson 5**

**Resources: Lesson 5 power point, sticks, post it notes, stickers, A3 assessment criteria**

*LO: to learn how to use structure in dance.*

*LO: to be able to self assess performance working level and to be able to identify targets.*

- **Starter:** identify sections to be included in assessment. Introduce term structure.
- PAIRS- rehearsal of different sections
- GROUP- power point. Ask students to self assess their performance level and compare it to their end of year target. Ask students to set themselves a target in preparation for assessment. Use coloured stickers to stick on working grade chart if you have one. Alternatively their targets and level can be written on post it note.
- PAIRS- Continue to rehearse focusing on target.
- **Plenary:** Share some examples of how piece has been structured. This can be done practically or discussed as a class. Review post it notes targets.
- *Non-participants: depending on injury, students should be able to participate with some of the rhythms during the lesson. Students can also act as choreographer.*

## **Lesson 6**

**Resources: Lesson 6 power point, sticks, whiteboard packs**

*LO: to have an understanding of a range of performing skills to enhance performance.*

- **Starter:** Power point. Word match exercise with performing skills – TIMING/ PRECISION/ CONTROL/ FLUENCY. Ask students to identify one performing skill that they are going to focus on during this lesson.
- GROUP - Recap targets from last lesson.
- GROUP- warm up.
- PAIRS- rehearsal focusing on performing skills.
- GROUP- performance/ appreciation. Students to partner up with another group and show each other. Peer assessment using whiteboards.
- **Plenary:** students to share feedback with partners. Each student should have a target that can be shared.

*Non-participants: depending on injury, students should be able to participate with some of the rhythms during the lesson. Students can also give feedback to others.*

## **Assessment Lesson**

**Resources: Lesson 7 power point, Video camera/I Pad, sticks, Assessment sheets**

- Starter: Quiz on power point.
- Recap choreography levels. Ask students to compare their working grade and end of year target. Students could also review post it note targets here to recap what they need to work on.
- PAIRS- rehearsal considering targets.
- Briefly look at performance levels and ask students to consider what level they are working at.
- GROUP- assessment.
- Plenary: students to evaluate their assessment by filling in two targets on the year 8 assessment sheets.

Depending on numbers in group you will need to allow a good chunk of time to film assessment.

*Non- participants: students can be used to video assessment. Students can also be used to write down feedback on groups using the choreography checklist.*

**Depending on the amount of lessons that are available, lessons 5 and 6 could be combined.**