



Year 7	'Still Life' at the Penguin Café		6 Lessons
<p>Aims: This unit of work focuses on a professional dance work as a starting point for creating movement material and incorporating masks in performance</p> <p>3.1.2 Duet/trio performance (Physical skills/Technical skills).</p> <p>3.2 Choreography (Action content/dynamic content/ Spatial content/ Relationship content/ generating ideas from a stimulus/ Choreographic approaches & devices/ structuring devices).</p> <p>3.3.1 Develop an understanding of the choreographic intent of the professional work through the chosen sections.</p>			
Key Skills		Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> To analyse a professional dance in order to generate movement ideas, selecting ideas and structuring these ideas to create a piece of choreography. To develop & demonstrate skills in choice of action, space, dynamics and relationships whilst performing in a mask. To develop an understanding of three main sections in 'Still Life' in order to create appropriate movement material and to understand how costume can enhance a dance idea. 		<p>Key Words: Choreographic devices, Unison, Canon, Chance, Focus, Accuracy, Precision 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>Choreography:</p> <ul style="list-style-type: none"> Students will be assessed throughout the unit on their ability to structure relevant movement ideas together to portray the three main sections, demonstrating the use of choreographic devices (Formative). <p>Performance:</p> <ul style="list-style-type: none"> Students should be able to demonstrate their dances showing the use of focus, accuracy and precision whilst wearing a mask. (Summative). <p>Appreciation:</p> <ul style="list-style-type: none"> Students will be assessed on their ability to identify the actions, space dynamics and relationships of the chosen sections. (Summative). 		<ul style="list-style-type: none"> English – discussion and sharing of opinions <p>SMSC opportunities and British values</p> <ul style="list-style-type: none"> Providing constructive feedback in a supportive environment Demonstrating a sensitivity to the theme of endangered animals 	
Opportunities for further learning			
<p>Homework is not set for Dance in Year 7. However, students will always be encouraged to rehearse outside of the lesson and the following tasks can be used to aid this. These tasks can also be used as extension tasks and off practical tasks for example.</p> <p>Option 1: Comprehension On the iPads students analyse and interpret chosen sections considering the use of actions, space, dynamics and relationships. This can be done in written form and can be presented in the form of a review in a newspaper.</p> <p>Option 2: Notation Students to notate key positions from chosen sections and consider how these could be linked together.</p> <p>Option 3: Comprehension Designing a costume for a chosen animal. Students will need to consider the following – ease of movement, character appropriate, health & safety etc.</p>			

Unit Outline

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

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