



<b>Year 8</b>	<b>West Side Story</b>	<b>6 Lessons</b>
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**Aims:** This unit of work is designed to introduce students to a professional work (Musical Theatre) and focus on using themes as a stimulus.

- Links to KS4:**
- 3.1.2 Duet/trio performance (Expressive skills/Mental skills)
  - 3.2 Choreography (Action content/Spatial content/Dynamic content/Relationship content/Structuring devices & form)
  - 3.3.1 Critical appreciation of own work (Movement components & structure)

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> <li>To learn a variety of structures used in dance.</li> <li>To develop an understanding of how to use character in performance.</li> <li>To develop an understanding of how to use movement components (A, S, D, R).</li> <li>To demonstrate commitment in performance &amp; sensitivity to other dancers.</li> </ul>	<p><b>Key Words/Terms:</b>  <b>Movement components, Binary, Ternary, Rondo, Narrative, Sensitivity to other dancers.</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 choose appropriate movement components linked to themes from a professional work. (Formative)</li> <li>Students should be able to demonstrate they can structure a dance appropriately to support the dance idea (Summative).</li> </ul> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>Students should be able to demonstrate character in performance. Their ability to be sensitive to other performers 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 movement components &amp; structure through a written examination (Summative).</li> </ul>	<ul style="list-style-type: none"> <li>English – Romeo &amp; Juliet (understanding of themes &amp; narrative)</li> <li>Drama – Use of characterisation</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> <li>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.</li> </ul>	

**Opportunities for further learning**

Homework is not set for Dance in Year 8. However alongside being encouraged to rehearse 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) Movement component word sort to test knowledge of action, space & dynamics.

**Option 2:** Structure (Non-participant task 2) Use the structure sheet to begin to annotate & plan how your dance might be pieced together.

**Option 3:** E-learning - Complete online research to compare West Side Story with Romeo & Juliet. Create a grid which compares the two stories.

**Option 3:** Practical choreography - Choreograph a 16 count phrase that is linked to one of the key themes. (Be sure to consider action, space, dynamics & relationships) Be prepared to teach your idea to another group.

**Option 4:** Research by any method (online/books/verbal) Research the choreographer Jerome Robbins & create a list of key facts about him.

**Option 5:** Lightbox challenge