



<b>Year 7</b>	<b>Friendship</b>	<b>6 Lessons</b>
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**Aims:** This unit of work is designed to introduce students to using a stimulus in order to create movement ideas with a key focus on simple use of dynamics and groups relationships.

3.1.2 Duet/trio performance (Physical skills/Technical skills)

3.2 Choreography (Action content/dynamic content/Relationship content/ generating ideas from a stimulus)

3.3.1 Critical appreciation of own work and work of others

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> <li>To analyse a stimulus in order to generate movement ideas</li> <li>To develop &amp; demonstrate skills in choice of action, space and relationships.</li> <li>To develop an understanding of how to evaluate own work and that of others in order to make improvements</li> </ul>	<p><b>Key Words:</b>  <b>Timing, Control, focus, facial expressions, relationships, dynamics</b></p> <p>Be able to read and understand information and instructions, then use this understanding to act appropriately.            Using a poem as a stimulus and interpreting language into movement</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"> <li>Students will be assessed throughout the unit on their ability to link relevant movement ideas together inspired by the theme of friendship. How imaginatively the use of dynamics and relationships have been used will also be considered in the assessment. (Formative)</li> </ul> <p>Performance:</p> <ul style="list-style-type: none"> <li>Students should be able to demonstrate their dances showing timing, control, focus, and facial expressions to communicate the theme. (Summative)</li> </ul> <p>Appreciation:</p> <ul style="list-style-type: none"> <li>Students will be assessed on their ability to evaluate their own work and work of peers using key dance terminology. (Summative)</li> </ul>	<ul style="list-style-type: none"> <li>English – interpreting a poem</li> </ul>
<b>SMSC opportunities and British values</b>	
<ul style="list-style-type: none"> <li>Dealing with friendships.</li> <li>Respecting other cultures</li> </ul>	

**Opportunities for further learning**

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.

**Option 1: Comprehension** Students to analyse and interpret poem considering the use of actions, space, dynamics and relationships. This can be done in written form.

**Option 2: Notation** Students to notate a variety of balances that could be used in choreography

**Option 3: E-learning** Student to research into the greetings of other cultures (separate to those used in Lesson 1) and consider how these could be used in choreography.