



Year 8	Stimulus	7 Lessons
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Aims: To introduce learners on how to choreograph movements from a starting point. Each lesson explores different elements of a 3D object introducing choreographic devices in order for students to choreograph their own performance piece.

- Links to KS4:**
- 3.1.2 Duet/trio performance (Physical skills/Technical skills/Expressive skills/Mental skills)
 - 3.2 Choreography (Action content/Spatial content/Choreographic processes)
 - 3.2.1 Documenting the choreography (Programme Note)

Key Skills	Literacy Links:	Numeracy Links:
<ul style="list-style-type: none"> To know & understand the definition of a stimulus. To become familiar with the choreographic process. To explore the use of motif & variation. To demonstrate understanding through choreography, performance & programme note. 	<p>Key Words: Stimulus, Retrograde, Motif, Variation, Extension, Alignment, Improvisation, refining & synthesizing. 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 select appropriate air pathways, floor pathways & body shape in order to capture idea of a 3D object (Formative). <p>Performance:</p> <ul style="list-style-type: none"> Students should be able to demonstrate clarity in body shape and exaggeration of movement (Summative). <p>Appreciation:</p> <ul style="list-style-type: none"> Students will be assessed on how well they document their choreography through a guided programme note (Summative). 	<ul style="list-style-type: none"> Drama – use of a stimulus.
SMSC opportunities and British values	
<ul style="list-style-type: none"> Enables students to develop their self-knowledge, self-esteem and self-confidence. Encourages students to accept responsibility for their behaviour & show initiative. 	

Opportunities for further learning

Homework is not set for Dance in Year 8. However alongside being encouraged to explore the stimulus & 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) To research & record the definition of 11 Physical skills & create a Mnemonic to remember them.

Option 2: Floor patterns (Non-participant task 2) Use the stage directions worksheet to draw & describe a floor pathway that links to the stimulus.

Option 3: Lightbox challenge

Option 4: Key words (Non-participant task 3)

Option 5: Programme Note Worksheet.

Option 6: Using a stimulus worksheet (Non-participant task 4)