



<b>Year 7</b>	<b>Hadoukening</b>	<b>5 Lessons</b>
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**Aims:** This unit of work is designed to use a different type of stimulus (pictures/ words) as a starting point for creating dance ideas.

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

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

3.3.1 Improving own work by experimenting with a number of strategies

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 dynamics.</li> <li>To develop an understanding of how different strategies can be used in the rehearsal process to make improvements.</li> </ul>	<p><b>Key Words:</b>  <b>Exaggeration, emphasis, projection, action/ reaction</b>            Be able to read and understand information and instructions, then use this understanding to act appropriately.            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 images and key words related to Hadoukening. (Formative).</li> </ul> <p>Performance:</p> <ul style="list-style-type: none"> <li>Students should be able to demonstrate their dances showing the use of emphasis, exaggeration and projection. (Summative).</li> </ul> <p>Appreciation:</p> <ul style="list-style-type: none"> <li>Students will be assessed on their ability to choose appropriate strategies in order to make clear improvements in their performance. (Summative).</li> </ul>	<ul style="list-style-type: none"> <li>English – interpreting key words</li> </ul>
	<b>SMSC opportunities and British values</b>
	<ul style="list-style-type: none"> <li>Providing constructive feedback in a supportive environment</li> <li>Understanding the origins of Hadoukening and respecting different 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 images considering the use of actions, space, dynamics and relationships. This can be done in written form.

**Option 2: Notation** Students to notate a series of movements that could demonstrate action and reaction in choreography.

**Option 3: Dance for Camera** Off practical students to use the digital camera to capture good examples of the key performance skills – exaggeration, emphasis and projection.

## Unit Outline

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

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