

PERFORMING ARTS: DANCE

YEAR 7 Independent Learning Booklet 2021-2022



NAME:

FORM:

Independent Learning Booklets (ILBs)

In Year 7, you are expected to spend a minimum of 30 minutes per week on independent study for each subject (45 minutes for Maths and English).

There are 3 unifying concepts which should be evident in the effective independent study of every subject. These are:

- Content
- Skills
- Feedback

Your ILB will provide you with opportunities to use a variety of **Content**, **Skills**, and **Feedback** techniques.

Your teacher will monitor your completion of this ILB and regularly test you on the content and skills included.

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Key Skills

How to rehearse effectively

It is your responsibility to rehearse independently outside of the lesson every week to improve your physical skills and prepare you for the performance/assessment at the end of every project.

Here are some ideas to aid you in doing this effectively:

- Film yourself and watch yourself back
- Get a student in your class, a friend or family member to watch you and give you feedback.
- You can book the dance studio at lunch or afterschool. Speak to your teacher in order to book the space to rehearse on your own or with your group.
- To remember dance steps some people find it easier to write them down in a journal describing the steps or drawing stick men. This will help you remember the sequence of your moves and improve movement memory if you do not have a lot of space to rehearse.
- Listen to the music as this will help you with timing.

Watching dance is a great way to get new ideas and develop your own practice. It is recommended that you watch a new dance work every week and explore a variety of dance styles. Some styles that you may want to research are;

- Ballet
- Tap
- Musical Theatre
- Jazz
- Hiphop
- African Dance
- Salsa
- Ballroom and Latin
- Contemporary
- Physical Theatre

(Content)

Key words/Terminology in Dance

Words/Terms	Meaning
Balance	A steady or held position achieved by an even distribution of weight.
Canon	Canon requires dancers to take it in turns to perform a movement. This movement is then identically copied and performed by others.E.g Mexican wave.
Choreography	The Art of creating dances
Complementary	Performa actions or shapes that are similar to but not exactly the same as another dancer
Contrast	Movements or shapes that have nothing in common.
Control	The ability to start and stop movement, change direction and hold a shape efficiently
Coordination	The efficient combination of body parts. Moving more than one body part at the same time.
Direction	The facing of the movement
Duet	Two performers
Dynamics	The qualities of movement based upon variations in speed, strength and flow e.g. smooth, sharp, fast, light
Expressive Skills	Aspects that contribute to performance that engage the audience such as focus and facial expressions
Extension	Lengthening one or more muscles or limbs
Facial Expression	Use of the face to show mood, feeling or character
Flexibility	The range of movement in the joints
Focus	Use of eyes to enhance performance.

	Where you are looking.
Formations	Shapes or patterns created in the space by dancers
Improvisation	Exploration or generation of movements without planning
Isolation	An independent movement of part of the body
Levels	Distance from the ground: low, medium or high
Motif	A movement phrase encapsulating the dance idea
Movement Memory	The automatic recall of learned movement material.
Musicality	The ability to make unique qualities of the accompaniment evident in performance
Performance	The presentation of dance to an audience
Physical Skills	Aspects enabling effective performance such as posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation
Projection	The energy the dancer uses to connect with an audience
Repetition	Performing the same actions or phrase again
Solo	One performer
Spatial Awareness	Consciousness of the surrounding space
Space	The where of movements such as levels, directions, pathways, shapes, designs and patterns
Stimuli	Inspiration for an idea or movement
Timing	The use of time or counts when matching movements to sound and/or other dancers
Unison	Two or more dancers performing the same movements at the same time.

The Basic Body Actions

SIX DANCE ACTIONS

JUMP

Leaving the floor

STILLNESS

Freezing and balancing

TRAVEL

Moving through the space

FALL

Moving towards the floor

TURN

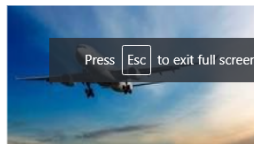
Circular actions or pathways

GESTURE

Movements of individual body parts

SOME ACTIONS YOU MAY PERFORM MAY CROSS INTO MORE THAN ONE HEADING.

Hand out Lesson 1



Walk

Step

TRAVEL

Slide



Run



Hand out Lesson 1

Spin

Pivot

TURN

Circular actions
& pathways



Roll



Hand out Lesson 1

High

HOP

Bounce

JUMP

Leap

Spring

Press to exit full screen



Hand out Lesson 1

Press **Esc** to exit full screen

Movements of individual body parts →

Try; head, arm, leg,
hip, knee, elbow,
foot

GESTURE

Reaching

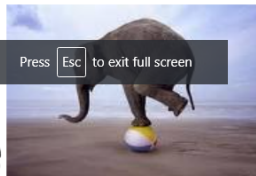


Grabbing

Hand out Lesson 1

Press **Esc** to exit full screen

Balance



Freeze

STILLNESS

PAUSE



Moving towards the floor

FALL



Try; hand,
arm, head,
should, leg,
foot, elbow

Assessment Task

In class you will be choreographing a dance using the six body actions. There are some slides above to help you with ideas and to remind you of the 6 actions so you can practice and develop this at home.

How creative can you be? Try to come up with your own unique movements

Include-

Use of different levels

A range of body parts

A variety of dynamics e.g Smooth, Sharp, Fast, Slow, Heavy

Use of transitions to make your dance smooth and flow.

Once you have completed the practical assessment in the lesson. Use the sheet below to evaluate your attempt.

Evaluation Task (Feedback)

Evaluating your performance and group rehearsal work is a key part of helping you to develop as a Dance student. It will help you to understand and enhance your strengths and work out how to improve the areas in which you need to develop.

Basic Dance Skills

1. What is a dance action?

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2. Name four basic dance actions you used in your dance?

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ii)

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iii)

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iv)

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3. In full sentences, explain what dynamics are and what they add to a dance?

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4. What dynamics did you add to your dance and explain when and why you chose to use them?

[illegible]

5. What is meant by the term 'transitions' in dance? Use full sentences.

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6. Name three skills that you need to remember when creating and rehearsing in a group and explain clearly why these are important.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

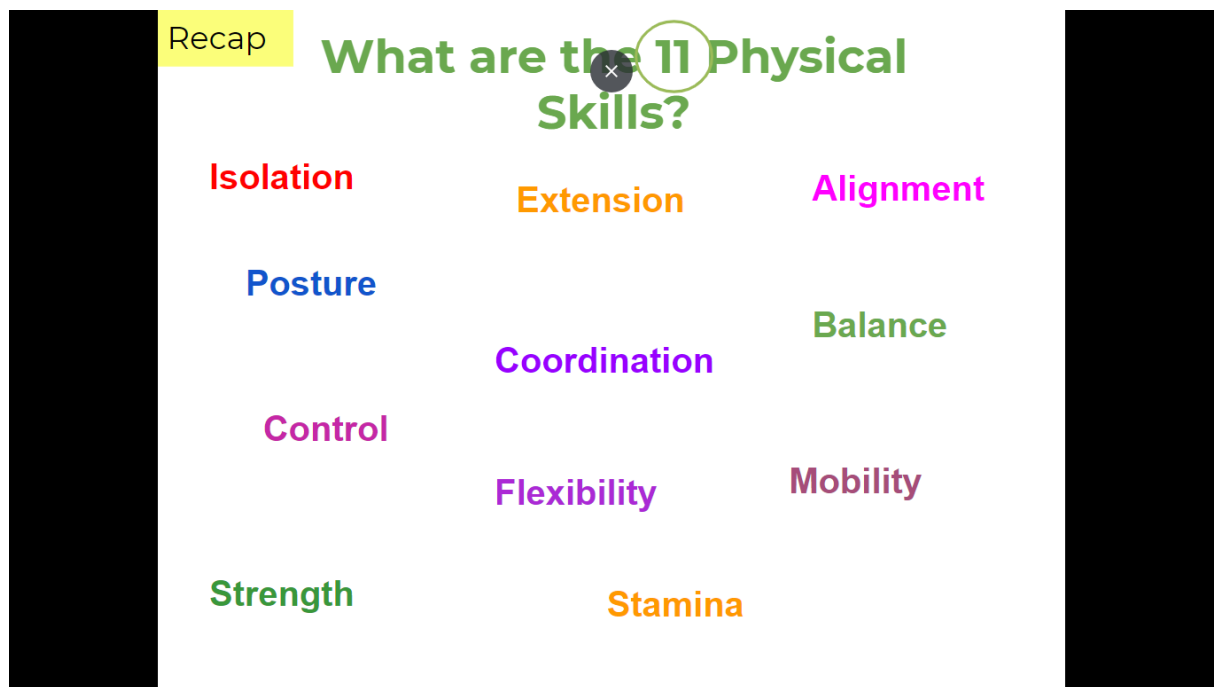
- [illegible]

- [illegible]

Technique

(Skills)

The 11 Physical Skills



Task

Create a powerpoint presentation for the 11 Physical skills.

On each slide

1. Have the name of the skills
2. The definition of the skill
3. An image showcasing the skill- label where the skills is being demonstrated

Evaluation

(Feedback)

Evaluating your performance and group rehearsal work is a key part of helping you to develop as a Dance student. It will help you to understand and enhance your strengths and work out how to improve the areas in which you need to develop. Please use the Performance assessment criteria below to help you.

- 1) How did you find working on your own; Learning the dance sequences and independent rehearsal? Did you enjoy the solo nature of the technique class or miss the creative collaboration of choreography work? Why?

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- 2) What was your favourite moment from your performance? What physical skills were you able to showcase effectively?

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3) If you could change anything from your performance assessment what would it be and why? What physical skills do you need to further work on?

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KEY WORD	BRONZE	SILVER	GOLD
Extension	I can show some clear shapes with my body and sometimes point my toes.	I always show clear body shapes and point my toes.	I show clear body shapes with accuracy. I point my toes and my movements are large and clear.
Co-Ordination	I can complete basic movement patters and actions with my body. Sometimes the steps are unclear and I get confused.	My actions are clear and I am able to copy and perform movements correctly.	My movements are clear and accurate. I am able to copy and repeat whole body actions.
Balance	I struggle to balance. Sometimes my balance is hit and miss and I wobble when holding positions.	My balance is generally good and I am able to control my body and hold positions.	My balance is excellent. I can hold positions clearly without wobbling and stay strong in my centre.
Strength	I have weaknesses in my body in my arms or legs. I find it difficult to hold my weight e.g. handstand or tilt and struggle to keep a strong centre.	I show strength in my body when I hold my leg in a tilt keeping my body upright and also can do a handstand holding my weight.	I have excellent strength. I hold my leg in full extension high during the tilt and can hold my whole body weight during a handstand.
Flexibility	I find it uncomfortable to touch my toes and find it difficult when stretching in lesson or in the sequence.	I stretch and show flexibility during the lesson and dance sequence however I find some stretches easier than others.	I demonstrate excellent flexibility. This is shown during lesson or in the dance sequences. E.g. I can touch my toes with my head on my knees with ease.
Timing	I generally dance in time with the music however I have to copy others at points to stay in time.	I dance in time with the music and correctly perform movements on the right beat or tempo.	I dance in time with the music and others in my group. I perform with accuracy on the correct beat or tempo.

Sinner Man

(Skills)

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- You can book the dance studio at lunch or afterschool. Speak to your teacher in order to book the space to rehearse on your own or with your group.
- To remember dance steps some people find it easier to write them down in a journal describing the steps or drawing stick men. This will help you remember the sequence of your moves and improve movement memory if you do not have a lot of space to rehearse.
- Listen to the music as this will help you with timing.

Watching dance is a great way to get new ideas and develop your own practice. It is recommended that you watch other works by Alvin Ailey to help you understand the style of his choreography. Below is a link to get you started.

<https://www.youtube.com/watch?v=0f4wtD8eXNk>

Youtube: Revelations from a lifetime of dance | Judith Jamison and the Alvin Ailey American Dance Theater

Task

Define the following keywords:

Choreography

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Motif

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Dynamics

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Interpretation

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Narrative

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Musicality

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Evaluation Task

(Feedback)

Evaluating your performance and group rehearsal work is a key part of helping you to develop as a Dance student. It will help you to understand and enhance your strengths and work out how to improve the areas in which you need to develop. Please use the Performance assessment criteria below to help you.

What were your strengths during your 'Sinner Man performance?
Which of the six key movements did you demonstrate well and how do you know this?

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If you could improve anything from your group's performance what would it be and why? What areas need further development?

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Lesson 5

Assessment Performance Criteria



The choreography has a clear beginning middle and end.

2 of the key movements are shown clearly in the choreography.

You can perform with good timing and show clear shapes with your body.



The choreography has a clear beginning middle and end.

3-4 of the key movements are shown clearly in the choreography.

Your timing is accurate and you show control in your movements with clear body shapes



The choreography has a clear and interesting beginning middle and end.

All the key movements are shown clearly in the choreography.

Your timing is accurate and you show excellent strength and control in your movements with clear body shapes.

You add characterisation to the performance mimicking the original Alvin Ailey choreography

Sia- Chandelier

(Skills) How to rehearse effectively

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Task

Dynamics

The qualities of movements.

HOW dancers move

Sharp Free Abrupt Heavy
Soft Smooth Pulsing Jagged Jolting
Fast Slow Aggressive Erratic
Light Fluid Flowing Steady Bound

Can you make a list below of 10 more dynamics?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Evaluation Task (Feedback)

Evaluating your performance and group rehearsal work is a key part of helping you to develop as a Dance student. It will help you to understand and enhance your strengths and work out how to improve the areas in which you need to develop. Please use the Performance assessment criteria below to help you.

What were your strengths during your 'Sia' performance? Were you able to show an application of dynamics and expressive skills within your performance?

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If you could improve anything from your group's performance what would it be and why? What areas need further development?

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Bronze	Silver	Gold
<p>Able to get directions right for the gesture phrase.</p> <p>Able to demonstrate the first balance with accuracy in directions and body parts.</p> <p>Able to show some dynamics and hit the beat of 'I'm' and 'drink' correctly</p>	<p>Able to perform most of the gesture phrase, but perhaps needs work on timing.</p> <p>Able to perform the whole sequence with very few mistakes (actions, dynamics and directions)</p> <p>Able to hit key moments in the song with expression and commitment in the chosen action. Showing clear dynamics</p>	<p>Able to perform the gesture phrase accurately and on time</p> <p>Able to perform the whole sequence with strong technical skills, in particular balance, control and coordination</p> <p>Able to show musicality and expression throughout the phrase. Dynamics will be clear and expressive.</p>

Gumboot Dance

(Skills) How to rehearse effectively

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- Listen to the music as this will help you with timing

(Content)

Task 1:

Watch the following choreographies using 'body percussion'.

<https://www.youtube.com/watch?v=SlsZQP0dKu0>

<https://www.youtube.com/watch?v=sb-2VsE2y-U>

Task 2:

Create your own choreography using 'body percussion'. How creative can you be?

Use a variety of stomps, claps, taps, clicks and body parts to create your rhythms.

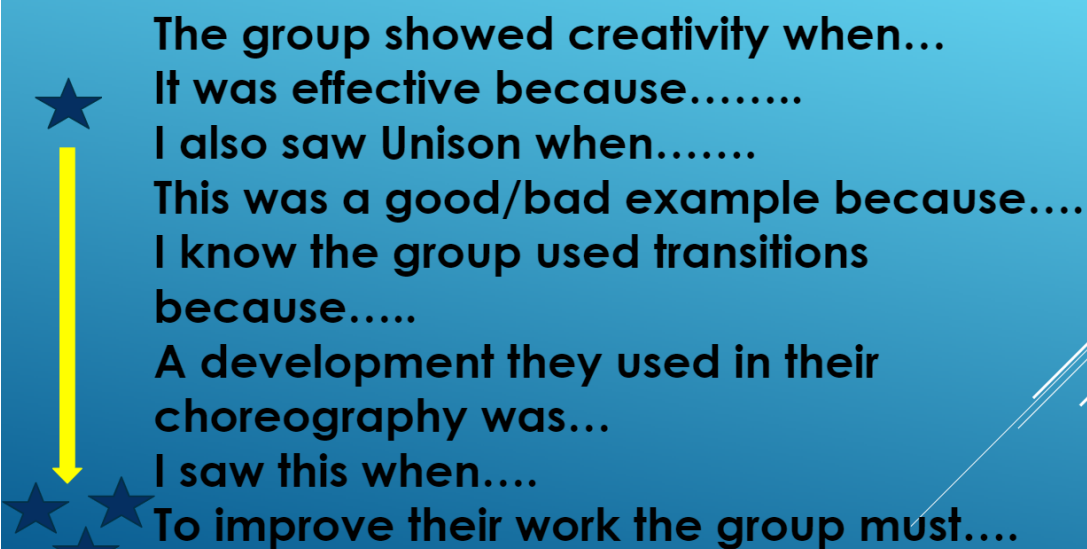
You can do this in silence as your body makes the sound or choreograph along to a song of your choice like the first video 'Havana'.

Evaluation Task

(Feedback)

Evaluating others' performance is a key part of helping you to develop as a Dance student. It will help you to identify strengths and areas to improve in work that you watch. In turn this will help you with analysis and evaluative skills. Please use the sentence starters below to help you

Feedback sentence starters



The group showed creativity when...
It was effective because.....
I also saw Unison when.....
This was a good/bad example because....
I know the group used transitions because.....
A development they used in their choreography was...
I saw this when....
To improve their work the group must....

What group did you watch?.....

What were their strengths during their 'Gumboot' performance?

Were you able to see creativity, effective timing (unison), transitions and clear rhythms?

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If they could improve anything from their performance what would it be and why? What areas need further development?

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African Dance

(Skills) How to rehearse effectively

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(Content) Read the following information

African dance is considered one of the oldest forms of choreography in the world. The dances are still taught to the children of the tribes from an early age, but the form has spread far beyond the continent to thrill audiences around the world.

What does it look like?

There are essential ways that African dance is different from most Western forms. The most obvious is the lack of partnered dancing (at least in male-female pairs). Instead, most of the dances are group performances separated by gender.

The men dance for the women and vice versa, with all ages mingling or having their own dance. This helps reinforce the tribal roles, both in terms of the sexes and also in terms of a group identity.

Drumming

Another characteristic of African dance styles is the presence of drumming. Drumming is a rich and well-developed musical art form. However, it is also inextricably entwined with the art of dance; most African villages would never have drumming without dancing at the same time. A wide variety of instruments are used, from drums such as the *djembe* as well as other percussion instruments such as the *shakera*, a gourd with a net of tiny shells or stones loosely wrapped around it.

Master drummers have to study and learn how to recreate the rhythms precisely, with no room for variation or improvisation until their art has been thoroughly absorbed. The musician's duty is far more than just entertainment, since the dances and music are seen as the glue that helps hold the tribe together. The drum beat reflects the mood of the tribe and the dance as well, and can vary depending on the purpose of each dance.

The Movements

African Movements are mostly performed with bent knees

One of the most striking parts of traditional African dance is the polyrhythmic nature of the movement.

African dancers often are able to isolate particular parts of their body and move them to different parts of the rhythm, with two or three different beats going on simultaneously in the dancer's body.

This fine motor control is often complemented by larger movements such as kicks, leaps, and wide and rapid swings of the arms.

In the *Adumu* dance of the Masai, for example, the men show how high they can jump in the center of a circle while their fellow warriors encourage them. In contrast, the *Mohobelo* dance of the Sotho includes movements on all levels including writhing on the ground.

Task (Content)

Use the following link to learn the A-Z of African dance moves and where they originate from!

<https://www.youtube.com/watch?v=O0MDX0bI5TE>

Youtube: A - Z African Dance Moves 2020

Evaluation Task (Feedback)

This will be completed in the final lesson of Term 3.

Curiosity Page

Where can I watch dance?

1. YouTube is a great place to start as many dancers and choreographers post their work online.
2. You may have been lucky enough to have visited the theatre and watched a live dance performance.
3. Attend a school dance showcase or join a club after school.
4. On television. Programmes such as Strictly Come Dancing and So You Think You Can Dance are aired every year so is the BBC Young Dancer competition. You can search previous episodes online.
5. The Learning Resource Centre at school also hosts a range of DVDs. Unfortunately these can not be taken home but you are welcome to bring in headphones and watch them on the school computers.

Dance Clubs

Monday	Tuesday	Wednesday	Thursday	Friday
Dancehall		KS3 Club	Bursary Club	Breakin'
Step into Dance		Miss Goodman	Miss Quay	Step into Dance
Marta				Benji

Contacts

Miss Quay- quay.c@thenorwoodschool.org

Miss Goodman- goodman.l@thenorwoodschool.org

Ms Acham- acham.g@thenorwoodschool.org