



THE
NORWOOD
SCHOOL

PERFORMING ARTS: DANCE

YEAR 8 Independent Learning Booklet 2021-2022



NAME:

FORM:

Independent Learning Booklets (ILBs)

In Year 8, 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.

Improvisation and Contact Work

Improvisation: Exploration or generation of movements without planning

Contact Work: Consisting of contact work in a duet or group using touch, lean and lift.

Touch	Making contact with no weight bearing. During contact both dancers full body weight on the floor.
Lean	Making contact with partial weight bearing.
Lift	Making contact with full weight bearing lifting your partner off the floor

(Assessment)

Task

Create a poster that displays the 'safety rules' of contact work. What rules are important to ensure you and your partner are safe?

Things to include;

- Safety Grips
- Rules on Trust
- Areas of the body which should not be used to hold weight
- How to remain stable
- How to lift with ease



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.

Improvisation and Contact Work

1. My target for improving rehearsing skills is to?

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I will achieve this by

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2. My target for improving choreography skills is to?

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I will achieve this by

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3. My target for improving my performing skills is to?

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I will achieve this by

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Lindy Hop

(Content)

The Lindy Hop

The lindy hop is an African American dance style that came out of Jazz, Charleston, Tap and a style called Breakaway in the 1920's and 30's. It was danced most famously at The Savoy Ballroom, Harlem where the owners would pay \$10 to the best dancers of the night. Dancers used to invent new moves to win the prize money. It was a great way to fill the club and attract the best dancers.

Task

Create a powerpoint presentation on Lindy Hop
Through google search find 'BBC Introduction to Lindy Hop'.
Use this as a starting point.

Research the history of Lindy Hop.

Where did it originate from?

Who was 'Hellzapopping'?

How many dance steps can you identify and learn?

Add images and videos to make the powerpoint interesting and exciting

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 as a duet; Learning the dance sequences and rehearsal? Did you enjoy the partner work? How did you collaborate and perform well as part of a duo?

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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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Bronze	Silver	Gold
I could explain a basic history of Lindy Hop?	I could explain a good history with some details of the development of Lindy Hop?	I could explain in detail the development of Lindy Hop?
I performed the warm up reasonably well?	My warm up performance showed good energy and detail?	My warm up performance was dynamic and detailed?
In rehearsal, I listened to others and followed. I improved from last week?	In rehearsal, I improved on my mistakes from last week and definitely nailed some specific dance steps?	In rehearsal, I can perform the sequence from start to finish with a few minor mistakes?
Give an example of when you demonstrated accurate timing in the routine today?	Give an example of when you demonstrated accurate footwork in the routine today?	Give an example of when you demonstrated accurate musicality in the routine today?

Musical Theatre

(Skills)

How to rehearse effectively

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- 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 other works to help you understand the style of this choreography.

Use Youtube to research different Musical Theatre performances
There are some examples below to get you started;

- Matilda- Revolting Children
- Grease- Grease Lightning

Task

Define the following keywords:

Characterisation

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Isolation

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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 'Ease on down the road' performance? Which of the skills above 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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Lyrical Jazz

(Skills) How to rehearse effectively

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Task

Create a research project on Jazz Dance.

-What is Jazz dance?

-Can you find out where Jazz dance originated?

-Where is Jazz dance seen/performed?

(You are not allowed to use Wikipedia)

There are many different Jazz styles. Include a minimum of three different styles within your research project. Add pictures, videos and links to make it exciting!

Evaluation Task- Analysing Performance skills (Feedback)

Question starters:

How can you...? Could you? What would happen if you .?
Can you ...?

Analysis	Framing feedback to improve performance skills
Technique	
Limbs not extended	Can you extend your limbs when you?
Noisy or poor jump	Could you land more softly when ...?
Feet lack control	What can you do to remember to point our feet?
Movement looks unclear.	How can you use more energy in your dance?
Dynamics	
Timing / speed is off	
Lacks variety	
All one flow	
Space	
Unclear directions / levels	
Movements too small	
Limited floor pattern	
Formation does not change	
Teamwork	
Poor connection	
Few ideas shared	

Mistakes from lack of rehearsal	
Commitment and effort missing	
Technique	
Task elements missing	
Stylistic features missing	
Movements lack precision and effort	
Poor posture	
Performance	
Does not look like the style	
Lacks energy	
No interpretation	
Facial expression	

Street Dance

(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.

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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.
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(Content)

Task 1:

Research the dance company 'Boy Blue'.

Where is this company based?

How many styles of 'HipHop' dance are there?

Can you create a slide for each Hip Hop style and include;

- Where the style came from
- What does it look like

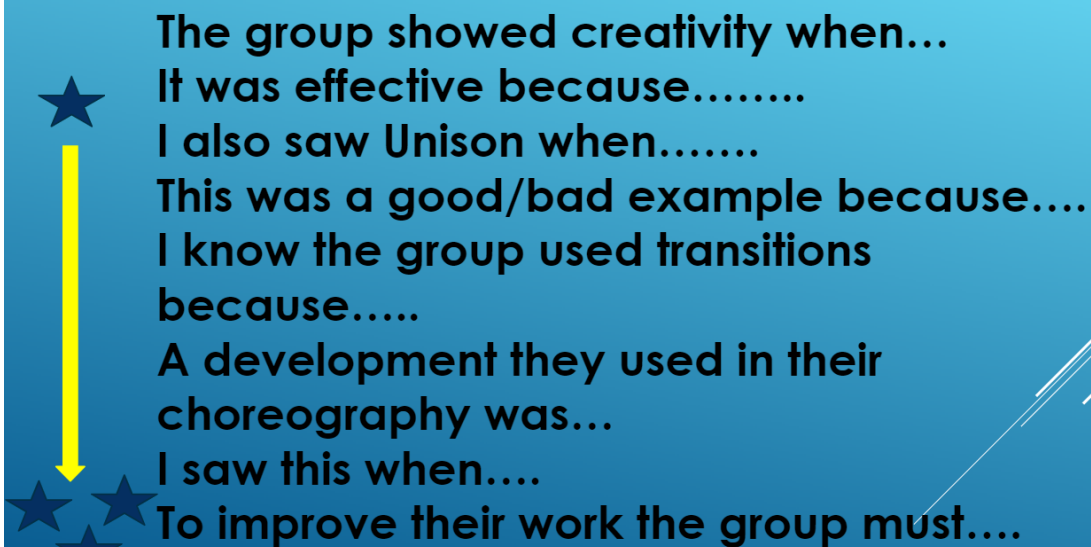
Use videos and images to support your findings

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

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- 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 'Street Dance' 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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Key Stage 3 Year 8 Assessment criteria – Jazz Dance AC2

7-9	<ul style="list-style-type: none"> ● The student performs the jazz dance with energy, (focus) and (flair). ● The performance is seamless with no mistakes and excellent timing. ● The student shows a clear understanding of placement of arms and legs such as Jazz 4th, Jazz 2nd and standing in parallel with clear stylistic arm lines. ● Stylistic features such as isolation and keeping low to the floor is seen consistently ● Dynamics and Musicality are explicitly seen within their performance. ● Students use projection, characterisation and other skills such as facial expression to develop their performance. ● Technical skills such as extension, strength, flexibility, posture are clear and consistent throughout. ● Students show professionalism when performing and watching others.
4-6	<ul style="list-style-type: none"> ● The student can perform from the start to end however this may not be seamless. ● Stylistic features such as isolation and keeping low to the floor is seen but is not consistent. ● Dynamics are unclear within the performance. ● Technical skills such as extension, strength, flexibility, posture are seen but not consistent within their performance e.g. pointed toes ● Students show professionalism when performing and watching others.
1-3	<ul style="list-style-type: none"> ● The student attempts to perform the choreography(however they lack any technical skills) (Timing may be unclear.) ● There is no sense of performance or refined work over time. ● Student will lack any stylistic features of Jazz Dance

Ghost Dances

(Skills) How to rehearse effectively

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(Content)

Ghost Dances

Christopher Bruce's 1981 work Ghost Dances is one of the most celebrated contemporary dance pieces of its generation.

This masterpiece is an evocative tribute to the victims of political oppression in South America. It tells stories of love and compassion, as death – in the form of the iconic “ghost dancers” – interrupts the daily lives of a series of ordinary people. Visually referencing celebrations of the Day of the Dead, and driven by the bewitching rhythms of traditional Latin American songs, it's a moving, intensely human work.



Task (Content)

Task: Creating your own performance platform.

Can you think of a topic or current affair that is important to you?

-Read the news

-Talk to your family

What topic do you want to address to the world?

E.g Pollution, Racism, Poverty, Homelessness etc

Create your own dance based on this topic.

Your dance should send a message to the audience and express how you feel.

Once you have created your dance

Film and record yourself and email to your teacher

quay.c@thenorwoodschool.org

goodman.l@thenorwoodschool.org

acham.g@thenorwoodschool.org

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@thenorwoodschoool.org

Miss Goodman- goodman.l@thenorwoodschoool.org

Ms Acham- acham.g@thenorwoodschoool.org