



LONG TERM PLANS DANCE
Performance Faculty Dance Year 13

YEAR 2016/17

Autumn term

Half term 1

Technique Class to improve technique and fitness

DANC4 Group Composition:
 Group Composition methods
 Choreographing in Groups from various starting points

DANC4 Solo Composition
 Looking at the stylistic features of Jerome Robbins and Alvin Ailey

DANC 3 Section A and Section B of the Written paper
 Understanding the historical context of Alvin Ailey and the Alvin Ailey American Dance Theatre
 Understanding the plot and context of West Side Story

Solo/Group Teacher Feedback Performance
 Feedback and teacher appraisals to review and monitor students outcomes.

Home Study: PLT
 Theory Written work set
 Choreographic notes and reflection
 Power point presentations on key practitioners
 Rehearsal and refinement.

Half term 2

Choreography Unseen Past papers Questions
 Technique Class to improve technique and fitness.

Group Composition
 Unseen questions are explored through motif development, select and refine, perform and evaluate.

Solo Composition: Learning about the key practitioners and their Influences in order to extract key motifs to develop into a compositional response.

Influences affecting the development of each practitioner's technique and style, showing the range and contrast within the genre. Looking at Alvin Ailey American Dance theatre and the work of Jerome Robbins.

Works of Practitioners:
 An appreciation of each practitioner's works and an understanding of their importance in the development of the genre.

The Lesson progress to working on the chosen practitioners and Question paper exemplars.

Home Study: PLT
 Theory Written work set
 Choreographic notes and reflection
 Power point presentations on key practitioners
 Rehearsal and refinement.

Spring term

Half term 1

Half term 2

<p>*Choreography Journey</p> <p>DANC4: Choreography focus lessons teaching students repertory</p> <p>Group Composition Questions are explored through improvisation, motif development, select and refine, perform and evaluate. Workshop lessons to teach year 12 dances.</p> <p>Solo Composition: Further selection and development of extracted motifs to structure into a compositional response for chosen question.</p> <p>Theory DANC3: Practitioners and their Technique: Influences affecting the development of each practitioner's technique and style, showing the range and contrast within the genre. Analysing in depth the historical development of the Alvin Ailey and Jerome Robbins. Significance of the character of the dance, subject matter and treatment. Form of the Dance and its effectiveness in communicating the subject matter.</p> <p>Home Study: PLT Theory Written work set Choreographic notes and reflection Rehearsal and refinement.</p>	<p>*Choreography and Exam Preparation</p> <p>Technique Class to improve technique and fitness.</p> <p>DANC4: Group Composition Complete Choreography based on the unseen question paper.</p> <p>Solo Composition: Completing choreography based on Alvin Ailey or Jerome Robbins.</p> <p>Rehearse and refine the musicality and use of performance skills for the Solo and Group Composition.</p> <p>Preparation of Moderation.</p> <p>Home Study: PLT Theory Written work set Choreographic notes and reflection Rehearsal and refinement Program Note Revision of theory on Alvin Ailey American Dance Theatre</p>
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Summer term

Half term 1

Half term 2

<p>Revision of Theoretical elements.</p> <p>SECTION A ALVIN AILEY AMERICAN DANCE THEATRE 1958-CURRENT Stylistic Features of the Area: Characteristics of the style reflecting the range within the genre. Practitioners and their Technique: Influences affecting the development of each practitioner's technique and style, showing the range and contrast within the genre. (minimum of two practitioners should be investigated) Works of Practitioners: An appreciation of each practitioner's works and an understanding of their importance in the development of the genre. Relationship between the development of the genre and it's context: The position of the genre within the history, culture and society, the influence of the context on the genre and the genre's ability to reflect and challenge society.</p> <p>SECTION B CRITICAL ANALYSIS OF WEST SIDE STORY 1961 Factual information: (Name of choreographer, Year of Work, Name of the Work, Accompaniment Composer, Costume designer, Lighting Designer, Dancers Names) Significance of the character of the dance, subject matter and treatment. Form of the Dance and its effectiveness in communicating the subject matter. Aural Setting: In communicating the subject matter. (silence, voice, words, spoken poetry or prose, sound, music) Physical Setting: in communicating the subject matter.</p>	<p>Written Examination</p>
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(Cyclorama, Realistic, Abstract, Props, Staging, Lighting, Site Specific, Proscenium Arch, In the Round)
Costume: In communicating the subject matter.
(Realistic, Abstract and Characterised)
The Technique and style of the choreographer, and influences affecting the choreographer's development.
Movement Characteristics.
The Relationship between the dance and its context; its importance in the development of both the choreographer and the genre.

Home Study: PLT
Essay writing
Planning for unseen possible questions

Year Overview (Dance – Year 13)