

Final Outcome: We are working towards creating and evaluating a dance routine that includes characterisation and varied dynamics. This routine will be based on the Mad Hatters Tea Party.

Component 6:

We should know:

We will know how to use good contact, physical theatre and strong characterisation to create an ending to the Mad Hatter's Tea Party using the text as a stimulus. We will also know the importance of creating a strong ending position in a performance.

What we will know after this sequence:

- We will know how to record a group using technology and will be able to provide feedback to their peers, using a pre-determined success criteria.
- We will be able to use key technical language such as focus, expression, timing, dynamics, control and musicality within their feedback.
- We will know how to provide constructive criticism for others and will be able to respond to feedback on their own performance too.

Vocabulary: focus, timing, expression, dynamics, control, musicality,

How will this feed into my next learning:

We will use their knowledge of recording performance and evaluating them using technical language to support them when evaluating other performances or products across the curriculum.

SEND:

To work in a group that is conducive to their learning. To have ear defenders to reduce sensory overload. To focus on key rhythm they have learnt before too. To have pictorial representations for key vocabulary to be used in dance.

Component 5:

We should know:

We will know how to use interesting group shapes to reflect different characters or events from a story. We will also know how to create different sections in a routine which include solos, duets and trios. Within these sections we will know how to use dynamics to create interest for the audience.

What we will know after this sequence:

- We will know how to use good contact, physical theatre and strong characterisation to create an ending to the Mad Hatter's Tea Party using the text as a stimulus.
- We will also know the importance of creating a strong ending position in a performance.

Vocabulary: Contact, physical theatre, manipulate, characterisation,

How will this feed into my next learning:

We will use their knowledge of motifs, dynamics and different groupings to practice and refine their own dance based on the Mad Hatter's Tea party theme.

Component 4:

We should know:

We will learn how to create gestures and motifs to portray a particular character/event. We will be taught how to embed changes of level, direction and canon within their motifs too.

What we will know after this sequence:

- We will know how to use interesting group shapes to reflect different characters or events from a story.
- We will also know how to create different sections in a routine which include solos, duets and trios.
- Within these sections we will know how to use dynamics to create interest for the audience.

Vocabulary: Action, dynamics, space, motif, solo, duet, trio, choreography

How will this feed into my next learning:

We will use their knowledge of dynamics, motifs and different grouping to create a dance sequence from a text stimulus.

SEND:

To work in a group that is conducive to their learning. To have ear defenders to reduce sensory overload. To focus on key rhythm they have learnt before too. To have pictorial representations for key vocabulary to be used in dance.

Component 2:

We should know:

We will learn how to perform a key motif to set beats in a song. They will learn how to count, tap and clap a rhythm before setting movements to it as well as how they can use a part-whole-part-whole technique to create a dance routine.

What we will know after this sequence:

- We will know how to create a duet which includes repeated motifs and a change of dynamics.
- We will know that dynamics include: fast, strong, sudden slow, graceful and sharp.

Vocabulary:

Dynamics, timing, motif, repetition, duet,

How will this feed into my next learning:

We will use knowledge of dynamics and repeating motifs to create a dance sequence that reflects a certain story/character.

SEND:

To work in a group that is conducive to their learning. To have ear defenders to reduce sensory overload. To focus on key rhythm they have learnt before too. To have pictorial representations for key vocabulary to be used in dance.

Component 3:

We should know:

We will know how to create a duet which includes repeated motifs and a change of dynamics.

We will know that dynamics include: fast, strong, sudden slow, graceful and sharp.

What we will know after this sequence:

- We will learn how to create gestures and motifs to portray a particular character/event.
- We will be taught how to embed changes of level, direction and canon within motifs

Vocabulary:

Motif, directions, actions, space, canon, dynamics, levels,

How will this feed into my next learning:

We will use our knowledge of creating dances that reflect a character or mood to then explore different group relationships within a sequence.

SEND:

To work in a group that is conducive to their learning. To have ear defenders to reduce sensory overload. To focus on key rhythm they have learnt before too. To have pictorial representations for key vocabulary to be used in dance.

Component 1:

We should know:

That dance is a form of art and expression and that there are many different forms of dance. We should know dance terms such as unison, canon as well as gestures and motifs.

What we will know after this sequence:

- We will learn how to perform a key motif to set beats in a song.
- We will learn how to count, tap and clap a rhythm before setting movements to it as well as how they can use a part-whole-part-whole technique to create a dance routine.

Vocabulary: Motif, dynamics, timing, beat, part-whole-part-whole dance routine, rhythm

How will this feed into my next learning:

We will use their knowledge of creating movements to a set beat to create their own duet using repeated motifs.

SEND: To work in a group that is conducive to their learning. To have ear defenders to reduce sensory overload. To focus on key rhythm they have learnt before too.

