

Dance

K.S.3 Unit Plan

Title: Rock 'n' Roll

Year: Nine

Programme of Study: 1ab, 2abc, 3ab, 4abcd, 6abcd

Duration of Lesson: 1 hour

Duration of Project: 5 weeks

Aim:

To improve student's awareness of youth culture and its beginnings in relation to the 1950s: Popular dance in relation to music, fashion and social developments. To continue to break down social physical barriers concerning female and male partnership and contact. To extend student's performance, composition and drama skills by recreating a rock 'n' roll dance.

Objectives:

By the end of the "unit of work" pupils should have:-Performance Development (Acquiring and developing skills)

- Increased their vocabulary of movement.
- Been able to amalgamate humour-drama with movement.
- Practised and understood the dynamics and performance qualities of the movements.
- Learned accurately and retained the set movements.
- Planned for and made use of chosen dance styles.

Composition/ Choreographic Development (Selecting and applying skills, tactics and compositional ideas):

- Been able to develop the set movements and their drama skills in an appropriate and imaginative format.
- Selected and explored a wide range of partner movements.
- Experienced working productively and cohesively in small groups using various choreographic devices.
- Effectively staged their dance to suit a Proscenium Arch.
- Been able to structure the choreography of the movement to the dynamics and phrasing of the music.
- Made use of choreographic principles when composing complex movement patterns.

Knowledge and understanding of fitness and health:

- Recognised and evaluated the impact fitness has on performance in dance, and dancing has on personal fitness.

Evaluating and improving performance;

- Been able to interpret dances, recognising stylistic differences, aspects of production and cultural/historical context.
- Been able to describe and analyse dances in a written and vocal form.
- Been able to appreciate the context and heritage of youth culture and casual fashion.
- Been able to develop leadership and more advanced collaborative skills.

Focus Words

Proscenium Arch
Musical Theatre
Step ball change
Shadows
Spanish Arms
Push and spin
Jive

Warm Up

The warm up each lesson should take one of the following foci

- Hand jive
- Step turn
- Spring hop kicks
- Twisting
- Step ball change

Resources

- Music, Rock Around the Clock
- Usbourne Guide to Dance
- May I Have the Pleasure? P. 90

Unit Breakdown

Lesson 1

- Describe the context of Rock 'n' Roll Dance, historically and socially in USA and Britain, pre war, during the war and post war.
- Learn the basic movements in a circle
 - 16 count hand jive
 - shadow walks
 - step turns claps, high and low claps
 - cool walks into centre
 - jump clap backwards
 - spring hop click on the spot
 - forwards
 - backwards
 - in a circle
 - with clicks
 - twisting up and down
 - side to side
 - heel toes
- Discuss flirting, chat up, looking cool, diners
- In groups of 4/6 (equal boy.girl)
- Devise the opening sequence of the dance, using a flirting situation in the aim of getting the girls to dance or vice versa.

Homework

- Find out how to do 2 more partner moves, ask grandparents etc.

Lesson 2

- Recap intro to Rock Around the Clock.
- Perform.
- Learn partner movements, basic step and turn.
- Practise in performance groups. Homework
- Write a biography on a famous person from the 1950s, eg. Marilyn Monroe, James Dean, Elvis Presley.

Lesson 3

- Warm up
- Recap basic step and turn.
- Learn Spanish arms, Push and spin and other partner movements.
- Practise in performance groups Homework
- Notate movements learned this lesson.

Lesson 4

- Warm up.
- Recap everything so far
- Finish Rock Around the Clock using all previous movement examples and own ideas in performance groups.

Homework

- Evaluate your dance and find a costume to perform in next lesson.

Lesson 5

- Recap dance.
- Perform, whole class to assess » ' Worksheet
- ROA

Due to mixed ability and differentiation and individual staff teaching approaches the unit breakdown is not prescriptive, instead it is a guideline to work towards.

Assessment

Performance:

- Warm up
- Set movements
- Composition
- Video

Composition:

- Discussion
- Duet
- Quartet
- Worksheet, notation and diary
- Video

Evaluation:

- Discussion
- Composition
- Worksheet, notation and diary