

# Key Stage 3 Performing Arts

I should already know:

- *The basics of how to be safe in the dance studio and wear the correct clothing*

I will learn how to:

- *Be able to replicate a set sequence*
- *Be able to select and apply a formation to my performance*
- *Recognise what the 5 actions of dance are*
- *Be able to create a group performance based on 'the train sequence'*
- *Be able to develop my dance by using relationship content to create group pieces*
- *Be able to apply meaningful dynamic qualities to my choreographed movement*
- *be able to apply choreographic devices to enhance my choreographed routines*

How I will be assessed:

*You will complete an end of unit test group dance to the rest of the class/Video. There will be a Google form for the whole Performing Arts Unit.*

## Knowledge Organiser Focus: Dance Terms

Key words (tier 2 and 3 vocabulary)	
Key word	Definition
Choreograph	To compose a sequence of steps and moves for a performance or dance
Structure	The order of your dance. It should have a clear beginning, middle and end
Transition	The link from one movement or motif to another
Choreographer	A person who creates dance compositions, plans and arranges dance movements and patterns for dances

Stretch challenge:

Can you watch a dance performance on YouTube or footage from a musical/dance show. What skills can you find that you will try in your dance lessons.

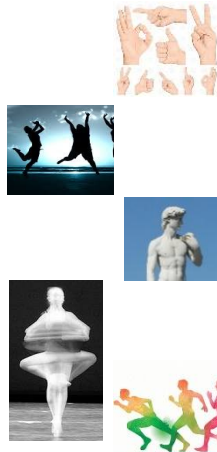
Recommended viewing:

Zoo Nation - The Mad Hatters Tea Party, Dances by Diversity, Matthew Bourne's The Nutcracker!, Christopher Bruce choreography

# Key Stage 3 Movement

## What are the 5 basic dance actions?

Gesture	A movement of part of the body (especially the head or hand).
Jump	Where the whole body leaves the floor.
Stillness	The whole body holds a certain position for longer than 4 seconds.
Turn	Move in a circular direction around one point.
Travel	Transfer weight from one leg to another to allow you to move from one part of the space to another.



## What are performance skills?

Performance Skills	<b>Performance skills are those aspects that set dancing apart from mechanical movement. Often, our attention is drawn to the dancer who is using a range of performance skills effectively, because they stand out from the rest.</b>
Timing	Moving to the beat of the music.
Confidence	Showing that you know what you are doing and where you should be.
Energy	Performing all movements with as much effort as possible.
Accuracy	Trying to make sure the movements are as accurate as the way they were taught.
How it comes together	All of these aspects are connected to the way in which a dancer interprets the movement and the meaning of a dance. Some of these skills may be set by the choreographer, for example where they should be (e.g. looking at the floor or another dancer).

## Knowledge Organiser: Dance

### What is a motif?

Motif	A motif is a movement phrase (A small dance) with an idea that is repeated and developed through the piece.
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### What is motif development?

Motif development	Motif development is where you use one of the below to change the original movement. This will allow it to become more interesting.
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Action Developments	Retrograde	Perform the movements backward, like a film on rewind
	Repetition	To repeat part of the motif. Either straight after it is performed or later on in the dance.
	Accumulation	Dancers gradually joining in with a phrase of movement
Space Developments	Levels	Dancers change the level a movement is performed on
	Direction	Performing or travelling the movement facing a different way
	Size	To change the size of a motif or movement (small becomes large, large becomes small)
Relationship Developments	Juxtaposition	Half the group performs one part of the motif while the others perform something different
	Canon	Dancers performing the same movements or phrase of movement with a time delay
	Mirroring	Like a mirror image. Movement is performed on the left by some and the right by others

Key Stage 3 movement



What have you understood?

ACTIONS – List some actions and explain how you could develop them


SPACE– List some spatial content and explain how you could develop them


DYNAMICS – List some dynamics and explain how you could develop them


RELATIONSHIPS – List some relationships and explain how you could develop them


Key Stage 3 movement



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