

Street Dance – Emancipation of Expressionism

Week	Overview Details
1	<p>STARTER – complete page 1 of assessment booklets (response to previous unit). Introduction to the Hip-Hop dance style. Students will view a YouTube clip of a Hip-Hop performance. TASK – complete a spider diagram identifying key features of this style. Group discussion to follow (students to add to their spider diagram if features are identified by other students that they haven't identified on their own spider diagram). TASK – in small groups (4-5) students should create a short Hip-Hop style sequence using the written task to help them. Show back and WWW/EBI comments recorded in assessment books.</p>
2	<p>STARTER – share one fact from h/w task with the rest of the class. Introduction to choreography skills (action, space, dynamics, relationships or ASDR). Students to try and provide a definition of these 4 terms, teacher to share the proper definitions and students write them down in assessment books (page 4) and then provide an example (action=turn, space=low levels, dynamics=fast, relationships=unison). Using the short sequence from last lesson as a starting point, students must continue to develop their Hip-Hop dance but include at least 2 actions (e.g. a roll and a jump), 2 spatial features (e.g. low level and circle pathway), 2 dynamics (e.g. fast and slow), 2 relationships (e.g. unison and canon). Show back – choose one group to watch and complete peer feedback page (page 7).</p>
3	<p>Starter – question students on the terms actions, space, dynamics and relationships (definitions and examples). Introduction to 'Emancipation of Expressionism'. Students to write down 'key information' about the work in assessment booklets (page 6). Watch clip of the work (from 6 mins 35 seconds to the end – link is in Power Point presentation), try and get students to identify where the theme 'order and chaos' features in the clip that they watch (theme is highlighted when dancers are doing contrasting things at the same time (e.g. one group performing fast movements and another group performing slow movements)). In their groups (4-5 per group) students should begin to recreate their own version of 'Emancipation of Expressionism'. They can use the sequence they started in week 1 and add to it trying to communicate the theme of 'order and chaos'. Show back and complete reflective skill entry (WWW & EBI).</p>
4	<p>Starter – get students to sit in their groups, give them a few minutes to discuss how/when they communicated the theme of 'order and chaos' in their sequences last week. Was this communicated clearly? If not, how could it have been communicated more clearly? Introduce the concept of 'choreographic devices'. The main choreographic device students will use is 'contrast' which they should have at least attempted last week. They should also try to include 'repetition' (either repeat a singular movement/action or a series of movements/actions) and 're-order' (take a short section of your dance, repeat the individual actions again but in a different order). Plenary – complete 'mid-term progress' (page 8) and show back of some groups if time.</p>
5	<p>Final rehearsal lesson. Student must ensure that they have included a range of actions, spatial features, dynamics and relationships (at least 2 of each) and choreographic devices (contrast MUST feature and at least one other device covered in the previous lesson). Show back – either verbal feedback entry or reflective skill entry to be completed (or both if time).</p>
6	<p>Practical assessment – 10/15 mins rehearsal of Hip-Hop sequence and then all groups to perform for practical assessment.</p>
7	<p>End of unit test</p>
8	<p>Students to respond to feedback in assessment booklets, review of this unit, spellings corrections from test to be written out in purple pen etc.</p>