

DANCE: Year 10 Knowledge Organiser C1

Component 1:

Internally Assessed

The opportunity to explore performing Arts

Tasks:

- 1. Preparing for a performance-** During rehearsals, develop and apply your skills and techniques to shape your final performance
- 2. Performance-** It's time to showcase your performance for an audience.
- 3. Ongoing review-** Review your development and application of skills and techniques during the process and after it

Assessment Objectives

AO1

Use rehearsal or production/design processes

AO2

Apply skills and techniques in performance or realisation

AO3

Review own development and application of performance or design skills

Core Knowledge:

(Refer to KS3 KO for definitions)

Physical skills: Balance, Alignment, Strength, Isolation, Control, Stamina, Posture, Extension, Coordination, flexibility, Mobility

Performance skills: Projection, Musicality, Energy, Focus, Facial Expression, Emphasis, Commitment, Timing, Spatial awareness

The elements of dance; Action, Space, Dynamics, Relationship, Motif and Motif development

Compositional devices: Unison, Canon, Lead and Follow, Question & Answer, Repetition, Retrograde, Mirroring, Numerical Variation, Pathway, Formation, Accumulation, Fragmentation, Embellishment

Form / Structure – Rondo (ABACADA), Ternary (ABA), Binary (AB), Narrative (ABCDEF), Theme and variation (A1,A2,A3,A4)

Zonation: Message In A Bottle (Every Little Thing)

Stylistic Features: Sharp, dynamic, weighted, highly expressive, moments of soft floaty movements, air patterns, changes in direction, levels

Music: Every Little Thing by Sting

Choreography: Link for video with the choreography- <https://www.youtube.com/watch?v=1XWQ9Ou1wZ8>

Message In A Bottle is a universal story of loss, fear, survival, hope and love.



Strategies for improvement:

Accumulation: Breaking down counts and building up

Drilling: Recalling and repeating

Self-assessment in the mirrors: using the mirrors to correct technique

Self-assessment through video/screen shot analysis: (through the use of pause and reflect)

Peer coaching: observe, model, explain, support.

Teacher live marking: A teacher giving corrections during or straight after you perform

Slow motion and tempo build: Rehearse in slow motion and gradually increase tempo

Live narration: Performing with continuous feedback

Auditory recall: verbalise the choreography

Visualisation: Mark through the movement in your head