

FEATURES OF DANCE

- Action – What you are doing
- Space – Where you are dancing
- Dynamics – How you are dancing
- Relationships – Who you are dancing with

ACTION

Jump Travel Turn
Gesture Fall
Stillness

SPACE

Level – high, mid, low
Direction – forward, backwards, diagonal, sideways
Floor patterns

DYNAMICS

Time + force = dynamics
Fast Soft Slow
Direct Firm Jerky
Smooth Forceful Strong
Continuous Graceful
Sudden Sharp

RELATIONSHIPS

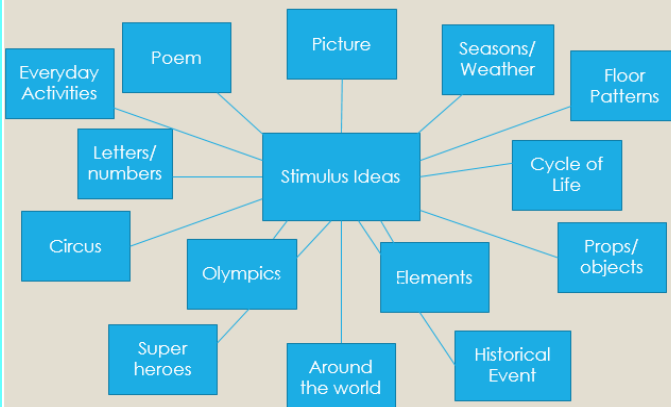
Canon Unison
Mirroring Group work
Complimenting
Contrasting Duet
Question and answer

MOTIF DEVELOPMENT

A MOTIF IS A SHORT PHRASE OF MOVEMENT THAT REPRESENTS THE STYLE OR THEME OF A DANCE.

STIMULUS IDEAS:

Stimulus – An idea or theme



- ADD OR CHANGE
- ACTION
- SIZE
- LEVEL
- SPACE
- DIRECTION
- DYNAMIC
- FOCUS
- BODY PART
- REVERSE
- RELATIONSHIP
- PARTNER WORK
- GROUPS
- CONTACT
- PROP



KS3 & 4 DANCE LITERACY MAT

SCHEMES OF LEARNING

YEAR 7: DANCING THROUGH TIME: 50's, 60's, 70's, 80's, 90's, 00's
YEAR 8: STREET DANCE: PRACTICAL, CHOREOGRAPHY, PERFORMANCE
YEAR 9 – 11: NCFE CREATIVE STUDIES: PERFORMANCE SKILLS DANCE TECHNIQUE, PERFORMANCE, CHOREOGRAPHY, FITNESS, THEORY
YEAR 12-13: BTEC PERFORMING ARTS DANCE

DANCE SKILLS

TECHNICAL SKILLS	PERFORMANCE SKILLS	PERSONAL SKILLS
POSTURE	STAGE PRESENCE	FOCUS
ALIGNMENT	SUSTAINING	CONCENTRATION
COORDINATION	CONCENTRATION	MOTIVATION
BALANCE	PROJECTION	ATTITUDE
STRENGTH	ENGAGING THE AUDIENCE	COMMUNICATION
FLEXIBILITY	SPATIAL AWARENESS	RECEIVING FEEDBACK
CONTROL	SUSTAINING MOMENTUM	ADAPTABILITY
STAMINA	OF PERFORMANCE	ATTENDANCE
AGILITY	TIMING	PUNCTUALITY
EXTENSION	RHYTHM	BEING PREPARED
ELEVATION	MEMORISING	TEAM WORK
	FLAIR	LEADERSHIP SKILLS
	STYLE	MEETING DEADLINES
		OWNERSHIP
		INDEPENDENT
		LEARNER
		COMMITMENT

EVALUATING YOUR WORK

ALWAYS use the Dance Skills key terms:

WWW: Strengths – Progress being made:
WHAT are you doing/ have you done well?
HOW are you/ did you making these improvements?
WHY are these/ have these skills improving your dance ability?

EBI: Weaknesses – areas to develop:
WHAT skills could be better?
HOW are you going to improve your identified skills?
WHY do you need to make these improvements?

Targets: What are you going to do to and when?
Include Technical/ Performance/ Personal skills
Long term target: A skill that takes a long time to achieve e.g. strength, flexibility, stamina, flair
Short term target: A skill that can be achieved in a short period of time e.g. focus, attitude, attendance,

WHAT, HOW & WHY

When you are describing something you are doing or writing about a decision you have made you must also use WHAT, HOW & WHY in order to attempt to achieve a Merit or Distinction grade:

WHAT: are you going to do?
HOW: are you going to do it?
WHY: do you need to do it? What will it achieve?

KNOW YOUR LEVELS

What is your **current** grade?
What is your **target** grade?
What do you need to do to achieve your target grade?

NYA – Not yet achieved – Not Level 2 GCSE standard

Pass – (C grade) : Identify, list, basic elements, some evidence

Merit – (B grade) : Explain, discuss, developed, critical

Distinction – (A grade) : Thorough, justify, in depth, detailed, excellent, flair, confident, original, sustained

WRITING IDEAS

Explanatory phrases (start of paragraph/sentence):

- I believe that...
- My teacher suggested that...
- My peer assessor noticed that...
- From my self assessment I noticed...

Followed by:

- ...this shows
- ...this suggests
- ...this infers
- ...this signifies
- ...this implies
- ...this portrays
- ...this conveys

What do you think? Justifying language:

Following my final performance...

I think that... In my opinion... I believe...

It is clear to see...

I noticed that... On the whole I felt...

In general I am... I feel that...

Sequencing:

- firstly
- secondly
- then
- finally
- afterwards
- since
- then

Adding:

- and
- also
- as well as
- moreover
- too
- furthermore
- another
- example

Contrasting:

- whereas
- instead of
- alternatively
- otherwise
- on the other hand
- Another idea might be