

COMPONENT 2 – SOL

| | Lesson 1 | Lesson 2 and 3 (where appropriate) | Worksheets/ Milestones/resources |
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| WK 1 | <p>Focus: Safe Practise</p> <p>Small group discussion: learners to discuss the following topics</p> <ul style="list-style-type: none"> health and safety issues/ what is appropriate dress for dance/ What is class etiquette/ studio rules. Slides 4 to 8 <p>Practical</p> <ul style="list-style-type: none"> Why warm up? Give an example of a warmup e.g., running, galloping, walking around the room, isolations, swings etc. What happens in the body, discuss and list these. Hazards – could create hazards in the dance studio for dancers to find. How would you aid an injured dancer? What is a cool down? Give an example of a cool down E.G. Stretches. | <p>Focus: Starting to look at dance terms for physical skills</p> <p>Work in small groups: Looking at physical skills on own and in pairs. Worksheet 2. Writing up definitions of these skills.</p> <p>Practical</p> <ul style="list-style-type: none"> Teacher led warm up/ technical class in a chosen style. Demonstration of a short phrase on the PSA THEME something that needs strength and stamina or coordination. Discuss the physical skills used in the phrase and what they may need to set targets for. Teacher led cool down exploring flexibility. | <p><u>Lesson 1</u> Folder: Warm/up cool down</p> <p>13. Power point Slides 4 to 8</p> <p><u>Lesson 2</u> Worksheet 2 Physical skills</p> <p>13. Power point slide 9/10</p> |
| WK 2 | <p>Focus: Becoming a dancer 1/ recalling movement</p> <p>Discussion. What is a professional Dancer? What makes a good dancer? How does a dancer train and develop their skills? Slides 11/ 12</p> <p><i>Teacher introduces Component 2:</i> outline of the component, an idea of how the lessons will be structured, reference the PSA, theme and repertoire learners will be expected to complete, and to assessment criteria</p> <p>Practical</p> <ul style="list-style-type: none"> Teacher led warm up/ technical class in a chosen style. Demonstration of a second short phrase on the PSA THEME. Dancers to practise and discuss ways to develop movement memory. Dancers review current strengths and weaknesses. Cool down. | <p>Focus: Stylistic skills/ features</p> <p>Discussion: Explain stylistic aspects/key features of the style to learners as they explore practically. How does knowing the features of the dance style help dancer to perform in that style? Slides 13/14</p> <p>Practical</p> <ul style="list-style-type: none"> Teacher led warm up/ technical class in a chosen style picking out key features. Demonstration of both short phrases on the PSA THEME learnt so far. Look at picking out the key features of the style Cool down. | <p><u>Lesson 1</u> Worksheet 3 First look at skills</p> <p>13. Power point Slides 11/12</p> <p><u>Lesson 2</u> Worksheet 11a/b/c Knowing the features of the style</p> <p>13. power point Slides 13/14</p> |

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| <p>WK 3</p> | <p>Focus: Becoming a dancer 2/ professional practise</p> <p>Introductory activity: dancers suggest words that are associated with professional practice, for example, teamwork, commitment, reliability, punctuality, consistency, listening. In small groups, dancers note other similar words related to professional practice on large paper.</p> <p>Discussion: Professional practice in rehearsal. Teacher leads discussion and review of professional practice in rehearsal. Class discussion of appropriate behaviours and attitudes when working with others.</p> <p>Practical</p> <ul style="list-style-type: none"> • Warmup. • Dancers learn an 8-count repertoire phrase in groups and add on the next 8 counts in keeping with the style in small groups (create the missing steps). • Share/ perform in small groups. • Discuss what they enjoyed performing and watching. • Cool down. | <p>Focus: Characterisation</p> <p>Starter: Movement game or activity game that uses characterisation, dynamic range, and spatial awareness. Maybe actions of three characters like paper, rock, scissors. Show examples of dancer repertoire in one or more video clips. Class discussion of the techniques seen in the clip(s). Look at the dancers’ characterisation, dynamic range and use of space, and their performance and interpretative skills. Students make notes on these skills in their logbooks.</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher-led warm up. • Dancers develop skills using the repertoire learnt in previous lesson and start to focus on key interpretative elements e.g., characterisation, dynamic range, spatial awareness, relationships, facial expression, and focus. • Share and discuss what was successful. • Cool down/ logbooks. | <p><u>Lesson 1</u></p> <p>Worksheet 15 Page 1</p> <p><u>Lesson 2</u></p> <p>13. power point Slide 34</p> |
| <p>WK 4</p> | <p>Focus: Planning</p> <p>Create a rehearsal schedule for learning/creating and perfecting the repertoire for the PSA. Learners could include what they aim to do by when as well as main aims of each rehearsal.</p> <p>Tutor-led technique class: Dance training</p> <ul style="list-style-type: none"> • Learners to build on exercises and phrases used to warm up in previous classes so that they really think about how they are training their bodies physically. • Review all parts of the repertoire learnt so far, perfect and agree on timings. • Cover another 8 counts. • Cool down/write up logs. | <p>Focus: Learning and remembering/ rehearsing and perfecting</p> <p>1 Hour</p> <p>The dancers will watch the repertoire being performed by the professionals for the first time, picking out the moments they have learnt and understanding the context, meaning and style.</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher led warm up/ technical class. • Demonstration of a second short phrase on the PSA THEME. • Dancers to practise and discuss ways to develop movement memory. • Dancers review current strengths and weaknesses. • Cool down/write up logs. | <p><u>Lesson 1</u></p> <p>Worksheet 4 Rehearsal schedule</p> <p><u>Lesson 2</u></p> <p>Worksheet 5 About rep</p> <p>FILM of the repertoire</p> <p>13. Power point Slides 15/16</p> |

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| <p>WK 5</p> | <p>Focus: <u>How do other companies and dancers train?</u></p> <p>2 Hours</p> <p>Discussion with Power point examples</p> <p>Practical</p> <ul style="list-style-type: none"> ● Teacher led warm up using how another company dancer would train using an example from power point slides: 17 to 25. ● Demonstration of a section on the PSA THEME (hopefully around 45 secs to 1 minute). ● Dancers to develop and practise movement phrases in detail, with teacher feedback and corrections in small groups. ● Cool down/write up logs. | <p>Focus: <u>Movement memory</u></p> <p><u>MILESTONE 1</u></p> <p>3 Hours</p> <p>Discussion: using power point slides on movement memory and filming for MILESTONE 1</p> <p>Practical</p> <ul style="list-style-type: none"> ● Teacher led warm up using how yet another company dancer would train using an example from power point slides: 22 to 30. ● Demonstration of the rest of a section on the PSA THEME (hopefully at 45 secs to 1 minute). ● Dancers continue to practise movement phrases, refining phrases/extracts and exercising teamwork skills, with feedback and corrections. ● Dancers demonstrate the choreography in small groups to be filmed for MILESTONE 1. ● Cool down/write up logs. | <p><u>Lesson 1</u> 13. Power point: slides 17 - 25</p> <p><u>Lesson 2</u> Worksheet 6 MILESTONE 1 (use a selection of these sheets for peer feedback)</p> <p>N.B. Film this milestone</p> |
| <p>WK 6</p> | <p>Focus: <u>How to develop skill/ the rehearsal process</u></p> <p>4 Hours</p> <p>Discussion: What skills you need to improve and how will you do this? E.g., mirrors, video, peer review, rehearsals, breaking the movements down etc</p> <p>Practical</p> <ul style="list-style-type: none"> ● Teacher led warm up/ technical class in the chosen style. ● Demonstration of the next section of the dance (hopefully working towards 1 min 15 secs) on the PSA THEME. ● Dancers to practise and discuss ways to develop skills in groups of four -demonstrating the sequences in pairs, and the group to give verbal feedback. ● Dancers review current strengths and weaknesses. ● Cool down/write up logs. | <p>Focus: <u>Teamwork makes the dream work</u></p> <p>5 hours</p> <p>Dancers to individually set themselves two targets. To get into small groups and share these aims. To have these targets on sticky notes to be reviewed at the end.</p> <p>Practical</p> <ul style="list-style-type: none"> ● Teacher leads the session, beginning with a warmup. ● Teacher recaps the choreography for the dance repertoire and works towards 1 min 15 secs. ● Dancers to practise as a whole group and in smaller groups. ● Dancers share targets and verbally peer assess giving feedback on the targets. ● Dancers to observe professional rehearsal practice at all times and participate in all activities. ● Cool down/ logbook. | <p><u>Lesson 1</u> Worksheet 15</p> <p>13. Power point Slide 26</p> <p><u>Lesson 2</u> Worksheet 15 (use first sheet for professional practise)</p> <p>13. Power point Slides 29</p> |

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| WK 7 | <p>Focus: Peer review 6 hours</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher led warm up/ technical class in the chosen style. • Demonstration of the next section of the dance (hopefully working towards 1 min 15 secs) on the PSA THEME. • Dancers to practise and discuss ways to develop skills in groups . • Dancers peer assess each group. • Cool down/write up logs: | <p>Focus: Milestone 2 evaluation and filming 7 hours</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher led warm up/ technical class in the chosen style. • Teacher recaps company dance repertoire from a chosen style.(Hopefully at 1 min 15 secs) • Dancers to develop and practise all movement phrases in detail, with teacher feedback and corrections in small groups. • Students practise and apply skills with awareness of physical and stylistic skills. • Teacher-led cool down. | <p><u>Lesson 1</u> Worksheet 15 (use some of the sheets to for the peer review)</p> <p>13. Power point Slides 30</p> <p><u>Lesson 2</u> Worksheet MILESTONE 2</p> <p>N.B. Film this milestone</p> |
| HALF TERM | | | |
| WK 8 | <p>Focus: Performance /interpretative skills 8 Hours</p> <p>Discussion: What are performance skills? Can you list them all? What strengths do you already have? What do you need to improve for the assessment?</p> <p>Practical:</p> <ul style="list-style-type: none"> • Teacher-led warm up in the style. • Skills development with reference to the repertoire, focusing on key performance skills. • Dancers continue to develop movement phrases building to longer sequences. (Hopefully at 1 min 30 secs). • Group participation with opportunities for practice of skills, response to direction, teacher feedback and corrections. • Teacher-led cool down. | <p>Focus: Milestone 3 9 hours</p> <p>In small groups, dancers think of three important skills which show professional practice when interacting with others during rehearsal. To make notes on large paper and share with the whole group.</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher-led warm up in the style. • Skills development with reference to the repertoire, focusing on key physical and stylistic elements. • Students continue to develop motifs and movement phrases building to longer sequences. (Hopefully at 1 min 30 secs) • Opportunities to respond to direction, feedback, and corrections. • Teacher-led cool down. | <p><u>Lesson 1</u> Worksheet</p> <p>13. Power point Slides 27/28</p> <p><u>Lesson 2</u> Worksheet 8 MILESTONE 3</p> <p>N.B. Film this milestone</p> |

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| WK 9 | <p><u>Focus: Using musicality</u> 10 hours</p> <p>Discussion: What is musicality? How can using this help interpretative and performance skills?</p> <ul style="list-style-type: none"> • Teacher films and leads the session • Beginning with a warmup - reference to professional working practices and music. • Teacher recaps the choreography for excerpts of the dance repertoire. (Hopefully at 1 min 45 secs). • Dancer's practise as a whole group listening to the music and improving interpretative skills, musicality, rhythm, and counts. • Discuss how musicality can aid unison. • The teacher leads a cool down. • Write up logs: musicality. | <p><u>Focus: Using Dynamics</u> 11 hours</p> <p>Discussion: Why are these dynamics vital in any performance.? E.g., Do they help hold an audiences interest? Do they help get across the dance intention?</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher-led warm up in the style. • Dancers learn more of the repertoire (hopefully at 1 min 45 secs – 2 mins). • Skills application with reference to the repertoire, focusing on key physical and stylistic elements. • Rehearsal opportunities for practice of skills, response to direction, feedback, and corrections. • Set targets to achieve prior to assessment • Review rehearsal schedule • Teacher-led cool down. | <p><u>Lesson 1</u></p> <p>13. Power point Slides 31</p> <p><u>Lesson 2</u></p> <p>13. Power point Slides 32</p> |
| WK 10 | <p><u>Focus: Assessment tips and rehearsal</u> 12 hours</p> <p>Practical</p> <ul style="list-style-type: none"> • Teacher led warm up/ technical class in the chosen style. • Rehearsal of the whole dance extract (hopefully at 2 mins). • Dancers to practise and discuss ways to develop skills in groups. • Respond to feedback from peers, direction, and corrections from teacher. • To write questions for the audience to gather feedback to aid final evaluation. • Cool down/write up logs. • Review targets. | <p><u>Focus: Performance</u> 13 hours</p> <p><u>ASSESSMENT</u></p> <p>TASK 2</p> <p>Practical</p> <ul style="list-style-type: none"> • Warm up. • Rehearsal/ Performance in small groups. • Stating name to camera. • Filming. • Gathering audience feedback. • Cool down. | <p><u>Lesson 1</u></p> <p>13. Power point slide 33</p> <p><u>Lesson 2</u></p> <p>PERFORMANCE/ filming</p> <p>Worksheet 9 Milestone 4</p> |

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| WK 11 | <p>Focus: Writing up evaluation/ review/ building evidence. 14 hours (Second opportunity to perform repertoire if want to improve or were absent.) TASK 3</p> <ul style="list-style-type: none"> • Watching performance back – discussions reflections of the work. • Reviewing audience feedback/ response to feedback from teachers and peers. • Writing up evaluation. • Group/peer discussions. • Reference to professional working practices. • Identification of strengths and areas for development. • Actions and targets for improvement. | <p>Focus: Writing up evaluation/ review/ building evidence 15 hours TASK 3</p> <p>Teacher shows footage of assessment.</p> <ul style="list-style-type: none"> • Teacher-led group discussion, with students reflecting on their work. • In their review, students should use appropriate dance terminology. • Watching video back and listing thoughts, strengths etc. • Reviewing audience feedback. | <p>FINAL EVALUATION Use all worksheets to help write/create evidence.</p> |
| WK 12 | RESUBMISSIONS | RESUBMISSIONS | |
| WK 13 | <p>Focus: USING THE REPERTOIRE TO EXPLORE CREATING A GROUP PIECE/ UNDERPINNING, PREPARTION FOR COMP 3</p> <ul style="list-style-type: none"> • Getting into groups of 3-7 dancers. • Looking at choreographic processes/ recapping Comp 1 pieces. • Developing the repertoire with choreographic devices. | <p>Focus: USING THE REPERTOIRE TO EXPLORE CREATING A GROUP PIECE/ UNDERPINNING, PREPARTION FOR COMP 3</p> <ul style="list-style-type: none"> - Creating duets from fragments of the repertoire. - Creating group formations. | <p>Comp 2: UPLOADING ASSESSMENTS TO LWP (Digital learner work platform)</p> |
| WK 14 | <p>Focus: USING THE REPERTOIRE TO EXPLORE CREATING A GROUP PIECE/ UNDERPINNING, PREPARTION FOR COMP 3</p> <ul style="list-style-type: none"> - Adding different music. - Adding in entrances and exits. - Layering in a prop. | <p>Focus: USING THE REPERTOIRE TO EXPLORE CREATING A GROUP PIECE/ UNDERPINNING, PREPARTION FOR COMP 3</p> <ul style="list-style-type: none"> - Structuring into a piece. - Rehearsing and performing. | <p>Comp 2: UPLOADING ASSESSMENTS TO LWP (Digital learner work platform)</p> |

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