

COMPONENT 3 – calendar

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
Back on the 4 th Jan 2024				Intro lesson	
Week: 4 th – 5 th Jan	Starter 1/ Starter 2/ PLAN NOW: Book computer room for all 3 x 1 hours written tasks / Book dance space/ book video camera/ audience for performance.				
Week: 8 th Jan – 12 th Jan	Starter 3 / Starter 4 – and research				
Week: 15 th Jan – 19 th Jan	Starter 5 / Starter 6 – and research: – THE BRIEF ARRIVES ON 15th JAN – ask exams in download				
Week: 22 nd Jan – 26 th Jan	Lesson 1/ Lesson 2 - 1 Hour (of 8 hours) on research, ideas.				
Week: 29 th Jan – 2 rd Feb	Lesson 3 (hour 2) / Lesson 4 (hour 3)				
Week: 5 th Feb – 9 th Feb	Lesson 5 (hour 4) / Lesson 6 (hour 5) Monday 5 th twilight CPD (justine@puppik.co.uk)				
HALF TERM					
Week: 19 th Feb – 23 rd Feb	Lesson 7 (hour 6) / Lesson 8 (hour 7)				
Week: 26 th Feb – 1 st March	Lesson 9 (hour 8) / Lesson 10 - Written Task 1 (OPTION 1)				
Wk: 4 th March - 8 th March	Lesson 11/ Lesson 12 – Written Task 1 (OPTION 2)				
Wk: 11 th March – 15 th March	Lesson 13 - Rehearsal/ Lesson 14 – Written Task 2 (OPTION 1)				
Wk: 18 th March– 22 nd March	Lesson 15 – Rehearsal (video this too) / Learners to sign all relevant documents. Lesson 16 – Videoed Performance TASK 3 (OPTION 1)/ Written Task 2 (OPTION 2)/ Written Task 1 (OPTION 3). BANK HOL				
Wk: 25 th March – 29 st March	Lesson 17: Evaluation prep/ Lesson 18: Written Task 4 (OPTION 1) Lesson 17: Rehearsal (videoed)/ Lesson 18: Performance TASK 3 videoed (OPTION 2). Lesson 17: Written Task 2 (OPTION 3)				

	GOOD FRIDAY				
EASTER HOLIDAYS					
Wk: 15th April – 19 th April	Lesson 19: Rehearsal (videoed)/ Lesson 20: Performance TASK 3 videoed (OPTION 3). Lesson 19: Evaluation prep/ Lesson 20: Written Task 4 (OPTION 2) OPTION 1: Any missed written tasks or performance pieces to be completed.				
Wk: 22 nd April – 26 th April	OPTION 2/3: Any missed written tasks or performance pieces to be completed. Get all of the assessment materials together. Folders for learners with .pdf's of their 3 x written tasks and video of performance. All ready to send and checked by exams. You may need to include the 4 pages of notes they can take into each written part.				
Wk: 29th April – 3 rd May	DEADLINE				
	Any absentees				

Notes

- This is a word document for you to adapt for your teaching. Please amend to suit your timetabling.
- In this planning the written tasks have been including in the contact time (lesson time) but you could arrange for these to be taken outside class time which will give you several more hours to prepare.
- You will also advantage the learners if you can add in extra rehearsals within the first 3 weeks of the task being released.
- Most centres will only get 9 weeks to deliver this component and not the 12 weeks suggested by Pearson. It is possible seeing that prior to the release this SOW suggests ways to get ahead so that the dancers have movement ideas to 'call on'.
- All of these documents are intended as guidance for delivering Component 3 – you can use whatever is helpful, you don't have to follow these ideas.
- Please note that Pearson may request the hand written notes taken into the written tasks be sent to them. There are guidelines as what these notes can include (e.g. 4 pages, not fully formed sentences).

Activities	Resources
Starting: 3rd/ 4th January 2024	
<p>Starter: Welcome back to this exciting term.</p> <p>Main: Get the dancers up and moving, either with technique exercises or creative tasks based on the theme of ‘covering and using space’. See if they can travel across the room with phrases or by stepping, galloping and using running patterns. All to music.</p> <p>Small group activity: Ask the dancers to create their own sequence that travels across the studio/space. Then in small groups of 3-7 dancers see what different formations they can create whilst putting these travelling phrases/ sequences together.</p> <p>Share: Show other groups what they came up with.</p>	
<p>Week starting: 3RD/4TH January 2024</p> <p>Starter 1: Using a Kinaesthetic Stimulus</p>	
<p>Aims:</p> <ul style="list-style-type: none"> ● To understand how a kinaesthetic (movement) stimulus can be used as a starting point within dance. ● To explore how to create material from an initial starting point or stimulus using improvisation. ● To understand how a stimulus can generate different movement ideas. <p>Dancers will choreograph two versions of a sequence that they create from a video stimulus which is based on simple contact work and intentions.</p> <p><u>Or this can be lead by the teacher inspired by the brief.</u></p>	<p>Starter 1 Lesson Plan (the BLUE one)</p> <p>Activity sheet 1</p> <p>Video task: https://vimeo.com/218043464</p>
<p>Starter 2: Manipulating Meaning in Repertoire</p>	
<p>Aims:</p> <ul style="list-style-type: none"> ● To recall previous learnt dance material (phrases, sequences and repertoire) ● To explore how to develop given movement material ● To understand how making these developments can be effective in providing a source of movements that can be used in for future creations <p>Dancers will find ways to use movement material that is known to them to create new versions with different rhythms, meanings, dynamics, responses to music and re ordering.</p> <p><u>Look at repertoire from Comp 2 – and see what can be used and adapted with this brief theme. Remember to write about this in Log1 and 2 as this is what influences means.</u></p>	<p>Starter 2 Lesson Plan (the GREEN one)</p> <p>Activity sheet 2</p> <p>Attached Music tracks</p>

Week starting: 8th January 2024

Starter 3: Target Audiences

Aims:

- To explore different groups of target audiences and match them to dance pieces.
- To explore how to develop movement material for a target audience.
- To understand how creating for a target audience can be effective in inspiring movements that can be used for future creations

ALSO RESEARCH INTO THE THEME

Dancers will identify target audiences and create a short group phrase aimed at a target group of their choice.

Write up the target audience from the brief as state what you want them to think, feel – take away from the group performance piece

Starter 3 Lesson Plan (the YELLOW one)

Activity sheet 3

Starter 4: Using a Prop

Aims:

- To understand some contact improvisation, choreographic tasks, creation of motifs and some motif development
- To explore how to create and develop movement material from an initial starting point.
- To understand how these developments can lead your forwards in the creation of a dance composition.

Dancers will comment on how eye contact and contact work can add meaning to dance material. They will create a duet and of successful a quartet on chairs using contact. If you have done this task before add in another dance company for inspiration.

Frantic Assembly Chair duets tutorial: <https://www.youtube.com/watch?v=PB-9LERSyY8>

Students performing Chair duets: <https://www.youtube.com/watch?v=2HJVoJop0DQI>

ADD the use of a prop in relation to the theme. Guide the learners to creating a phrase

Starter 4 Lesson Plan (the ORANGE one)

Activity sheet 4

You need chairs

Week starting: 15th January 2024

Starter 5: Using a visual stimulus and chance

Aims:

- To create a solo motif or phrase **inspired by the theme** using a visual stimulus and chance
- To explore how to use transitions effectively to create phrases
- To understand how making these phrases can be effective in providing a source of movements that can be used in for future

Starter 5 Lesson Plan (the RED one)

Activity sheet 5

<p>creations</p> <p>Dancers will create a solo phrase from a visual stimulus by chance joining together with transitions.</p> <p><u>Use the theme to create movements that are then placed together with chance – to guide the learners to create a sequence. Mention choreographer Merce Cunningham as an influence in Log 1.</u></p>	<p>Solo DICE resource</p> <p>Scissors and glue</p>
<p>Starter 6: Creating duets and trios with chance</p>	
<p>Aims:</p> <ul style="list-style-type: none"> ● To create a short duet or trio phrase using a visual stimulus and chance ● To develop relationships with other dancers ● To explore how to use transitions effectively to perform moments in different parts of the stage ● To understand how making these phrases can be effective in providing a source of <p>Dancers will create short duets or trios that will join together with transition that involve different relationships and stage spaces e.g. centre stage right.</p> <p><u>Use the theme to create movements that are then placed together with chance – to guide the learners to create a short sequence they could use in their piece. Mention choreographer Merce Cunningham as an influence in Log 1.</u></p>	<p>Starter 6 Lesson Plan (the PURPLE one)</p> <p>Activity sheet 6</p> <p>DUO/TRIO DICE resource</p> <p>Space and relationships dice (1 of each)</p> <p>Scissors and glue</p>
<p>STUDENTS TO NOW COMPLETE ASSESSMENTS UNAIDED</p> <p>Week starting: 22nd January 2024</p>	
<p>LESSON 1</p> <p>Starter Go over the outline of this component, its purpose and description of what to expect for the externally assessed task. Discuss how it links to other components on the course and how the skills, understanding of processes, target audiences, development of physical skills etc will be useful for the external set task. Look at the grading criteria for each of the 4 tasks and unpick any of the vocabulary for the learners.</p> <p>Main activities</p> <p>Tutor-led discussion Facilitate a whole group and small group discussion recapping the students understanding of creative processes and how to develop choreographic ideas.</p> <p>Hand out the set task. Read it together with the dancers and answer any questions they may have.</p> <p>In small groups write down three ideas and a list of possible research that maybe needed to prepare to make a piece of dance 10-15 minutes in length in groups of 3-7 dancers. Also discuss what original dance works may use the same ideas so that you have a few choreographers or companies to draw on.</p>	<p>Worksheet 1, 2</p>

Groups can try out ideas (some to follow in Part 2)	
<p>LESSON 2 Tutor led session with creative tasks (these ideas will follow in Part 2). Discuss what has been created in the starter sessions and if anything could be used with the set task. Groups to be agreed at the end of the session and have made a positive start on ideas with some clear movements and themes to draw on. Groups to set creative tasks for next session.</p> <p>Homework: Research and develop ideas</p>	<p>Worksheet 3, 4</p> <p>Book: <i>Dance Improvisations</i> by Justine Reeve, Human Kinetics</p>
Week starting: 29th Jan 2024	
<p>LESSON 3 Starter As a whole group discuss what the learners consider to be a rehearsal plan. Small group activity 1 Tutor to present the notion of a production timeline or working to deadlines. Learners to discuss what each stage may be and what they think would be the best order to start to create a timeline of their own creation and rehearsal process especially is they are going to meet outside class time. The tutor to provide key dates. Small group activity 2 Learners to develop their performance pieces incorporating elements of rehearsal techniques, influences and planning. Plenary Learners reflect on work produced during lesson and set targets to allow completion in the next lesson. Influences to follow in part 2</p>	<p>Worksheet 5, 6</p> <p>Dancers to create own rehearsal plan</p>
<p>LESSON 4 Tutor led warm-up and creative tasks (ideas to follow in Part 2). Groups to start setting actions that need to be completed. Homework Task To gather more ideas to try out in lesson 5.</p>	Worksheet 7
Week starting: 5th February 2024	
<p>LESSON 5 Starter Tutor led warm up. Main activities</p>	Worksheet 8

<p>Group task Learners to select one additional idea or piece of repertoire and create or learn a short dance phrase to add onto the short performances already created/learnt.</p> <p>Tutor-led discussion with individual groups Tutor to go around to each group to engage in evaluative discussion around the effectiveness of the phrase or ideas.</p> <p>Plenary Teacher-led cool down.</p> <p>Homework task Learner to complete worksheets that will help with Written task Activity 1</p>	
<p>LESSON 6</p> <p>Starter: Tutor to introduce an idea that may have been missed.</p> <p>Dancers to work on their pieces, thinking about sections and music needs so that they are organised for after half term.</p> <p>Sections and music to be ready for after half term</p>	Worksheet 9
HALF TERM	
Week starting: 19th February 2024	
<p>LESSON 7</p> <p>Starter Tutor led warm-up and recap of what is needed for Written task 1 and more ideas is dancers need input.</p> <p>Main Activities</p> <p>Small group activity Learners present the short performances developed in previous lessons.</p> <p>Class discussion Learners critique group performances with focus on intended impact of the work/style on the target audience, discussing what they expected and what was performed. Learners also discuss and list the many ways in which a performance can communicate and how pieces and performers can use and even exploit these as creative potential. Then apply to their own pieces so far.</p> <p>Homework Task Learners to identify the strengths and weaknesses of the process, of the work-in-progress, their own individual contribution, and how these could be improved. To write up notes that they will take into written activity 1.</p>	Worksheet 9
<p>LESSON 8</p> <p>Main Activities</p> <p>Group activity Learners to use Tutor led warm ups to get quickly warm and focused. Learners to work on shaping and developing their group performance material in line with what may have been discussed in their meetings.</p> <p>Homework Task Learners to set/write an agenda for a production meeting in the next lesson. They will need to consider contact and structure and any final needs for the piece and how well they are working to deadlines as a group and what they are contributing as an individual to the process.</p>	

To write up notes for written activity 1.	
Week starting: 26th Feb 2024	
<p>LESSON 9</p> <p>Starter Learners to engage in a production meeting. Minutes are useful working documents, with clear actions. Learners should keep minutes and where items and actions relate to their own roles etc.</p> <p>Main Activities</p> <p>Group activity Learners to use Tutor led warm ups to get quickly warm and focused. Learners to work on shaping and developing their group performance material in line with what may have been discussed in their meetings.</p> <p>Tutor-led discussion with individual groups Tutor to go around to each group to discuss their interpretive choices and decisions, their selection of performance skills and techniques, equipment needs and any other production needs (props/music/costume etc) that they may need to consider.</p> <p>Homework Task Learners to complete notes for written task 1.</p>	
<p>LESSON 10 – Written Activity 1 (OPTION 1)</p> <p>Tutor-led discussions and guidance to encourage groups to structure their time with suitable proportion allocated to practical development and rehearsal activity.</p> <p>Or Written Task 1 if it is in lesson time.</p>	
Week starting: 4th March 2024	
<p>LESSON 11</p> <p>Starter Learners to engage in a production meeting. Write up notes for written activity 2.</p> <p>Main Activities</p> <p>Small group activity</p> <p>Learners to work on refining their performance material with any technical considerations. At this stage groups may be considering incorporation of production elements such as sound/accompaniment, props, as relevant to their response to the work.</p> <p>Plenary Discussion of progress and the sharing of any issues or concerns.</p>	Worksheet 10
LESSON 12 – Written Task Activity 1 (Option 2)	

<p>Final preparations for the workshop performance next week. Learners prepare for the workshop performance (for example, with consideration to space, music etc). Technical/dress rehearsal where group stands in front of the camera and they introduce themselves one by one. They then move into the space and perform their piece, demonstrating the effective use of performance skills and communicating effectively with each other and the audience.</p> <p>Homework Task Create a sheet for peers/audience members to compete to acquire feedback for next week. To write up notes for written task 2.</p> <p>Or Written Task 1 (OPTION 2) if it is in lesson time.</p>	
<p>Week starting: 11th March 2024</p>	
<p>LESSON 13 Dancers to rehearse and start to structure the piece, groups to start sharing ideas.</p>	Video camera
<p>LESSON 14 All groups share if they did not get time in lesson 13 or if there were any absences or technical issues.</p> <p>Written Task Activity 2 (OPTION 1) If in lesson time</p>	
<p>Week starting: 18th March 2024</p>	
<p>LESSON 15 Final rehearsal. If groups are ready this could be videoed too.</p>	
<p>LESSON 16 Performance Activity 3 videoed (OPTION 1)</p> <p>Starter Learner-led warm ups. Tutor to remind learners of the requirements for the performance of the external assessment conditions. Groups provide feedback sheets for each other to complete as audience feedback once they have performed. These feedback sheets can then be used with their own reflections next week to aid overall evaluation.</p> <p>Main activity</p> <ul style="list-style-type: none"> ● In their groups, Learners to perform their workshop performance pieces to their peers and any other invited audience. ● Tutor to film each performance piece for evaluative purposes and to make notes so that students can receive feedback. <p>Plenary activity Students begin to evaluate and review their pieces.</p> <p>Tutor to continue to create and provide genres workshops or technique classes to develop physical, technical and/or vocal skills.</p> <p>Written Activity 2 (OPTION 2)</p>	Video camera

1 st Written Task (OPTION 3).	
Week starting: 25th March 2024	
<p>LESSON 17 Starter Whole group discussion of the experience of performing and listing what they would do differently or better next time. See if groups have similar answers or can suggest better ways of working to each other. Main Activities Small Group Activity In their performance groups ask the learners to discuss how they feel the process and the performance went. Use the peer and audience feedback that they were given to help list strengths and areas for improvement. Tutors could produce a list of appropriate questions to focus learners' evaluations at any point during the project. Ask learners to watch the video of the performance back and collect their review and suggestions for future improvements in note form. Plenary Go over all the requirements of the unit again so they can evaluate 2nd Written Task (OPTION 3)</p>	
<p>LESSON 18 Written task Activity 4 (OPTION 1) Performance Activity 3 (OPTION 2) OPTION 3 - rehearsal</p>	camera
EASTER HOLIDAYS	
Week starting: 15th April 2024	
<p>LESSON 19 Watch video of performance back and add to evaluation notes (OPTION 2) LESSON 20 Written Task 4 (OPTION 2) Performance Task 3 videoed (OPTION 3).</p>	
Week starting 22nd April 2024	
<p>LESSON 21 Evaluation prep/ LESSON 22 Written Task 4 (OPTION 3) ANY UNCOMPLETED TASKS TO BE SCHEDULED.</p>	

DEADLINE MONDAY BEGINNING OF MAY	
---	--