



Putteridge
High
School

Extended Learning

Dance

KS4



Dance

KS4 – Extended learning opportunities



Extended Learning Opportunities

Subject: Dance

Year: KS 4

Term: 1

Topic: Professional dance work Emancipation of Expressionism

Learning Objectives

- Be able to remember and recall basic information about Emancipation of Expressionism.
- Be able to recall information and completely understand the dance E of E
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of Emancipation of Expressionism and visualise how the movements link to the stimulus of the freedom of expression.
- Make a collage of images of blue lighting and spot lights.
- Go and watch a dance show live in Sadlers Wells
- Research the choreographer and make a personal profile for Kenrick H20 Sandy
- Make a mind map of the 4 signature movements seen in the dance. Use YouTube to help jog your memory.



Extended Learning Opportunities

Subject: Dance

Year: KS 4

Term: 1

Topic: Infra

Learning Objectives

- Be able to remember and recall basic information about Infra.
- Be able to recall information and completely understand the dance Infra
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of infra and visualise how the movements link to the stimulus of the London bombings.
- Make a collage of images of a large city, you can include photos of a terrorist attack.
- Go and watch a dance show live in Sadlers Wells



Extended Learning Opportunities

Subject: Dance

Year: KS 4

Term: 2

Topic: Infra

Learning Objectives

- Be able to remember and recall basic information about Infra.
- Be able to recall information and completely understand the dance Infra
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of infra and visualise how the movements link to the stimulus of the London bombings.
- Make a collage of images of a large city, you can include photos of a terrorist attack.
- Go and watch a dance show live in Sadlers Wells



Extended Learning Opportunities

Subject: Dance

Year: KS 4

Term: 3

Topic: Shadows

Learning Objectives

- Be able to remember and recall basic information about Shadows
- Be able to recall information and completely understand the dance Shadows.
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of Shadows and make a list of all of the props you can see in the dance. What are they used for? Do dancers interact with them?
- Make a collage of images of WW2. From these images write a list of emotions that you feel when you look at them. Can you feel this in the dance?
- Go and watch a dance show live in Sadlers Wells
- Listen to the music. Write a list of what instruments and sounds you hear. How does this make you feel? How does it link to the stimulus and choreography?



Dance

Year 11 – Extended learning opportunities



Extended Learning Opportunities

Subject: Dance

Year: 11

Term: 1

Topic: Professional dance work Emancipation of Expressionism

Learning Objectives

- Be able to remember and recall basic information about Emancipation of Expressionism.
- Be able to recall information and completely understand the dance E of E
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of Emancipation of Expressionism and visualise how the movements link to the stimulus of the freedom of expression.
- Make a collage of images of blue lighting and spotlights.
- Go and watch a dance show live in Sadlers Wells
- Research the choreographer and make a personal profile for Kenrick H20 Sandy
- Make a mind map of the 4 signature movements seen in the dance. Use YouTube to help jog your memory.



Extended Learning Opportunities

Subject: Dance

Year: 11

Term: 3

Topic: Shadows

Learning Objectives

- Be able to remember and recall basic information about Shadows
- Be able to recall information and completely understand the dance Shadows.
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of Shadows and make a list of all of the props you can see in the dance. What are they used for? Do dancers interact with them?
- Make a collage of images of WW2. From these images write a list of emotions that you feel when you look at them. Can you feel this in the dance?
- Go and watch a dance show live in Sadlers Wells
- Listen to the music. Write a list of what instruments and sounds you hear. How does this make you feel? How does it link to the stimulus and choreography?



Extended Learning Opportunities

Subject: Dance

Year: 11

Term: 4

Topic: Infra

Learning Objectives

- Be able to remember and recall basic information about Infra.
- Be able to recall information and completely understand the dance Infra
- Know and understand the stimulus behind the routine
- Know and understand the stimulus and choreographic intention behind the routine
- Know what choreographic devices were used in the dance piece
- Understand how this effects the mood.
- Know what the choreographic approach was to the piece.
- Be able to recognise the choreographic devices used.
- Know 2 motifs from the dance.
- Know and understand the structure the choreographer has used.
- Be able to highlight how this helps the audience understand the structure of the dance.
- Understand the lighting and costumes used and how they affect the mood, theme, and audience interpretation of the dance
- Understand and highlight refined elements of the costume and lighting from certain sections that emphasise the choreographic intention
- Know and recall information about the aural setting, performance environment and stage and set.
- Be able to explain how the aural setting, stage set and performance environment effects the choreographic intention of the piece.

Extended Learning Opportunities

- Using a search engine look at images of infra and visualise how the movements link to the stimulus of the London bombings.
- Make a collage of images of a large city, you can include photos of a terrorist attack.
- Go and watch a dance show live in Sadlers Wells