

Dance**Year 9****Exploring The Choreographic Process**

Unit: 5	Title: Exploring The Choreographic Process	
Why are you teaching it? What do they need to know? Misconceptions?	The pupils in Year 9 will study 'Exploring The Choreographic Process' as their fifth scheme of work in Dance at PCS. This unit will allow the pupils to explore the choreographic process in depth and learn how to create movement using innovative techniques and comprehensive resources. Throughout this unit, the pupils will continue to develop their choreographic skills and abilities by completing individual and group tasks to generate movement to support their overall understanding of the choreographic process. Furthermore, some pupils may have misconceptions and believe that choreography within dance does not need to follow a structured process. Therefore, this unit will allow the pupils to successfully learn a range of different techniques to create and generate movement within choreographic tasks.	
Why are you teaching it now? What prior learning do students have?	Although the pupils have previously gained experience within choreography, it is extremely important for the pupils to continue to explore the choreographic process and gain further experience which is essential to create their own choreography. This will allow the pupils to continue to widen their knowledge within choreography and improve their creative skills by completing complex tasks with detailed resources as additional guidance. Furthermore, this unit of work will prepare the pupils for GCSE Dance as they will be introduced to key terminology and they will explore choreographic techniques which will support them within their choreography component for GCSE Dance.	
	Keywords	Choreographic Process, Actions, Space, Dynamics, Relationships, Generate, Movement, Contact Work, GCSE Dance Professional Set Works, Transitions, Tableaux, Task Setting, Improvisation, Motif Writing, Development, Design, Staging/Set, Costume.
	SEND	The PCS 10 for SEND strategies will be utilised and the seating plans and pupil profiles will identify SEND pupils to ensure they are asked more questions and provided with more support in lessons.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start? (end points)	The pupils will be able to explore different dynamics using sweets, generate movement using dice, explore contact work inspired by the GCSE Dance Professional Set Works, explore space and different transitions using tableaux, generate movement using task setting, explore relationship content using improvisation, identify actions, space, dynamics and relationships in A Linha Curva, successfully write a motif, develop actions using dynamics and space, and design staging/set and a costume from a stimulus.	

