

DANCE ENRICHMENT

Key Question – Why is creativity important for storytelling in dance?

- What is the purpose of dance in education?
- Why is dance important?
- How does dance enhance your individuality?
- How can we explore our own creativity in dance?
- How can we express emotion through dance?

An expectation would be pupils or class have:

- Group Enrichment books-, photos, quotes, celebration of social enterprise

Teaching and Learning Role

- As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

Date	Activity	Outcome
Week 1	<p>Introduction</p> <ul style="list-style-type: none"> *Physical warmup in centre focusing on core work and body alignment. Introducing students to the importance of preparing the body for movement *Learning Traveling exercises across room in pairs for rhythm and partnering skills *Discuss topic/theme of term with students *Choreography task to create some basic movement using each students own body signatures 	<p>Self manager Order questions by logical order (e.g. Introducing warm ups and dance techniques)</p> <p>Effective participator Propose practical ways to answer questions</p>
Week 2	<p>Warm up and travelling exercises</p> <p>To introduce the terms theme discuss with students my recent professional company work ‘Suitcases’ and show them a video clips to demonstrate the power of storytelling through dance.</p> <p>Ask students to go home and choose an item/prop that has had a personal meaning to them over the lockdown period and ask them to bring to the next session to be incorporated into their own choreography which will help</p>	<p>Team worker Identify understanding of own movement vocabulary Identify own body alignment and core</p> <p>Creative thinker Try out alternatives for choreography</p> <p>Effective participator Identify areas of development and suggest improvements for enhancing confidence and performance skills</p>

	demonstrate their own individuality and creativity	
Week 3	Warm up and traveling exercises Choreography task with props to develop body signatures Discuss relevance of props/personal item and how we can use them in creative ways	Reflective learner Set own goals to identify strength and weaknesses in dance
Week 4	Warm up and traveling exercises Develop and explore solo choreography with props Share with the group individual choreography so far In partners learn each other's choreography	Creative thinker How can we ensure a safe and comfortable space for dance Team worker Working together to rehearse choreography in pairs and learning from each other Adopt leadership roles in small groups
Week 5	Warm up and traveling exercises Choreographic session involving teacher and students putting together material gathered so far	
Week 6-8	Rehearsals	Creative thinker Ask questions (perhaps two each) on the meaning of dance Team worker Working in teams to practice choreography , with assigned roles (assigned by students themselves?) Provide feedback and constructive criticism to others' work Reflective learner Evaluate experiences of dance theatre experiences Set own success criteria on task Review task progress Invite feedback and act on it positively Self manager Lead a group discussion on individual and group benefits of dance and also discuss is dance for everyone Effective Participators Identify personal dance developments so far
Week 9	Dance rehearsals for performance / sharing review Identify strength and weaknesses in choreography	Team worker Working in teams to accomplish task, with self-assigned roles Fairness and confidence in roles Self manager Work towards different goals within group, showing commitment to end performance Effective participator Propose practical ways to accomplish task Present persuasive cases for action Reflective learner Evaluate task's accomplishment Communicate learning about task
Week 10	Dance rehearsals for performance Highlight importance of rehearsals	Reflective learner Set own goal regarding areas to develop and

	Practicing movement is impeccably important to dance training and building confidence and strength	strengthen Independent enquirer Identify answers to question Explore issues/problems (what needs improvement and how to achieve this)
Week 11	Final rehearsals	Effective participator Highlight individual journeys and progression made throughout the term an rehearsal period (invited audiences into dress rehearsals to build confidence for participants with live audiences before final performance .) (Pupils lead session for governors, parents and pupils)
Record a session and let students watch and feedback to each other? Can a session with the local community/governors/parents be added later? In the 12th week?		
Week 12	Review of learning Self-direction assessment of success criteria throughout unit Have we met the initial questions? What actions could be taken forward? How could this unit of learning be improved? (Presentations here to local community, parents, governors?)	Reflective learner Assess students' learning through self-reflection at success criteria What actions to be taken forward? What could be done to improve this unit for future learners?

Appendix 1

Creative thinker Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value	generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise <ul style="list-style-type: none"> • ask questions to extend their thinking • connect their own and others' ideas and experiences in inventive ways • question their own and others' assumptions • try out alternatives or new solutions and follow ideas through • adapt ideas as circumstances change
Team worker Young people work confidently with others, adapting to different contexts and taking responsibility for their own	<ul style="list-style-type: none"> • collaborate with others to work towards common goals of a successful social enterprise • reach agreements, managing discussions to achieve results

<p>part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others.
<p>Self manager</p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions,
<p>Effective participator</p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views
<p>Reflective learner</p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism

	<ul style="list-style-type: none"> • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
<p>Independent enquirer</p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence.