Year 9 Dance
Distance Learning
Quiz and Learn Booklet
Summer 2

Name:

Form:
Welcome to the Summer term in Dance. Over the next term we will be looking at creating motifs with a stimulus idea. You will need to complete all tasks that are on the work sheet and send back to me to mark each week. If you are unsure of any activities, then please email. (b.wells@arkkingsacademy.org)

**Activity 1:** You need to watch the dance piece on YouTube clip using the link https://www.youtube.com/watch?v=44kKLeDKIIc

The stimulus used for this piece is the board game **Twister**.

**Activity 2:**

Write down **three** specific RADS (**Relationships, Actions, Dynamics and Space**) you can see being used in the piece or that you would link to the stimulus of **Twister**.

<table>
<thead>
<tr>
<th>Relationships (Who they are dancing with)</th>
<th>Actions (What movements they are performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamcis (How they are moving)</td>
<td>Space (Where are they moving, how are they using the space)</td>
</tr>
</tbody>
</table>

**Activity 3:**

You now need to create a motif using the stimulus idea of **Twister**. Remember a motif should be **8-16 counts long** (not actions).

**Reflection task:**

1. What **actions** did you choose to use in your motif?
2. Do you believe that these were **appropriate** for the stimulus? **Why?**
3. What **dynamics** did you choose to use within your motif?
4. Did these dynamics **work** or do you need to re-think? **Explain why.**
5. If you were to perform this piece within a **group** what **spatial content developments** would you use from the following: (highlight/colour the box in)

<table>
<thead>
<tr>
<th>Levels (low, medium, high)</th>
<th>Direction (forwards, backwards, sideways)</th>
<th>Mirroring (face to face/back to back)</th>
<th>Pathways (straight, curve, diagonal)</th>
</tr>
</thead>
</table>

**Explain** your reasons behind the use of the developments you have chosen.

- I chose to use ____________________ as my spatial content development. I would complete this by...

6. Rate your experience of creating a motif using the stimulus of Twister. (1 being very easy → 10 being very hard)

**Explain** your answer to number 6. Make sure you are honest with your answer.

- I rated my experience as number ____ because...
Welcome to lesson 2 of working with stimulus in Dance. This week we are looking at clocks and time and how we can portray them through dance. Make sure your motif shows the stimulus idea clearly. If you are unsure of any activities, then please email. ([b.wells@arkkingsacademy.org](mailto:b.wells@arkkingsacademy.org))

**Activity 1:** You need to watch the dance piece on you tube clip using the link

[https://www.youtube.com/watch?v=aggUa2_CfX8](https://www.youtube.com/watch?v=aggUa2_CfX8)

The stimulus used for this piece is the **Clocks and Time**

**Activity 2:**

Write down three specific RADS (*Relationships, Actions, Dynamics and Space*) you can see being used in the piece or that you would link to the stimulus of **Clocks and Time**

<table>
<thead>
<tr>
<th>Relationships (Who they are dancing with)</th>
<th>Actions (What movements they are performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dynamics (How they are moving)</th>
<th>Space (Where are they moving, how are they using the space)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3:**

You now need to create a motif using the stimulus idea of **Clocks and Time**. Remember a motif should be 8-16 counts long (not actions).

Use this box (and the back of the sheet if needed) to write your motif ideas down so you do not forget them:

**Reflection task:**

1. What **actions** did you choose to use in your motif?
2. Do you believe that these were appropriate for the stimulus? **Why?**
3. What **dynamics** did you choose to use within your motif?
4. Did these dynamics **work** or do you need to re-think? **Explain why.**
5. If you were to perform this piece within a **group** what **spatial content developments** would you use from the following: ([highlight/colour the box in])

<table>
<thead>
<tr>
<th>Levels (low, medium, high)</th>
<th>Direction (forwards, backwards, sideways)</th>
<th>Mirroring (face to face/ back to back)</th>
<th>Pathways (straight, curve, diagonal)</th>
</tr>
</thead>
</table>

Explain your reasons behind the use of the developments you have chosen.

- I chose to use ____________________ as my spatial content development. I would complete this by...

6. Rate your experience of creating a motif using the stimulus of Clocks and Time. (1 being very easy → 10 being very hard)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

Explain your answer to number 6. Make sure you are honest with your answer.

- I rated my experience as number ___ because...
Dance Work- Week 3.

Welcome to lesson 3 of working with stimulus in Dance. This week we are looking at a piece of art work from Kandinsky and how we can portray it through dance. Make sure your motif shows the stimulus idea clearly. If you are unsure of any activities, then please email. (b.wells@arkkingsacademy.org)

Activity 1: You need to watch the dance piece on you tube clip using the link https://www.youtube.com/watch?v=E-opKBBNopo

The stimulus used for this piece is the Picture of Kandinsky art work.

Activity 2:
Write down three specific RADS (Relationships, Actions, Dynamics and Space) you can see being used in the piece or that you would link to the stimulus of Kandinsky’s art work

<table>
<thead>
<tr>
<th>Relationships (Who they are dancing with)</th>
<th>Actions (What movements they are performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamics (How they are moving)</td>
<td>Space (Where are they moving, how are they using the space)</td>
</tr>
</tbody>
</table>

Activity 3:
You now need to create a motif using the stimulus idea of Kandinsky. Remember a motif should be 8-16 counts long (not actions).

Reflection task:
1. What actions did you choose to use in your motif?
2. Do you believe that these were appropriate for the stimulus? Why?
3. What dynamics did you choose to use within your motif?
4. Did these dynamics work or do you need to re-think? Explain why.
5. If you were to perform this piece within a group what spatial content developments would you use from the following: (highlight/colour the box in) Levels (low, medium, high) Direction (forwards, backwards, sideways) Mirroring (face to face/ back to back) Pathways (straight, curve, diagonal)

   Explain your reasons behind the use of the developments you have chosen.

   ➢ I chose to use _________________ as my spatial content development. I would complete this by...
6. Rate your experience of creating a motif using the stimulus of Kandinsky. (1 being very easy → 10 being very hard)

   I rated my experience as number ___ because...
Dance Work- Week 4.

Welcome to lesson 4 of working with stimulus in Dance. This week we are looking at different emotions and how we can portray them through dance. Make sure your motif shows the stimulus idea clearly. If you are unsure of any activities, then please email. (b.wells@arkkingsacademy.org)

**Activity 1:** You need to watch the dance piece on YouTube clip using the link https://www.youtube.com/watch?v=8FSW_LfFjhk

The stimulus used for this piece is **Emotions**.

**Activity 2:**

Write down **three** specific RADS (**Relationships, Actions, Dynamics and Space**) you can see being used in the piece or that you would link to the stimulus of **Emotions**

<table>
<thead>
<tr>
<th>Relationships (Who they are dancing with)</th>
<th>Actions (What movements they are performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamics (How they are moving)</td>
<td>Space (Where are they moving, how are they using the space)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3:**

You now need to create a motif using the stimulus idea of **Emotion**. Remember a motif should be 8-16 counts long (not actions).

**Reflection task:**

1. What **actions** did you choose to use in your motif?

2. Do you believe that these were **appropriate** for the stimulus? **Why**?

3. What **dynamics** did you choose to use within your motif?

4. Did these dynamics **work** or do you need to re-think? **Explain why**.

5. If you were to perform this piece within a **group** what **spatial content developments** would you use from the following: **[highlight/colour the box in]**

   - **Levels** (low, medium, high)
   - **Direction** (forwards, backwards, sideways)
   - **Mirroring** (face to face/ back to back)
   - **Pathways** (straight, curve, diagonal)

   **Explain** your reasons behind the use of the developments you have chosen.

   ➢ **I chose to use_________________________** as my spatial content development. I would complete this by...

6. Rate your experience of creating a motif using the stimulus of Emotions. (1 being very easy ⇒ 10 being very hard)

   ➢ **I rated my experience as number ____ because...**
Dance Work- Week 5.

Welcome to lesson 5 of working with stimulus in Dance. This week we are looking at Harry Potter and how we can portray the films and books through dance. Make sure your motif shows the stimulus idea clearly. If you are unsure of any activities, then please email. (b.wells@arkkingsacademy.org)

Activity 1: You need to watch the dance piece on you tube clip using the link https://www.youtube.com/watch?v=9ssHB7aThek

The stimulus used for this piece is the Harry Potter.

Activity 2:

Write down three specific RADS (Relationships, Actions, Dynamics and Space) you can see being used in the piece or that you would link to the stimulus of Harry Potter

<table>
<thead>
<tr>
<th>Relationships (Who they are dancing with)</th>
<th>Actions (What movements they are performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 3:

You now need to create a motif using the stimulus idea of Harry Potter. Remember a motif should be 8-16 counts long (not actions).

Use this box (and the back of the sheet if needed) to write your motif ideas down so you do not forget them:

Reflection task:

1. What actions did you choose to use in your motif?

2. Do you believe that these were appropriate for the stimulus? Why?

3. What dynamics did you choose to use within your motif?

4. Did these dynamics work or do you need to re-think? Explain why.

5. If you were to perform this piece within a group what spatial content developments would you use from the following: [highlight/colour the box in]

<table>
<thead>
<tr>
<th>Levels (low, medium, high)</th>
<th>Direction (forwards, backwards, sideways)</th>
<th>Mirroring (face to face/ back to back)</th>
<th>Pathways (straight, curve, diagonal)</th>
</tr>
</thead>
</table>

Explain your reasons behind the use of the developments you have chosen.

➢ I chose to use ____________________ as my spatial content development. I would complete this by...

6. Rate your experience of creating a motif using the stimulus of Harry Potter.(1 being very easy → 10 being very hard)

   1 2 3 4 5 6 7 8 9 10

Explain your answer to number 6. Make sure you are honest with your answer.

➢ I rated my experience as number ___ because...
Welcome to lesson 6 of working with stimulus in Dance. This week we are looking at The Elements (Fire, Air, Water and Earth) and how we can portray them through dance. Make sure your motif shows the stimulus idea clearly. If you are unsure of any activities, then please email. (b.wells@arkkingsacademy.org)

**Activity 1:** You need to watch the dance piece on you tube clip using the link https://www.youtube.com/watch?v=QE6IlA1M3wM

The stimulus used for this piece is the Elements

**Activity 2:**

Write down three specific RADS (Relationships, Actions, Dynamics and Space) you can see being used in the piece or that you would link to the stimulus of Elements

<table>
<thead>
<tr>
<th>Relationships (Who they are dancing with)</th>
<th>Actions (What movements they are performing)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Dynamics (How they are moving)</td>
<td>Space (Where are they moving, how are they using the space)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity 3:**

You now need to create a motif using the stimulus idea of Elements. Remember a motif should be 8-16 counts long (not actions).

Use this box (and the back of the sheet if needed) to write your motif ideas down so you do not forget them:

**Reflection task:**

1. What actions did you choose to use in your motif?
2. Do you believe that these were appropriate for the stimulus? Why?
3. What dynamics did you choose to use within your motif?
4. Did these dynamics work or do you need to re-think? Explain why.
5. If you were to perform this piece within a group what spatial content developments would you use from the following: (highlight/colour the box in) Levels (low, medium, high) Direction (forwards, backwards, sideways) Mirroring (face to face/ back to back) Pathways (straight, curve, diagonal) Explain your reasons behind the use of the developments you have chosen.

➢ I chose to use ____________________ as my spatial content development. I would complete this by...
6. Rate your experience of creating a motif using the stimulus of Elements. (1 being very easy → 10 being very hard) Explain your answer to number 6. Make sure you are honest with your answer.

➢ I rated my experience as number ___ because...