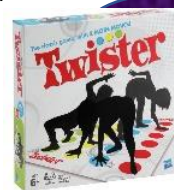




Welcome to the Summer term in Dance. Over the next term we will be looking at creating motifs with a stimulus idea. You will need to complete all tasks that are on the work sheet and send back to me to mark each week. If you are unsure of any activities, then please email. ([b.wells@arkkingsacademy.org](mailto:b.wells@arkkingsacademy.org))

**Activity 1:** You need to watch the dance piece on you tube clip using the link <https://www.youtube.com/watch?v=44kKLeDKIic>

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



A stimulus is defined as the starting point or something that inspires us to create movement.

### 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**

Relationships ( <b>Who</b> they are dancing with)	Actions ( <b>What</b> movements they are performing)
Dynamics ( <b>How</b> they are moving)	Space ( <b>Where</b> are they moving, how are they using the space)

### 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).

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...

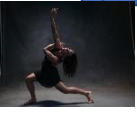
6. Rate your experience of creating a motif using the stimulus of Twister. (1 being very easy → 10 being very hard)

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...

Move straight onto activity 2 if you cannot access the internet





Move straight onto activity 2 if you cannot access the internet

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**



A **stimulus** is defined as the starting point or something that inspires us to create movement.

### 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**

Relationships ( <b>Who</b> they are dancing with)	Actions ( <b>What</b> movements they are performing)
Dynamics ( <b>How</b> they are moving)	Space ( <b>Where</b> are they moving, how are they using the space)

### 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:

- What **actions** did you choose to use in your motif?
- Do you believe that these were **appropriate** for the stimulus? Why?
- What **dynamics** did you choose to use within your motif?
- Did these dynamics **work** or do you need to re-think? Explain why.
- 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...

12. Rate your experience of creating a motif using the stimulus of Clocks and Time. (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 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](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=E-opKBBNopo>

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



A **stimulus** is defined as the starting point or something that inspires us to create

### 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**

Relationships ( <b>Who</b> they are dancing with)	Actions ( <b>What</b> movements they are performing)
Dynamics ( <b>How</b> they are moving)	Space ( <b>Where</b> are they moving, how are they using the space)

### 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).

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:

- What **actions** did you choose to use in your motif?
- Do you believe that these were **appropriate** for the stimulus? Why?
- What **dynamics** did you choose to use within your motif?
- Did these dynamics **work** or do you need to re-think? Explain why.
- 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...

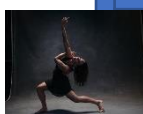
- Rate your experience of creating a motif using the stimulus of Kandinsky. (1 being very easy → 10 being very hard)

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...

Move straight onto activity 2 if you cannot access the internet





Move straight onto activity 2 if you cannot access the internet

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](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=8FSW\\_LfFjkh](https://www.youtube.com/watch?v=8FSW_LfFjkh)

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



A **stimulus** is defined as the starting point or something that inspires us to create movement.

**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**

Relationships ( <b>Who</b> they are dancing with)	Actions ( <b>What</b> movements they are performing)
Dynamics ( <b>How</b> they are moving)	Space ( <b>Where</b> are they moving, how are they using the space)

**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).

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:**

19. What **actions** did you choose to use in your motif?
20. Do you believe that these were **appropriate** for the stimulus? Why?
21. What **dynamics** did you choose to use within your motif?
22. Did these dynamics **work** or do you need to re-think? Explain why.
23. 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.

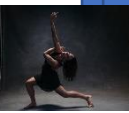
➤ I chose to use \_\_\_\_\_ as my spatial content development. I would complete this by...

24. Rate your experience of creating a motif using the stimulus of Emotions. (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...





Move straight onto activity 2 if you cannot access the internet

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](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=9ssHB7aThek>



A stimulus is defined as the starting point or something that inspires us to create movement.

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

Relationships ( <b>Who</b> they are dancing with)	Actions ( <b>What</b> movements they are performing)
Dynamics ( <b>How</b> they are moving)	Space ( <b>Where</b> are they moving, how are they using the space)

**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:**

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



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

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

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

29. 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...

30. 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...







Move straight onto activity 2 if you cannot access the internet

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](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=QE6IIA1M3wM>



A stimulus is defined as the starting point or something that inspires us to create movement.

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**

Relationships ( <b>Who</b> they are dancing with)	Actions ( <b>What</b> movements they are performing)
Dynamics ( <b>How</b> they are moving)	Space ( <b>Where</b> are they moving, how are they using the space)

**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:**

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



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

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

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



35. 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...

36. Rate your experience of creating a motif using the stimulus of Elements. (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...