



KS4 Dance Knowledge Book

Name: _____
Teacher: _____
Form: _____



Saint Benedict
A Catholic Voluntary Academy



Love, Belief, Integrity, Knowledge



OUR VALUES

**BE WHO GOD MEANT YOU TO BE AND YOU
WILL SET THE WORLD ON FIRE.**

LOVE

As we know we are loved by God, we will learn to love ourselves and care for our own body mind and soul.

We will show love to one another by being patient and kind, not by being rude, boastful or proud.

As one body in Christ, we will ensure that no member of our community is left out or left behind

BELIEF

We will encourage one another and build each other up.

We will let our light shine, making the world a better place for all.

KNOWLEDGE

We will value knowledge: intelligent hearts acquire knowledge, the ears of the wise seek knowledge.

INTEGRITY

We will always strive to make the right choice even when this is the harder path to take.

We will live and work sustainably.

**AT SAINT BENEDICT
WE DEVELOP THE
CHARACTER OF OUR
COMMUNITY THROUGH
OUR CURRICULUM AND
CULTURE.**

Respect

What is Respect?

Showing respect is an important part of life, and how you maintain relationships.

Three types of respect:

1. Respect Yourself
2. Respect Others
3. Respect the Planet

Key words	Definitions
Respect	Due regard for the feelings, wishes and rights of others
Honour	The quality of knowing and doing what is morally right
Dignity	Sense of pride and self respect
Relationships	The way two or more people or groups connect and behave towards each other
Worthiness	The quality of being good enough

Why is respect important?

Receiving respect from others is important because it helps us to feel safe and to express ourselves. Respecting others helps maintain a peaceful world and encourages others to be better people. Showing respect to our planet allows us to maintain it for future generations.

1

Rules and Sanctions

Build up a loving community

Key word	
Conduct	The way in which a person behaves.
Unacceptable	Something that is not suitable or appropriate.
Boundaries	The limits of something.
Sanction	A penalty or action taken when a rule or law has been broken.
Consistent	Acting in the same way overtime to be fair.

Behaviour

Rules and sanctions are things which guide our behaviour. We follow rules and regulations to be fair and consistent. Sanctions occur if we do not follow rules or deliberately break them.

Preparation for life

All aspects of life require us to follow rules. There are rules in school; rules in your family and home; rules to follow when crossing the road and using the bus and so on. Structure and rules allow us all to know what is acceptable and how to conduct ourselves. Rules reassure us

The law

We are all bound by the rules of the law. If we break the law, we face a raft of different sanctions. Ultimately, having rules in schools is about a lifelong understanding about what is right and what is wrong.

2

Kindness

Key word

Empathy	Understand and share feelings of others
Compassion	Concern for misfortune of others
Compliment	Praise or congratulate others
Considerate	Thoughtfulness and sensitivity to others
Generous	Being liberal with things

Treat others how you would want to be treated yourself.

What is Kindness?

The quality of being friendly, generous and considerate

What does it mean to be kind?

To have empathy/sympathy, be compassionate, looking for good in people.

Why is it important to be kind?

Makes you feel happy, feel good about yourself

Builds strong relationships

Inspires others

How can we show kindness?

Smile

Hold the door open for somebody

Say something nice (compliment)

Invite somebody sat on their own to join you

Manners

Listen to somebody

3

Emotions

Key Words

Feelings	An emotional state or reaction.
Relationships	The state of being connected with someone else.
Instinct	A fixed pattern of behaviour.
Intuitive	Using what you feel to be true even without conscious reasoning.
Reaction	Something done, felt or thought in response to a situation or event.
Identification	The act or process of identifying someone or something.

Work and play in harmony

What are emotions?

Emotions are biological states associated with the nervous system.

Thoughts, feelings, behavioural responses, and relationships all generate emotions.

An instinct or, intuitive reaction or feeling can create emotions

Identifying feelings

Making sense of what and how you feel is not always easy. To do this, we need to regularly check in with ourselves, making time to think about the feelings we are having and naming them. To do this, we need to think about our daily lives which may help us to see patterns of behaviour.

Not all feelings or emotions are bad or negative!

It is important to recognise when you feel happy; relaxed and good about yourself. Knowing what has led to these feelings can help us identify things we do not like which may cause us negative feelings.

4

Verbal Communication

Treat each other with dignity and justice

Key Words	
Clarity	Vocal clarity means you do not speak too fast or too slowly. You consider carefully the words you mean and whether your listener can understand you.
Honesty	Honesty is speaking the truth.
Respect	Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them.
Appropriate	fitting the practical or social requirements of the situation.
Tone	a quality in the voice that expresses your feelings or thoughts, often towards the person being spoken to or the subject being spoken about
Courtesy	politeness, good manners, or consideration for other people.

What is verbal communication?

Verbal communication is the use of words to share information with other people.

What does it mean to communicate effectively?

Every time you verbally interact with someone you are aiming to develop your understanding of the world; you may be wishing to obtain information, respond to a request or offer support or guidance to another. In every one of these exchanges you are representing your tutor, your family and most importantly yourself.

Why is it important to communicate effectively?

All young people need to develop good speech, language and communication skills to reach their full potential.

Speech, language and communication underpin the basic skills of literacy and numeracy and are essential for you to understand and achieve in all subjects.

How can we communicate effectively?

Make eye contact

Speak honestly

Consider your role within the school

Consider the role of the person you are speaking to
Think carefully why you need to speak to the person you are addressing

Where necessary adapt as your conversation develops

5

Manners

Key Words	
Manners	A person's words or way of behaving towards others.
Respect	A regard for the feelings, wishes, or rights of others.
Listen	To take in what you hear.
Harmony	A time of behaving in one way to produce a pleasing effect.
Vocabulary	The range of words that we know and use.
Gratitude	The quality of being thankful; readiness to show appreciation for and to return kindness.

Loving...harmony...dignity

Treat your neighbour as yourself

The way in which we behave and speak towards others, reflects in their actions and words towards us.

Show the best side of yourself

When you speak to others, always show respect; be polite and thankful. Use the words 'please, thank you, sorry and pardon' when communicating with others.

Manners are for every situation

Every interaction has space for the use of manners: speech, emails, messages. Often when we get upset or angry we don't use manners.

However it does calm a situation if you do.

6

Change

Key Words	Definition
Change	Make or become different
Organised	Make arrangements or preparations for an event or activity
Opportunity	A time set of circumstances that make it possible to do something
Coping	To deal effectively with something difficult
Embrace	Accept (a belief, theory or change) willingly and enthusiastically
Strategies	A plan of action designed to achieve a long term or overall aim

Develop potential to the full

Find the positive

Don't allow yourself to become negative about the changes in your life. Change is good, keep repeating it.

Feeling vulnerable

Facing change can be very overwhelming, leaving you feeling very emotional. Make it your mission to be proactive and respond to it positively.

Talk about it

It's good to talk about change in your life. Focus on problems, solutions and the positives that change will bring. Try to avoid focussing on the negatives and letting emotions take over.

Study Skills – Ways to learn and remember

Self quizzing (look, cover, write)



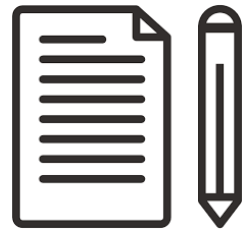
Read through the information in the knowledge book that you want to learn



Cover the information up



Write down as much as you can remember



Use the knowledge book to;

- a) Correct any mistakes
- b) Add any information that you forgot

1

Study Skills – Ways to learn and remember

Spacing



Complete a self quiz of the information you want to learn



Wait for a day or 2 (depending on the deadline)



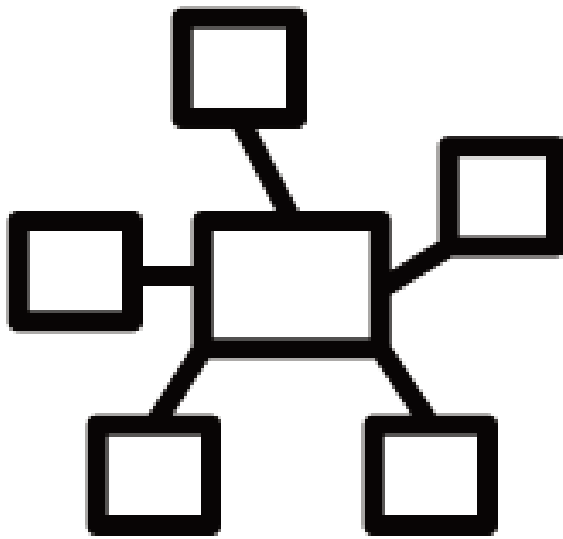
Repeat the self quiz.

The more times you can repeat this process, the more you will be able to remember without the book

2

Study Skills – Ways to learn and remember

Elaboration



Think about the topic that you are studying

Ask questions such as who, what, why, where, when how. Try to find the answers

See how these ideas connect - a mind map will be useful for this

3

Study Skills – Ways to learn and remember

Concrete Examples

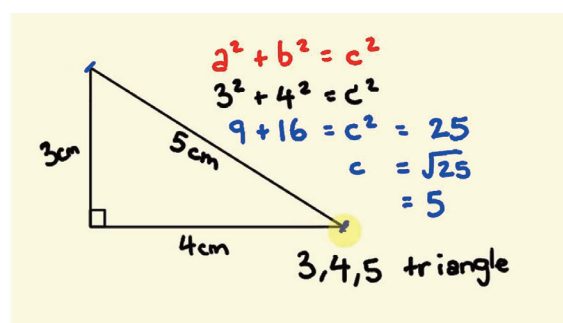


Pythagoras theorem example

If you tried to explain Pythagoras's theorem to someone verbally, it would be quite hard to understand.

By using a concrete example that shows exactly how to use Pythagoras theorem, it is much easier to remember, understand and use

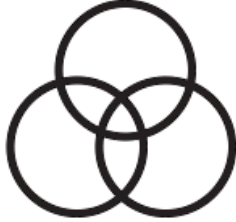
A concrete example is an clear example of an abstract idea



4

Study Skills – Ways to learn and remember

Interleaving



Research says we will actually learn more effectively if we mix our study skills up rather than using the same techniques all the time

1. Try to use different study skills rather than just one technique.
2. When revising for exams, prepare a revision timetable and try to revise more than one subject during a session

5

Study Skills – Ways to learn and remember

Dual Coding



As well as **writing** information down, **create an icon/ drawing** too for individual facts. This helps your brain to remember the information

6

Year 10 & Y11 Dance Knowledge Organiser

Page 2 & 3 – Component 1

Page 4 & 5- Component 2

Page 6 & 7- Component 3

1

Component 1: Exploring The Performing Arts

Research different choreographers & professional works.

Key Terms	
Choreographer	The person who choreographed each professional work you are studying.
Name of the Set Work	What is the name of each professional work you are studying.
Creation Date	When was each professional work created.
Themes	What is the story or themes within each professional work.
Influences	Who influenced each choreographer to create the work- there may be more than one.
Style of Dance	What style of dance are the professional works.
Key Movements	Can you name 5 key movements from each professional work.
Props	Are there any objects used within each performance which the performers use.
Roles	What were the job roles of individuals, required to create each professional work.

Key Terms	
Choreographic Process	What is the process which each choreographer used to create the professional work.
Choreographic Approach	what approach did each choreographer use with their dancers, to teach them the movement content, in each professional work.
Target Audience	Who specifically is each professional work aimed at
Historical Context	What was going on within the world or country, or time period when each choreographer created the professional work
Costume	What are the dancers wearing within each professional work- there may be more than one costume
Set	What does the set design, of the stage or performance area look like, which each professional work uses.
Lighting	What colours are the lights in each professional work and are there any lighting effects used within each professional work.

2

Component 1: Exploring The Performing Arts

Contemporary Dance

A combination of ballet dance and modern dance created in the early 1900's.

Grounded movements.

Leg Work.

Use of the Torso.

Jazz Dance

A style of dance created from Jazz Music in the early 1900's.

Upright Posture.

High Kicks.

Inverted Knees and Angular Shapes

Isolation of the Body.

Street Dance

A style of dance created from the streets in the 1970's.

Use of Hip-Hop and styles such as whacking, krumping, popping, locking, animation.

Sharp, Fast Dynamics.

Intricate Footwork.

Key Choreographers

Alvin Ailey- Contemporary
(Revelations 1960)

Martha Graham- Contemporary
The Founder of Contemporary Dance

Lester Horton- Contemporary
Contemporary- Linear Lines

Bob Fosse- Jazz
(Chicago 1975)

Jerome Robbins- Jazz
(West Side Story 1961)

Andy Blankenbuehler- Jazz/Hip Hop
(Hamilton 2016)

Matthew Bourne- Nutcracker 1993

Jack Cole- Jazz
The Father of Jazz

Kenrick H2O Sandy- Hip Hop
(Emancipation of Expressionism 2013)

Katherine Dunham- African Dance
Caribbean & African Styles

Component 2: Developing Skills and Techniques

Physical Skills- The skills required to perform physical activity.



Key Words	
Strength	The power exerted by a muscle.
Stamina	Being able to maintain physical energy for a period of time.
Posture	The way the body is held.
Balance	A steady or held position through even distribution of weight.
Co-ordination	Efficient combination of body parts.
Extension	Lengthening a muscle or limb.
Flexibility	The range of movement at a joint.
Alignment	Correct placement of body parts in relation to each other.
Isolation	An independent movement of an individual body part.
Mobility	The ability to move fluently from one movement to another.
Control	The ability to start and stop a movement, change direction and hold a shape efficiently.

Technical Skills- The skills required to perform a dance movement.



Key Words	
Accuracy	Being correct and precise in a movement.
Timing	The use of counts when moving to sound or music.
Dynamics	How a movement is performed.
Action	Gesture, Turn, Elevation, Travel Stillness
Spatial Content	Pathway, level, direction, size of movement, pattern, formation.
Spatial Awareness	Being aware of other dancers around you.

Component 2: Developing Skills and Techniques

Expressive Skills- Required to connect with the audience.



Key Words	
Focus	The use of eyes to enhance performance.
Facial Expression	The use of face to communicate mood, theme or atmosphere
Projection	The energy a dancer uses to connect with an audience
Phrasing	The way which the energy is distributed in a movement phrase.
Communication of Intent.	Communicating the theme of the performance

Target Setting

Strengths

The area which you are good at. This could be a specific movement or sequence of movements.

Weaknesses

The area which is incorrect. This could be a specific movement or sequence of movements.

Targets

Ways which you can improve the weaker areas of a performance.

Setting Targets

Be specific and identify what needs improving, how specifically it can be improved and a time frame of how long it will take before improvements can be seen.

5

Component 3: Responding to a Brief.

Structure of a Choreography: How a choreography is put together.

Keywords	
Binary	2 parts- A,B.
Ternary	3 parts A,B,C.
Rondo	Alternating and repeating sections A,B,A,C,A,D,A
Narrative	Telling a story.
Episodic	Several sections linked by a theme.
Theme and Variation	Repetition of sections with variation eg. Changes of speed, dynamics, mood, formation.
Logical Sequence	Phrases of sections of a dance.
Transitions	Links between dance phrases or sections.

Action Content: the movements which make up a choreography.

Keywords	
Travel	Moving from one place to another.
Turn	A rotation.
Elevation	A movement which leaves the floor.
Gesture	A movement which expresses something.
Floor Work	Movements which use the floor.
Transference of Weight	Using the body weight in different ways.
Variation of Dynamics	Changing the quality of movement.

The Process of Creating a Choreography

1. RESEARCH
2. IMPROVISATION
3. GENERATING
4. SELECTING
5. DEVELOPING
6. STRUCTURING
7. REFINING
8. PERFORMANCE

6

Component 3: Responding to a Brief.

Relationship Content: How Dancers Interact in a choreography.

Lead and Follow	One dancer leading a movement or sequence and others following.
Mirroring	Opposition of movement as if you are in a mirror looking at a reflection.
Action and Reaction	One dancer performing a movement and another reacting to it.
Accumulation	Movements gradually added to a movement eg. A, AB, ABC, ABCD etc.
Complement	Dancers performing movements similar to each other.
Contrast	Dancers performing movements different to each other.
Counterpoint	Dancers performing movements simultaneously.
Contact	Having contact with another dancer.
Formations	Shape or patterns created by dancers.

Choreographic Devices: Methods used to develop movements in a choreography.

Motif	A phrase of movement representing a theme or idea.
Motif Development	A variation of a motif.
Repetition	Performing a movement again and again.
Contrast	Movements or shapes which have nothing in common.
Complement	Movements or shapes which are similar to each other.
Highlights	Importance moments in a dance.
Climax	The most important moment in a dance.
Manipulation of Number	How the number of dancers are used.
Unison	Two or more dancers doing the same movement at the same time.
Canon	When the same movement overlaps in time.



INDEPENDENCE: DIAGNOSIS – THERAPY - TEST

NAME: CLASS:

TOPIC:

DIAGNOSIS: The thing I don't understand

THERAPY: Where am I going to learn about this?

Which of the templates will I use to transform the information?

TEST: 5 questions someone can ask me about my new understanding.



INDEPENDENCE: DIAGNOSE

NAME: CLASS:

SUBJECT:

Be clear about what you know and what you don't know before you begin.

First, use a contents page or a topic list for the subject you are going to revise.

Then, fill in the following table – the topics, and how well you know them.

Next, prioritise. Which topics will you revise first? Spend time studying the topics which will make the biggest difference to your results.

Topic	Knowledge	Priority
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	
	Know it/Sort of know it/Don't know it	

Finally, use the **diagnosis – therapy – test** worksheet to plan your independent study.



INDEPENDENCE: PRIORITISE, REDUCE, CATEGORISE, EXTEND

NAME:

CLASS:

TOPIC:

Take a section of text and do the following:

Prioritise: write out the three most important sentences. Rank 1-3 in terms of importance. Justify your decision.

Reduce: reduce the key information to 20 words.

Categorise: sort out the information into three categories. Give each category a title which sums up the information.

Extend: write down three questions you would like to ask an expert in this subject.



INDEPENDENCE: RANKING TRIANGLE

NAME:

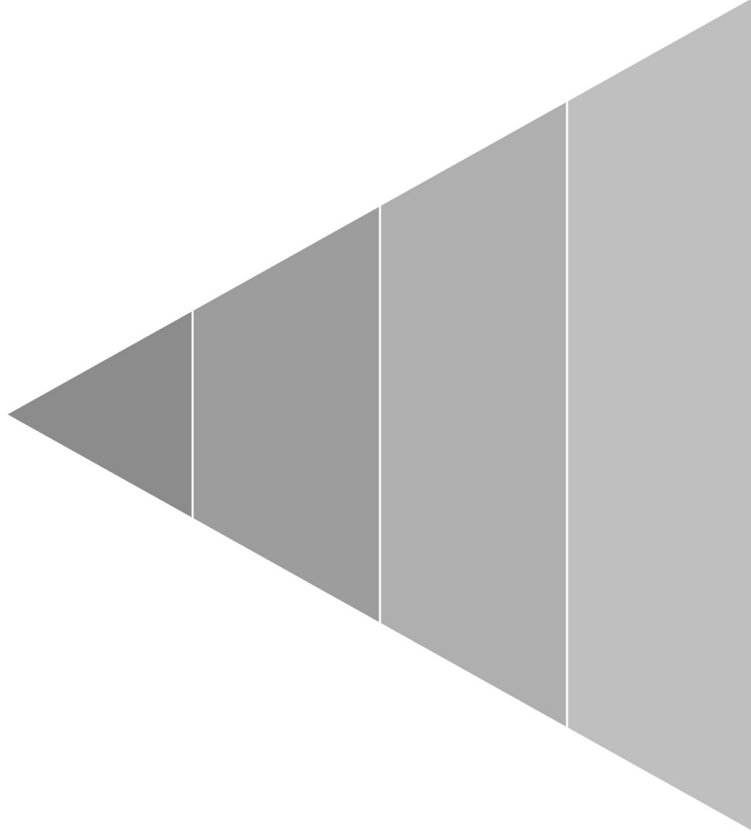
CLASS:

TOPIC:

The most important information goes at the top.

The least important information goes at the bottom.

Justify WHY. Why is it the most important? Why is it the least important?





INDEPENDENCE: QUIZZING

NAME: CLASS:

TOPIC:

Read the text and transform it into 10 questions to ask someone.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Question stems:

- State... Explain... Suggest...
- Describe... Evaluate... Compare...



INDEPENDENCE: BOXING UP

NAME: CLASS:

TOPIC:

Take a section of text. Read it and put your thoughts about the text into different boxes.

Needs a boost: 3 things I did not know:	
Almost there: 3 things I understand better now:	
I've got these: 3 things I already knew:	



INDEPENDENCE: OTHER IDEAS

- Steps → flow chart** Transform a sequence of steps into a flow chart or a diagram.
- Flow chart → steps** Transform a flow chart or a diagram into a sequence of steps.
- Look, cover, write, check** Cover a list of key words. Write them down. Check which ones you have got right. Repeat until you get them all right.
- Link key words** Take three words from a topic. Link them together in a sentence or a diagram. Repeat until all the key words have been linked.



INDEPENDENCE: Pictionary

NAME: CLASS:

TOPIC:

Transform the material into 6 pictures – one per paragraph or one per key piece of information. The pictures should represent the information so that they can act as a reminder of what the text said. Underneath each picture, explain your thinking.

1.	2.	3.

4.	5.	6.

