

Key Stage: 2

A Journey Through the Rainforest



DANCE IN EDUCATION



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Key Stage: 2	YEAR: 3	DURATION: 10 LESSONS
AIM: The Children will travel on aeroplane to the Rain Forest. Here they will travel through the rain forest meeting different tribes and animals.		
LEARNING OBJECTIVES (Children should learn)	LEARNING OUTCOMES (Children)	
Acquiring & Developing Skills (AD)		
AD1: To improvise freely on their own and with a partner, translating ideas from a stimulus into movement	AD1: Show an imaginative response to different stimuli through their use of language and choice of movement AD2: Incorporate different qualities and dynamics into their movement AD 3: Explore and develop new actions while working with a partner or a small group	
Selecting & Applying Skills, Tactics & Compositional Ideas (SA)		
SA1: To create and link dance phrases using a simple dance structure or motif SA2: To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	SA1: Link actions to make dance phrases, working with a partner and in a small group SA2: Perform short dances with expression, showing an awareness of others when moving SA3: Describe what makes a good dance phrase	
Knowledge & Understanding of Fitness & Health (KU)		
KU1: Keep up activity over a period of time and know they need to warm up and cool down for dance	KU1: in simple language, explain why they need to warm up and cool down sustain their effort in their dances	
Evaluating & Improving Performance (EI)		
EI1: To describe and evaluate some of the compositional features of dances performed with a partner and in a group EI2: To talk about how they might improve their dances	EI1: Use a range of expressive language to describe dance recognise unison and canon and suggest improvements	

<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p>	<p style="text-align: center;">EXPECTATIONS</p>
<p style="text-align: center;">CROSS CURRICULAR LINKS</p> <ul style="list-style-type: none"> • Literacy: key words • Citizenship: co-operation, sportsmanship • Numeracy: counting beats in music • Science: developing an awareness of human body, forces and actions, muscles • Music: learning about different styles of world music • ICT: designing stage sets • Drama: using narrative and performing skills • Geography: discovering facts about what lives in the Rain Forrest 	<p>After carrying out the activities in this unit:</p> <p>Most pupils will: improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances</p> <p>Some pupils will not have made so much progress and will: demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of a dance; come up with basic responses to a stimulus; show some understanding of why they need to warm up and cool down; use simple words to describe and interpret dance</p> <p>Some pupils will have progressed further and will: use a wide range of movements when improvising; choose appropriate movements to express the idea, mood and feeling of a dance; take the lead when creating dances with a partner or in a group; show a greater understanding of how to compose dance phrases; show greater fluency and control in their movements; interpret rhythm well, using a range of musical accompaniments; interpret and express their thoughts clearly when talking about dance; make appropriate suggestions about how work could be improved</p>

PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> • Used a range of stimuli, including world music • Structured short dance phrases and dances on Their own and with a partner • Used a range of descriptive language for dance • Explored moods, ideas and feelings through body actions • Talked to each other about dance and listened to each other describing dance 	<ul style="list-style-type: none"> • Words to describe actions, dynamics, space and relationships • Words to describe group formations, eg <i>square, circle, line</i> • Partner, copy, follow, lead • Unison, canon, repeat • Structure • Motif • Dance phrase • Improvisation, explore 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Map of the worlds Rain Forests • Music – African drumming • Pictures of Tribes • Video clips of the rain forests • Pens & paper • Stereo player / music system <p>ICT:</p> <ul style="list-style-type: none"> • Watch videos of their performance • Use of white boards and pens • Research work on the Internet • Use digital cameras to take still pictures of good and poor technique • Interactive white board

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 2	<p>Theme: A Journey through the Rain Forest</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to change the levels of actions working in a small group 2. Be able to understand what the term formation means. 	
	<ul style="list-style-type: none"> • Share aims of the lesson. 	
Warm up	<p>Command Style: Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our backpack: Open your backpack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in the middle of the Rain Forest.</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions: What is a muscle? What could happen to one of our muscles if we didn't warm up properly? (See Lesson 1)</p>	KU 1

<p>Task 1</p>	<p>Recap: Packing suitcase actions.</p> <p>Action Examples: Reaching to the bathroom cabinet for the sun tan cream Opening the wardrobe Ironing clothes</p> <p>Remind pupils to perform actions on different levels to use different dynamics (HOW) Low: on the ground Medium: knees bent High: standing tall /on tip toes Elevated: in the air</p> <p>Group Choreography: Scatter formation facing any direction around the room. Pupils to perform their actions twice through. Pupils can perform in: Unison: altogether at the same time Canon: one after another, Mexican wave</p>	<p>SA 2 & AD 2</p> <p>SA 2</p>
<p>Task 2</p>	<p>Teacher taught Air Stewards Motif: Direction & Levels Pupils to stand in straight-line formations (Triangle or a Pyramid) all facing the same direction forward. (Or make the formation of an aeroplane)</p> <p>Teacher Taught Motif (or ask pupils for ideas and demonstration) based on arm gestures. (Oxygen mask, exits on the aeroplane)</p> <p>Differentiated Task: Motif Development each line perform Air Stewards motif on different levels. Differentiated Task: See PowerPoint.</p>	<p>AD 3 SA 1</p>

Task 3	<p>Extension Task</p> <ol style="list-style-type: none"> 1. Ask pupils to face different direction in their straight-line formation. 2. Ask pupils to perform one of their actions in canon. 	<p>SA 2 & AD 2</p> <p>SA 2</p>
Task 4	<p>Peer Evaluation</p> <p>Watch each line or group perform their air steward motif with the change of levels.</p> <ul style="list-style-type: none"> • Try to work out which differentiated task each group chose. • Also ask pupils to comment on what they liked about the performance (try to keep linking it back to levels) 	<p>EI 1</p>
Cool Down	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Recap the learning objectives of the lesson to see if they have been met.</p>	

