

Key Stage: 2

A Journey Through the Rainforest



DANCE IN EDUCATION



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Key Stage: 2	YEAR: 2	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	

<h3 style="text-align: center;">ASSESSMENT OPPORTUNITIES</h3>	<h3 style="text-align: center;">EXPECTATIONS</h3>
<h3 style="text-align: center;">CROSS CURRICULAR LINKS</h3> <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 Forrests • 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/Outcome
Lesson 1	<p>Theme: A Journey to the Rain Forest</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to perform exaggerated actions. 2. To know that there are four different levels. 3. To know & understand what is meant by the terms directions 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. • Discuss what you will need to bring with to the rain forest: <p>Questions What type of clothes will you need? What will the weather be like? What else will you need? Binoculars, insect repellent, sun tan cream, sun hat etc.</p>	AD 1
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>	KU 1

	<p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p> <ul style="list-style-type: none"> Prepares the body for physical activity Prevents any injury The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	
<p>Task 1</p>	<p>WHERE: Level & Direction</p> <p>Explore actions that are linked to packing your suitcase & what you are going to pack in your suitcase & perform individually.</p> <p>Choose different levels to perform on (L, M or H) See Video clips on PowerPoint</p> <p>Teacher gives examples of above actions on different levels: Action Examples: Reaching to the bathroom cabinet for the sun tan cream Opening the wardrobe Ironing clothes Binoculars</p> <p>LEVELS: See video explanation on PowerPoint Low: on the ground Medium: knees bent High: standing tall /on tip toes Elevated: in the air</p>	<p>AD 1</p> <p>SA 2 & AD 2</p>

<p>Task 2</p>	<p>HOW: can you perform your actions at different speeds /different dynamics (smooth, sharp, shaky) Teacher to give an example of changing the dynamics.</p> <p>See PowerPoint for explanation of Dynamics</p>	<p>SA 2</p>
<p>Task 3</p>	<p>Dance Sentence- Motif Explain what a motif is in dance:</p> <p>Differentiated Task to create a motif: See PowerPoint</p>	<p>AD 1</p> <p>SA 2 & AD 2</p>
<p>Task 4</p>	<p>Group Choreography:</p> <p>Scatter formation facing any direction around the room. (Imagine scattering a bag of seeds) Pupils to perform their motifs through twice.</p> <p>Pupils can perform in:</p> <p>Unison: altogether at the same time Canon: one after another, Mexican wave (Number pupils 1 & 2, All numbers 1's go first followed by Number 2's)</p>	<p>SA 2 & AD 2</p>
<p>Task 5</p>	<p>Evaluation & Improving</p> <p>Join up with another person. Watch them perform their actions. You may wish to just focus on 1 or 2 of the below criteria.</p> <ul style="list-style-type: none"> • Were the actions exaggerated? • Were the actions performed on different levels? • Did they change direction when performing the actions? 	<p>EI 1</p>

Cool Down	Cool Down & Plenary 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. Recap the learning objectives of the lesson to see if they have been met.	
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	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 outting 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>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 3	<p>Theme: A Journey through the Rain Forest</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. Be able to perform your own travelling phrase through the Rain Forest 2. To be able to incorporate different levels and speeds into your travelling phrase. 	
Warm Up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing. • Shake arms & legs • Swing arms • Walking around the space (individually) • Teacher to shout freeze perform swinging arm actions Extension Task: <i>add a action from packing your back pack</i> • TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up (see lesson 1)</p> <p>TP: Perform your actions on different levels. Think about how you can perform each action e.g. slowly & quickly</p> <p>TP: When walking around thinking about changing your pathway</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>KU 1</p> <p>AD 2</p> <p>SA 1</p>
Task 1	Recap: Actions for packing Backpack	

	<p>WHERE: Direction, level, pathways</p> <p>Perform 2/3/4 (differentiation) actions that are linked to packing your suitcase & what you are going to pack in your suitcase & perform individually.</p> <p>HOW: can you perform your actions at different speeds /different dynamics (smooth, sharp, shaky) Teacher to give an example of changing the dynamics.</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>Travelling through the Rain Forest:</p> <p>Where: Pathways & Levels How: Speed (Dynamics) Teach a travelling movement phrase that you could use to travel through the Rain Forest.</p> <p>Example: Swinging from tree to tree like a monkey Sliding Crawling (under & over) Turning (around something) Creeping Brushing past something (hanging creepers or branches)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly, sharp, and energetically.</p> <p>Organisation Split pupils into groups of max of 4 pupils in each. Split the four into two groups of two and ask them to stand in the middle of the room. The pupils will be travelling in opposite directions with only a couple of seconds to wait. (Maximum participation)</p>	<p>SA 1 & 2</p>

	<p>↑ X X Middle of room facing opposite directions X X ↓</p> <p>Evaluation: This will give the pupils the opportunity to watch one another. Give them points to look out for such as:</p> <ul style="list-style-type: none"> • Toes pointed • Arms stretched • Fluency of movements 	EI 2
Task 3	<p>Pathways: WHERE</p> <p>TP: Imagine that you stand in black paint. A pathway is the pattern that you will be able to see on the floor made with the black footprints.</p> <ul style="list-style-type: none"> • Ask the pupils now to choose a starting point in the forest (A) and decide where they would like to finish (B) • Ask pupils to walk the pathway that they are going to use to get from A –B • Ask the pupils to use the ideas from the travelling movement phrase as well as there own ideas to travel from A-B. 	AD1 & 2
Task 4	Whole Class Choreography: See PowerPoint for order	AD 1, 2 & 3 SA 1, 2 & 3
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>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 4	<p>Theme: A Journey through the Rain Forest and lots of trees</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To understand what makes a good quality performance 2. To be able to create different tree shapes on different levels 3. To be able to perform the whole class dance to the best of your ability 	
Warm Up	<p>Command Style : Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing. • Shake arms & legs • Swing arms • Walking around the space (individually) develop to travelling through the rain forest from last lesson. • Teacher to shout freeze perform swinging arm actions Extension Task: add one or two action from packing your back pack • TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up (see lesson 1)</p> <p>TP: Perform on different levels. Think about how you can perform each action e.g. slowly & quickly</p> <p>TP: When walking/travelling through the Rain Forest think about changing your pathway</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>KU 1</p> <p>AD 2</p> <p>SA 1</p>

<p>Task 1</p>	<p>Recap: Travelling through the Rain Forest:</p> <p>Where: Pathways & Levels How: Speed (Dynamics) Teach a travelling movement phrase that you could use to travel through the Rain Forest.</p> <p>Example: Swinging from tree to tree like a monkey Sliding Crawling (under & over) Turning (around something) Creeping Brushing past something (hanging creepers or branches)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly, sharp, and energetically.</p> <p>Organisation Split pupils into groups of max of 4 pupils in each. Split the four into two groups of two and ask them to stand in the middle of the room. The pupils will be travelling in opposite directions with only a couple of seconds to wait. (Maximum participation)</p> <p>↑ X X Middle of room facing opposite directions X X ↓</p>	<p>SA 1 & 2</p>
	<p>Evaluation: This will give the pupils the opportunity to watch one another. Give them points to look out for such as:</p> <ul style="list-style-type: none"> • Toes pointed • Arms stretched <p>Fluency of movements</p>	<p>EI 2</p>

Task 2	<p>Recap Whole class Choreography (See PowerPoint)</p> <p>T.P Go through each section focusing on the quality of the performance (See PowerPoint)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p> <p>EI 2</p>
Task 3	<p>The Rain Forest: Trees</p> <p>Group Discussion: What different shapes could the trees be? What sizes could the trees be? Description of the trees: tangled branches, curving, leaning, spiky, fallen, bent etc.</p> <p>See PowerPoint</p> <ul style="list-style-type: none"> • On your own explore different ways of creating a tree shape with your body. (Different levels) • Choose your four favourite tree shapes. • Perform your tree shapes then travel through the rain forest and end your journey by repeating your tree shapes again. <p>Extension Task (More able)</p> <ul style="list-style-type: none"> • Incorporate the tree shapes into your journey through the Rain Forest. 	<p>AD1 & 2</p> <p>SA 2</p>
Task 4	<p>Evaluation & Improving Split the class in half and watch each half perform: travelling through the Rain Forest with the tree shapes</p> <p>Focus:</p> <ul style="list-style-type: none"> • Answering the set task • Good quality performance 	<p>EI 1 & 2</p>
Task 5	<p>Whole Class Choreography: See PowerPoint for order</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</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>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 5	<p>Theme: A Journey through the Rain Forest and lots of trees</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to create a tree duo with a partner To perform the whole dance to the best of your ability 	
Warm Up	<p>Command Style : Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing. Shake arms & legs Swing arms Walking around the space (individually) develop to travelling through the rain forest from last lesson. Teacher to shout freeze perform swinging arm actions Extension Task: add one or two action from packing your back pack/ the areoplane/tree shapes TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up (see lesson 1)</p> <p>TP: Perform on different levels. Think about how you can perform each action e.g. slowly & quickly TP: When walking/travelling through the Rain Forest think about changing your pathway</p> <p>Extension: Rather than walking change it to the pupils travelling through the jungle movement phrase.</p>	<p>KU 1</p> <p>AD 2</p> <p>SA 1</p>
Task 1	<p>Recap: Travelling through the Rain Forest:</p> <p>Where: Pathways & Levels How: Speed (Dynamics)</p> <p>Teach a travelling movement phrase that you could use to travel through the Rain Forest.</p>	SA 1 & 2

	<p>Example: Swinging from tree to tree like a monkey Sliding Crawling (under & over) Turning (around something) Creeping Brushing past something (hanging creepers or branches)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly, sharp, and energetically.</p> <p>Organisation Split pupils into groups of max of 4 pupils in each. Split the four into two groups of two and ask them to stand in the middle of the room. The pupils will be travelling in opposite directions with only a couple of seconds to wait. (Maximum participation)</p> <p>↑ X X Middle of room facing opposite directions X X ↓</p> <p>Evaluation: This will give the pupils the opportunity to watch one another. Give them points to look out for such as:</p> <ul style="list-style-type: none"> • Toes pointed • Arms stretched <p>Fluency of movements</p>	<p>EI 2</p>
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<p>Task 2</p>	<p>Recap Whole class Choreography (See PowerPoint) T.P Go through each section focusing on the quality of the performance (See PowerPoint)</p>	<p>AD 1, 2 & 3 SA 1, 2 & 3 EI 2</p>
<p>Task 3</p>	<p>Recap: Trees</p>	<p>AD1 & 2</p>

	<p>Group Discussion: What different shapes could the trees be? What sizes could the trees be?</p> <p>Description of the trees: tangled branches, curving, leaning, spiky</p> <p>See PowerPoint</p> <ul style="list-style-type: none"> • On your own explore different ways of creating a tree shape with your body. (Different levels) • Choose your four favourite tree shapes. • Perform your tree shapes then travel through the rain forest and end your journey by repeating your tree shapes again. <p>Extension Task (More able)</p> <ul style="list-style-type: none"> • Incorporate the tree shapes into your journey through the Rain Forest. 	SA 2
Task 4	<p>Tree Duo (See PowerPoint for Differentiated task) Join up with a partner to create a tree duo. TP Less able pupils just copy each others 3/4 tree actions.</p>	AD 2 & 3 SA 1 & 2
Task 5	Whole Class Choreography: See PowerPoint for order	AD 1, 2 & 3 SA 1, 2 & 3
Task 5	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 6	<p>Theme: A Journey to the Rain Forest: What animals can you see?</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to create a motif based on animal actions as a solo 2. To be able to travel your animal solo and perform it on the spot. 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. 	
Warm up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing. • Shake arms & legs • Swing arms • Walking around the space (individually) • Teacher to shout freeze perform swinging arm actions Extension Task: add a tree shape <ul style="list-style-type: none"> • TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>TP: Use different levels when performing your tree shape TP : Can you use some of your tree shapes as a stretch</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	KU 2

Task 1	Recap Whole Class Dance: Quality of performance & Quality of Choreography (See PowerPoint)	AD 1, 2 & 3 SA 1, 2 & 3
Task 3	Animal Motif: See PowerPoint Group Discussion on the different types of animals they might see on their journey through the rain forest. Teacher demonstrates actions that could represent different animals to give pupils some ideas. (Or teacher to ask selected pupils to demonstrate their ideas and the rest of the class to copy) Explanation of a motif (See PowerPoint) Differentiated task to create own motif (see PowerPoint)	AD 1, 2 & 3 SA 1 & 2
Task 4	Peer Evaluation in Pairs Can you guess what animals your partner has chosen actions to represent? How could they improve the performance of their chosen actions?	EI 1
Task 5	Extension Task Perform Motif on the Spot and Travel it. How could you start to travel your animal motif? Would you need to add some extra movements such as a step, a leap, a roll, to help you travel?	AD 1, 2 & 3 SA 1 & 2
Task 6	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 7	<p>Theme: A Journey to the Rain Forest: What animals can you see?</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To know and understand what a motif is. 2. To be able to develop your animal motif 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. 	
Warm up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing • Shake arms & legs • Swing arms • Walking around the space (individually) • Teacher to shout freeze perform swinging arm actions Extension Task: add a tree shape and then an animal action from last lesson. • TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>TP: Use different levels when performing your tree shape TP: Can you use some of your tree shapes as a stretch</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p> <p>Extension Task for Warm up: Pupils to Lead their own warm ups Put pupils in small groups 4-6. Number the pupils (this is the order that they will lead the warm up in. Pupils to lead the warm up as above (it does not have to be exact just see what they can remember)</p>	KU 2

	<p>Teacher can call out the numbers for when each pupil is to take over leading the warm up.</p> <ul style="list-style-type: none"> • NB Teacher may have to give guidance on what part of the warm up to move onto if pupils are struggling. 	
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Task 1	<p>Animal Motif: See PowerPoint</p> <p>Developing your animal motif (see differentiated task and video demonstrations)</p> <p>Extension Task: Original, developed A, developed B</p>	<p>AD 1, 2 & 3 SA 1 & 2</p>
Task 2	<p>Peer Evaluation in Pairs</p> <p>Can you work out how your partner developed their motif?</p>	<p>EI 1</p>
Task 3	<p>Animal Solo</p> <p>Perform the original motif, then the developed motif on the spot. (A, B)</p> <p>Extension: Repeat (A & B travelling)</p>	<p>AD 1, 2 & 3 SA 1 & 2</p>
Task 4	<p>Recap Whole Class Dance:</p> <p>Quality of performance & Quality of Choreography (See PowerPoint)</p>	<p>AD 1, 2 & 3 SA 1, 2 & 3</p>
Task 5	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 8	<p>Theme: Meeting an African Tribe in the Rain Forest</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to perform basic African dance steps. To be able to create actions that represent building a house in the rain forest 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. <p>Watch the video clips of some professional African dance (see PowerPoint)</p> <p>Questions:</p> <ol style="list-style-type: none"> How did the dancers move? Were their movements slow or energetic? Was it similar to any other style of dance that you have seen before? 	E1 & 2
Warm up	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Teach the basic African steps (video clips of all basic African dance steps in PowerPoint presentation) Create a choreographed warm up routine that can be practiced each week and additions made. <p>TP Exaggerate action, low stance (knees bent) rhythm is very important in African Dance</p>	KU 2 AD 2
Warm up development	<p>Pupils to be taught the 'jola' step a traditional dance step. (See African Dance Step notes)</p> <ul style="list-style-type: none"> Hop from one foot to the other slowly. Repeat, try to push feet into floor and shuffle back as you change feet. Add arm action – push both arms out in front with flat hands in rhythm with the step. As you hop adopt a low stooped posture, coming up as you change feet. (If you aren't sure of this step make up a similar one). 	SA 2

Task 1	<p>Differentiated Task: (See PowerPoint)</p> <ul style="list-style-type: none"> • Explain how to count the music (video in PowerPoint) • In groups create their own African Dance • Explain what a formation is. (See PowerPoint) give a further demonstration to the class using one of the groups. <p>Formation: This position you stand in.</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
Task 2	<p>Peer Evaluation</p> <p>Join up with another group and count how many formations you can see in the group's choreography.</p>	<p>EI 1</p>
Task 2	<p>Recap the Whole Class Dance</p> <p>Quality of performance & Quality of Choreography (See PowerPoint)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
Task 3	<p>Cool Down & Plenary</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 9	<p>Theme: Meeting an African Tribe in the Rain Forest & Building a House</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to choreograph and perform a group dance based on building a house in the rain forest 	
Warm up	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Teach the basic Tribal/African steps. Use ideas from both video clips (power point presentation) and separate notes with this SOW. Performed a choreographed warm up routine from last lesson <p>TP Exaggerate action, low stance, rhythm & isolations.</p>	<p>KU 2</p> <p>AD 2</p>
Warm up development	<p>(Optional) Pupils to practice the Jola Step or include it in the warm up routine.</p> <ul style="list-style-type: none"> Hop from one foot to the other slowly. Repeat, try to push feet into floor and shuffle back as you change feet. Add arm action – push both arms out in front with flat hands in rhythm with the step. As you hop adopt a low stooped posture, coming up as you change feet. (If you aren't sure of this step make up a similar one). 	<p>SA 2</p>
Task 1	<p>Recap: African Dance in Groups</p> <p>Differentiated Task: (See PowerPoint)</p> <ul style="list-style-type: none"> Explain how to count the music (video in PowerPoint) In groups create their own African Dance Explain what a formation is. (See PowerPoint) give a further demonstration to the class using one of the groups. <p>Formation: This position you stand in.</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
Task 2	<p>What is a choreographer?</p>	

	<p>Explain what a choreographer is (See PowerPoint & video explanation)</p> <p>Choose one person in each group to be the groups choreographer. The choreographer may choose to also be a dancer/performer if they wish to.</p>	
Task 3	<p>Building a house in the Rain Forest (See PowerPoint)</p> <p>Discuss the picture of the house in the Rain Forest.</p> <p>What materials would have been used to build it? What actions would have been performed to build it?</p> <ul style="list-style-type: none"> • Either with a partner or on your own create 3 or 4 actions that can represent the house being built • In between each action perform tribal/African dance steps. <p>(See PowerPoint for ideas)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
Task 4	<p>Building a House in the Rain Forest Group Dance</p> <ul style="list-style-type: none"> • As a group choose 4-6 actions that represent building a house in the rain forest. • In between each action perform tribal/African dance steps. • Use of Canon • Change of formations, directions & pathways. <p>NB You could also give pupils a time frame with this piece of choreography for example using counts. Counting up to 8 beats of the music is 1 bar or 8. You could ask pupils to create 6 bars of 8. (The less able will find this difficult to do)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
Task 5	<p>Peer Evaluation</p> <p>Join up with a partner or another pair.</p> <p>Discuss what ideas you liked about their choreography and why.</p>	<p>EI 1 & 2</p>
Task 6	<p>Recap the Whole Class Dance</p> <p>Quality of performance & Quality of Choreography (See PowerPoint)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
	<p>Cool Down & Plenary (See PowerPoint for ideas)</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 10	<p>Theme: Rehearsal/ Choreography/ Performance/ Self evaluation Choose from options below for this final lesson.</p> <p>Aims of Lesson:</p>	
Warm up	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Perform a choreographed warm up routine from last lesson (African Dance) or deliver own warm up see lesson 7 add African Dance actions. 	<p>KU 2</p> <p>AD 2</p>
Task 1	<p>Recap Building a house in the Rain Forest Group Dance (See PowerPoint)</p> <ul style="list-style-type: none"> As a group choose 4-6 actions that represent building a house in the rain forest. In between each action perform tribal/African dance steps. Use of Canon Change of formations, directions & pathways. <p>NB You could also give pupils a time frame with this piece of choreography for example using counts. Counting up to 8 beats of the music is 1 bar or 8. For example you could ask pupils to create 4 bars of 8.</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
Task 2	<p>Recap the Whole Class Dance Quality of performance & Quality of Choreography (See PowerPoint)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>

<p>Task 3</p>	<p>Choreography You may wish to return back home after building your house in the rain forest and meeting the tribe. For Example: (Pick some or all of the ideas below) Travel back through the rain forest Travel on the aeroplane Unpack your backpack Put on your PJ's and climb into bed.</p>	
<p>Task 4</p>	<p>Performance & Self or Peer Evaluation (You could also invite an audience to come and watch the performance) Discuss: Self or Peer Assessment:</p> <p>Self-assessment: you will need to be able to video the pupils and play it back straight away to them.</p> <p>Peer Assessment: You could choose just half the group to perform. For organisation reasons you are likely not to be able to perform the whole dance due to the pupils dance groups and partners. It may be that you just choose one part of the dance for the peer assessment.</p> <p>Targets: On how improvements could be made.</p>	<p>EI 1 & 2</p> <p>AD 1, 2 & 3</p> <p>SA 1, 2 & 3</p>
<p>Task 6</p>	<p>Cool Down & Plenary: See Video clip of travelling back home.</p>	