

Year 2
Key Stage: 2

The Great Fire of London



DANCE IN EDUCATION



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Key Stage: 2	YEAR: 2	DURATION: 10 LESSONS
AIM:		
LEARNING OBJECTIVES (Children should learn)	LEARNING OUTCOMES (Children)	
Acquiring & Developing Skills (AD)		
<p>AD1: to explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance</p>	<p>AD 1: talk about different stimuli as the starting point for creating dance phrases and short dances</p> <p>AD 2: explore actions in response to stimuli</p> <p>AD 3: explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p>	
Selecting & Applying Skills, Tactics & Compositional Ideas (SA)		
<p>SA1: to compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas</p>	<p>SA1: choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities</p> <p>SA 2: remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</p> <p>SA 3: perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings</p> <p>SA 4: show some sensitivity to the accompaniment</p>	
Knowledge & Understanding of Fitness & Health (KU)		
<p>KU1: to recognise and describe how different dance activities make them feel</p> <p>KU 2: to understand the importance of warming up and cooling down</p>	<p>KU1: know how their bodies feel after dance activities</p> <p>KU 2: know that they need to warm up and cool down for dance</p>	

Evaluating & Improving Performance (EI)

EI1: to watch and describe dance phrases and dances, and use what they learn to improve their own work

EI1: describe dance phrases and expressive qualities

- say what they like and dislike, giving reasons

EI 2: show an understanding of mood and describe how a dance makes them feel

ASSESSMENT OPPORTUNITIES

- Baseline assessment (first lesson)
- Formative assessment (continually) question and answer and observation
- Self, partner and group evaluations of compositional skills and quality of performance (continually)
- Summative assessment (last lesson)

CROSS CURRICULAR LINKS

- Literacy: key words, poetry and stories
- Citizenship: co-operation, leadership
- Numeracy: counting beats in music
- Science: developing an awareness of human body, forces and actions, muscles
- ICT: designing stage sets
- Drama: using narrative and performing skills
- History & Geography : Great Fire of London 1666
- Physical Education: Warming up and cooling down

EXPECTATIONS

After carrying out the activities in this unit:

Most pupils will: perform body actions with control and coordination; choose movements with different dynamic qualities to make a dance phrase that expresses an idea, mood or feeling; link actions; remember and repeat dance phrases; perform short dances, showing an understanding of expressive qualities; describe the mood, feelings and expressive qualities of dance; describe how dancing affects their body; know why it is important to be active; suggest ways they could improve their work

Some pupils will not have made so much progress and will: perform basic body actions; respond to stimuli and musical accompaniment when given extra time; make a simple dance phrase; begin to explore dynamic and expressive qualities; perform short dances, showing some understanding of expressive qualities; with help, describe their work; begin to work with a partner; show some understanding of why they need to warm up; with help, focus on specific actions when they watch others

Some pupils will have progressed further and will: create, improve and perform more complex dance phrases; perform short dances, linking actions fluently and with control; use dynamic and expressive qualities clearly in their dance; use some simple dance vocabulary to describe and interpret dance; know how particular activities can help them to be healthy

PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> • used space safely • explored a range of body actions using the whole body and individual parts of the body • created and copied a short movement phrase • explored a range of dynamic qualities, <i>eg heavy, light, strong, fast</i> • had some experience of watching dance and describing body actions 	<p>In this unit children will have an opportunity to use a range of words and phrases, such as:</p> <ul style="list-style-type: none"> • words to describe body actions and body parts • stimulus (the starting point for dance) • words to describe levels, <i>eg high, medium, low</i> • words to describe directions • words to describe pathways, <i>eg curved, zigzag</i> • words to describe moods, ideas and feelings, <i>eg happy, angry, calm, excited, sad, lonely</i> • tired, hot, sweaty, heart rate • warm up, cool down 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Stereo player / music system • Video clips <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: Busy Streets of London</p> <ul style="list-style-type: none"> • Know and understand that there are four different levels you can perform on in dance. • To know and understand the definition of a motif • Be able to create and perform a motif. 	
Intro	Share learning objectives	
Warm up	<p>Warm Up: (command style) (See video clip for demonstration of warm up)</p> <p>Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing. (Brain Dance) • Shake arms & legs • Swing arms • Walking around the space (individually) <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor) See Video clip for verbal explanation.</p>	<p>KU 1 & 2</p> <p>SA 2</p>

Task 1	<p>Group Storm: The different people that were living in London at the time of the Great Fire 1666: Think of different jobs.</p> <p>Example: Bakers, children, vicars, grocers, butchers, teachers, policemen, blacksmiths, pick pockets</p> <p>Discuss different actions that each character might do.</p> <p>Teacher Example: Choose 4 characters and demonstrate an exaggerated action. (Use different levels, Low, Medium, High & Elevated)</p> <p>Pupils to copy the exaggerated action (See video links in PowerPoints)</p>	AD1, 2 & 3
Task 2	<p>Imagine that the hall/gym has now become the busy streets of London.</p> <ul style="list-style-type: none"> Decide where you want to start your journey and where you would like to finish. (Walk that journey) NB the journey you are walking is a pathway. TP a pathway is the pattern that you make on the floor. (See video explanation) Choose an order for the 4 actions that the teacher has demonstrated. <p>Walk for 8 counts and perform an action for your first action for 8 counts and repeat x 4 by which time the pupils should have reached their destination. (Could walk for 4 counts and perform the action for 4 counts if you prefer)</p> <p>Counting the Music: TP Explain that 1 bar of 8 is counting 8 beats in the music. Play the music for the class to listen to. (Choose a piece of music that has a clear easy beat to follow) As a whole class ask the children to either clap out the beats or just clap or put their hand up on each new bar of 8, which will be count 1. (Also see video clip for explanation)</p>	AD 1,2 & 3 SA 1, 2, 3 & 4
Task 3	<p>A Motif</p> <p>Explanation of a motif: See PowerPoint & Video clip of explanation & demonstration</p>	AD 1,2 & 3 SA 1, 2, 3 & 4

	Teacher to demonstrate a motif or use video clip to show demonstration.	
Task 4	Differentiated Task in Pairs: See PowerPoint TP: Encourage pupils to exaggerate their movements/actions.	AD 1,2 & 3 SA 1, 2, 3 & 4
Task 5	Peer Evaluation Watch another pair's performance and decide what task they used to create their motif.	EI 1
	Whole Class Performance <ul style="list-style-type: none"> • Choose a starting position that represents one of the people in your motif. • Think about the level and the direction you are going to face • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) 	AD 1,2 & 3 SA 1, 2, 3 & 4
Cool Down & Plenary	Cool Down & Plenary Walking around the room in own space. (Could walk for 4 or 8 counts and stop) Teacher to help by shouting stop or stretch. Pupils to all perform the same stretch as the teacher or to choose their own. Or it could be that instead of a stretch they perform an action from today's lesson and hold it as a stretch. NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 2	<p>Theme: Busy Streets of London</p> <ul style="list-style-type: none"> To know and understand what makes a good quality performance. To be able to perform the whole group dance to the best of your ability To know and understand what a formation is. 	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: (command style)</p> <p>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) Extension task : Teacher to shout freeze perform swinging arm actions <i>add an action from last weeks motif</i> Repeat above adding on a extra action each lesson. Extension task: Teacher to shout freeze perform swinging arm actions 	<p>KU 1 & 2</p> <p>SA 2</p>

	<ul style="list-style-type: none"> Extension Task: add an action from last weeks lesson,. For example teacher to shout our Baker, Child, pick pocket etc. (See video demonstration) <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
Task 1	<p>Recap the teachers four Actions from last lesson.</p> <p>Example: Bakers, Children, vicars, grocers, butchers, teachers, (see video demonstration)</p> <p>Teacher Example: Choose 4 characters and demonstrate an exaggerated action. (Use different levels, Low, Medium, High & Elevated see video explanation)</p> <p>Pupils to recap their four actions = MOTIF</p>	AD1, 2 & 3
Task 2	<p>Quality of a Performance:</p> <p>See PowerPoint Presentation.</p>	SA 2,3 & 4
Task 3	<p>Recap:</p> <p>Imagine that the hall/gym has now become the busy streets of London.</p> <ul style="list-style-type: none"> Decide where you want to start your journey and where you would like to finish. (Walk that journey) NB the journey is the pathway that you are walking TP a pathway is the pattern that you make on the floor. Choose an order for the 4 actions that the teacher has demonstrated. <p>Pupils to perform their motif as a solo (on their own) at the end of their journey.</p>	<p>AD 1,2 & 3</p> <p>SA 1 , 2, 3 & 4</p>

	<p>Walk for 8 counts and perform an action for your first action for 8 counts and repeat x 4 by which time the pupils should have reached their destination. (could walk for 4 counts and perform the action for 4 counts if you prefer)</p> <p>TP: Quality of Performance : Focus</p>	
Task 4	<p>Partner Work: (Duo)</p> <ul style="list-style-type: none"> • Join back up with the partner you created your motif with. • Perform the motif twice through <p>Explain what a formation is (See PowerPoint & video explanation)</p> <ul style="list-style-type: none"> • Pupils to have at least two different formations in their duo) <p>More Able: Find a different partner and teach each other their motif and join them together.</p>	
Task 5	<p>Peer Evaluation</p> <p>Watch another pair's performance to check that they have used at least two different formations. (see PowerPoint for explanation)</p>	EI 1
Task 6	<p>Whole Class Performance</p> <ul style="list-style-type: none"> • Choose a starting position that represents one of the people in your motif. • Think about the level and the direction you are going to face • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Walk to partner and perform duo. 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>

<p>Cool Down & Plenary</p>	<p>Cool Down & Plenary</p> <p>Walking around the room in own space. (Could walk for 4 or 8 counts and stop) Teacher to help by shouting stop or stretch. Pupils to all perform the same stretch as the teacher or to choose their own. Or it could be that instead of a stretch they perform an action from todays lesson and hold it as a stretch.</p> <p>NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.</p>	
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	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 3	<p>Theme: How the Fire starts</p> <ul style="list-style-type: none"> To be able to create actions from a word describing fire To understand what the term dynamics mean 	
Intro	Share learning objectives	
Warm up	<p>Warm Up: (command style)</p> <p>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) Extension task: Teacher to shout freeze perform swinging arm actions <i>add an action from last weeks motif</i> Repeat above adding on a extra action each lesson. Extension task: Teacher to shout freeze perform swinging arm actions Extension Task: <i>add an action from last weeks lesson,. For example teacher to shout out Baker, Child, pick pocket etc. (See video demonstration)</i> 	<p>KU 1 & 2</p> <p>SA 2</p>

	<p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
Task 1	<p>Recap the Whole Class Dance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo 	<p>AD 1,2 & 3</p> <p>SA 1 , 2, 3 & 4</p>
Task 2	<p>The Fire Starts: Whole class choreography</p> <ul style="list-style-type: none"> • All walk into the middle of the room into a circle formation (or it could be two separate circles) • All perform a bakers motif (See video demonstration) • In unison perform an exaggerated action of mixing the bread & putting the bread into the oven (forgetting to sweep out his oven he falls asleep) • In canon all lie down and go to sleep. (See Video explanation) <p>Unison: Is when you all perform something at the same time Canon: Is when you perform something one after the other</p> <p>See separate video clips for explanation on unison & canon.</p>	<p>SA 2, 3 & 4</p>
Task 3	<p>The Fire Starts: Group Storm</p> <p>Look at either picture/s of the Great fire of London (or just a fire) or use a word bank of words linked to fire or can use both</p> <p>Discuss & describe the fire.</p>	<p>AD 1</p>

Task 4	<p>Teacher give examples of actions that could be created eg flames, flickers, sparks. (Don't forget levels)</p> <ol style="list-style-type: none"> 1. Each pupil to create one or two actions that relates to one of the words or two different words (can copy the teachers ideas if required see video clip) 2. Join up with a partner and teach each other their one of two actions 	<p>AD 1,2 & 3 SA 1, 2, 3 & 4</p>
Task 5	<p>Dynamics Explain to the pupils about how you perform your actions are very important as it helps to make the movement more interesting to watch. (See video clips of explanation & demonstration)</p>	
Task 6	<p>Motif: Dance Sentence</p> <ol style="list-style-type: none"> 1. Perform motif x 2 in groups (remember dynamics) 2. Change formation in groups twice. (See explanation in PowerPoint) 	<p>AD 1,2 & 3 SA 1, 2, 3 & 4</p>
Task 7	<p>Peer Evaluation Watch another groups performance and check that they have used 2 different formations. Describe the dynamics of the actions.</p>	<p>EI 1</p>
Task 6	<p>Whole Class Performance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Groups Fire Dance. 	<p>AD 1,2 & 3 SA 1, 2, 3 & 4</p>

	Cool Down & Plenary	
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	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 4	<p>Theme: The Start of the Great Fire.</p> <p>To be able to change formations in your group choreography.</p> <p>To know and understand why changing direction will make your choreography more interesting to watch.</p> <p>To work co-operatively in small groups</p>	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: (command style)</p> <p>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) • Extension task : • Teacher to shout freeze perform swinging arm actions <i>add another action from the busy street of London Motif.</i> • Repeat above adding on a extra action each lesson. 	<p>KU 1 & 2</p> <p>SA 2</p>

	<p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
Task 1	<p>Recap the Whole Class Dance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Fire Starts: Whole class choreography in a circle put the bread in the oven and go to sleep in canon. 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 2	<p>Recap: Fire task in small groups from last lesson.</p> <p>Teacher give a examples of actions that could be created eg flames, flickers, sparks. (Don't forget levels)</p> <ol style="list-style-type: none"> 1.Each pupil to create one action that relates to one of the words. 2.Join up with a partner and teach each other their actions 3. Join up with another pair and teach each other their actions. 4.Perform motif x 2 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>

Task 3	Direction (WHERE) See PowerPoint for task and explanation	
Task 4	Canon & Unison See PowerPoint for task.	
Task 5	Peer Evaluation Watch another group's performance and check that they incorporated canon into their group dance and changed the direction that they are facing. Pupils can also comment on the quality of the group's performance.	EI 1
Task 6	Whole Class Performance <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Groups Fire Dance. 	AD 1,2 & 3 SA 1, 2, 3 & 4
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 5	<p>Theme: Good quality choreography and performance</p> <p>To know and understand what makes a good quality performance</p> <p>To know and understand what makes good quality choreography</p>	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: (command style)</p> <p>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) • Extension task : • Teacher to shout freeze perform swinging arm actions <i>add an action from the fire small group dances</i> • Repeat above adding on a extra action each lesson. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</p>	<p>KU 1 & 2</p> <p>SA 2</p>

	Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)	
Task 1	Discus: What makes a good quality performance (See PowerPoint) Discus: What makes good quality choreography (See PowerPoint)	AD 1,2 & 3 SA 1, 2, 3 & 4
Task 2	Recap the Whole Class Dance section by section: Focus on good quality performance & choreography <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Fire Starts: Whole class choreography in a circle put the bread in the oven and go to sleep in canon. • Fire dance in small groups 	AD 1,2 & 3 SA 1, 2, 3 & 4
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 6	<p>Theme: The Fire Spreading</p> <p>To be able to choreograph a short whole class piece of the fire spreading.</p> <p>To be able to re create the whole class choreography of the fire spreading in small groups</p>	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: (command style)</p> <p>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) • Extension task : Join up with a partner, follow & lead adding an action from last weeks spreading the fire motif. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</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 & 2</p> <p>SA 2</p>

Task 1	<p>Recap the Whole Class Dance section by section: Focus on Quality of Performance & Choreography</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Fire Starts: Whole class choreography in a circle put the bread in the oven and go to sleep in canon. • Fire spreading in small groups 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 2	<p>Whole Class Choreography : Fire Spreading</p> <p>See PowerPoint for step by step guide</p>	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 3	<p>Recreate/ copy the whole class choreography in small group s</p> <p>See PowerPoint for step-by-step guide.</p> <p>Add this to the original fire spreading small group dance.</p>	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 5	<p>Whole Class Performance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Groups Fire Dance. • Whole Class Fire Spreading Dance • Small groups fire spreading dance – could be performed in canon (one group at a time) 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>

	Cool Down & Plenary	
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	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 7	<p>Theme: Putting out the Fire</p> <ul style="list-style-type: none"> To be able to create a motif from words about putting the fire out. To be able to choose a formation to stand in and a direction to face. To be able to perform the whole class dance to the best of your ability 	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: In small groups</p> <p>Standing in a small circle in groups. Either choose one leader to deliver a version of the teachers warm up or each pupil in the group to rotate around taking on the role as the leader.</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing. Shake arms & legs Swing arms 	<p>KU 1 & 2</p> <p>SA 2</p>
Task 1	<p>Recap the Whole Class Dance</p> <ul style="list-style-type: none"> Travel around the busy streets of London Perform motif as a solo at the end of your destination. (not with your partner) Duo 	<p>AD 1,2 & 3</p>

	<ul style="list-style-type: none"> Putting the bread in the oven and falling asleep Small Groups Fire Dance. Whole Class Fire Spreading Dance Small groups fire spreading dance – could be performed in canon 	SA 1 , 2, 3 & 4
Task 3	<p>Putting the Fire Out: Group Storm</p> <p>Discuss & describe how the fire was put out.</p> <p>See PowerPoint Presentation</p>	AD 1
Task 4	<p>Create a Motif in Pairs: See PowerPoint Presentation. (Video demonstration)</p> <p>Teacher gives a examples of actions that could be created from the words or description about putting the fire out.</p> <p>Differentiated Task</p>	AD 1,2 & 3 SA 1, 2, 3 & 4
Task 6	<p>Whole Class Performance</p> <ul style="list-style-type: none"> Travel around the busy streets of London Perform motif as a solo at the end of your destination. (not with your partner) Duo Putting the bread in the oven and falling asleep Small Groups Fire Dance. Whole Class Fire Spreading Dance Small groups fire spreading dance – could be performed in canon Duo: Putting the Fire out 	AD 1,2 & 3 SA 1, 2, 3 & 4
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 8	<p>Theme: Putting out the Fire</p> <ul style="list-style-type: none"> To be able to make your duo more interesting changing formations and directions and pathways. To be able to recognise what is interesting about a piece of choreography and about a performance give feedback on what could be improved. 	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: In small groups</p> <p>Standing in a small circle in groups. Either choose one leader to deliver a version of the teachers warm up or each pupil in the group to rotate around taking on the role as the leader.</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing. Shake arms & legs Swing arms Lie on the floor leg swings & stretches 	<p>KU 1 & 2</p> <p>SA 2</p>

Task 1	<p>Recap: Putting the Fire out Duo See PowerPoint Presentation for differentiated task.</p>	<p>AD 1,2 & 3 SA 1, 2, 3 & 4</p>
Task 2	<p>Duo: Where Encourage pupils to change the direction that they face and the formation that they stand in. See PowerPoint Presentation</p> <p>Extension Task: Encourage pupils to think about travelling different pathways. They could be the same as their partner or different.</p>	<p>AD 1,2 & 3 SA 1 , 2, 3 & 4</p>
Task 3	<p>How to recognise good choreography. See PowerPoint Presentation</p>	<p>EI 1 & 2</p>
Task 4	<p>Peer Evaluation: See PowerPoint Presentation.</p>	<p>EI 1 & 2</p>
Task 5	<p>Recap the Whole Class Dance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Small Groups Fire Dance. • Whole Class Fire Spreading Dance • Small groups fire spreading dance – could be performed in canon • Duo: Putting the Fire out 	<p>AD 1,2 & 3 SA 1 , 2, 3 & 4</p>
	<p>Cool Down & Plenary</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 9	<p>Theme: Rebuilding London</p> <ul style="list-style-type: none"> To be able to create a motif using words and ideas about rebuilding London To be able to work with a partner and in small groups to develop your motif into a group dance. 	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: In small groups</p> <p>Standing in a small circle in groups. Either choose one leader to deliver a version of the teachers warm up or each pupil in the group to rotate around taking on the role as the leader.</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing. Shake arms & legs Swing arms Lie on the floor leg swings & stretches 	<p>KU 1 & 2</p> <p>SA 2</p>

Task 1	<p>Recap the Whole Class Dance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Small Groups Fire Dance. • Whole Class Fire Spreading Dance • Small groups fire spreading dance – could be performed in canon • Duo: Putting the Fire out 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 2	<p>Discuss Rebuilding London:</p> <p>Use PowerPoint with video clips to help with ideas</p>	<p>AD 1</p>
Task 3	<p>Create a Motif: See PowerPoint Presentation</p> <p>Choose pupils to give examples or teacher to give examples.</p> <p>Differentiated Task See PowerPoint</p>	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 4	<p>Peer Evaluation</p> <p>See PowerPoint Presentation</p>	<p>EI 1 & 2</p>
Task 5	<p>Group Work</p> <p>See Step by Step guide on PowerPoint Presentation</p> <p>Extension Task: Pupils to think about pathways, how can they travel, could they add some extra actions in such as a step or a turn.</p>	<p>AD 1,2 & 3</p> <p>SA 1 , 2, 3 & 4</p>
Task 6	<p>What makes a good performance</p> <p>See PowerPoint Presentation</p>	<p>EI 1 & 2</p>

	Discuss with pupils ask them to demonstrate examples of poor and good quality.	
Task 5	<p>Recap the Whole Class Dance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Small Groups Fire Dance. • Whole Class Fire Spreading Dance • Small groups fire spreading dance – could be performed in canon • Duo: Putting the Fire out • Rebuilding London: Small groups 	<p>AD 1,2 & 3</p> <p>SA 1 , 2, 3 & 4</p>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
Lesson 10	<p>Theme: Self or Peer Assessment & Performance Opportunity</p> <p>To be able to be able to perform the whole class dance to the best of your ability.</p> <p>To be able offer targets for improvement to either yourself or a partner.</p>	
Intro	<p>Share learning objectives</p> <p>Know and understand that there are four different levels that you can perform on in dance.</p>	
Warm up	<p>Warm Up: In small groups</p> <p>Standing in a small circle in groups. Either choose one leader to deliver a version of the teachers warm up or each pupil in the group to rotate around taking on the role as the leader.</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing. • Shake arms & legs • Swing arms • Lie on the floor leg swings & stretches 	<p>KU 1 & 2</p> <p>SA 2</p>
Task 1	<p>What makes a good performance</p> <p>See PowerPoint Presentation</p> <p>Discuss with pupils ask them to demonstrate examples of poor and good quality.</p>	<p>EI 1 & 2</p>

Task 2	<p>Rehearse the Whole Class Dance</p> <ul style="list-style-type: none"> • Travel around the busy streets of London • Perform motif as a solo at the end of your destination. (not with your partner) • Duo • Putting the bread in the oven and falling asleep • Small Groups Fire Dance. • Whole Class Fire Spreading Dance • Small groups fire spreading dance – could be performed in canon • Duo: Putting the Fire out • Rebuilding London in small groups 	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p>
Task 3	<p>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>EI 1 & 2</p>
Task 4	<p>Perform the whole class Dance & Peer or Self Assessment</p> <p>Either</p> <ul style="list-style-type: none"> • Watch the video of the class performance and complete self assessment • For the pupils to receive their feedback from their peer. • Target decided for improvement <p>Repeat the whole process again :</p> <ol style="list-style-type: none"> 1. Performance 2. Assessment <p>If time you could also bring in another class to watch the performance.</p>	<p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p> <p>EI 1 & 2</p>

	Cool Down & Plenary	
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