

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 |
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| 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 |
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| <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 |
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| 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> |

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| | <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> |

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| 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</p> <p>SA 1, 2, 3 & 4</p> |
| Task 5 | <p>Dynamics</p> <p>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</p> <p>SA 1, 2, 3 & 4</p> |
| Task 7 | <p>Peer Evaluation</p> <p>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 | <p>AD 1,2 & 3</p> <p>SA 1, 2, 3 & 4</p> |

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| | <ul style="list-style-type: none">• Groups Fire Dance. | |
| | Cool Down & Plenary | |

