

History of Street & Break Dance



DANCE IN EDUCATION



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Key Stage: 2	YEAR: 5	DURATION: 10 LESSONS
<p>AIM: In this unit pupils will explore a range of dance through the theme of sport. They will develop knowledge, understanding, technical ability and appreciation of African, Capoeira, Gumbboot, Lindy Hop & Street & Break Dance.</p>		
<p>LEARNING OBJECTIVES (Children should learn)</p>		<p>LEARNING OUTCOMES (Children)</p>
<p>Acquiring & Developing Schools (AD)</p>		
<p>AD1: To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group.</p>	<p>AD1: Explore, improvise and choose appropriate material to create new motifs in a chosen dance style. AD2: Perform specific skills and movement patterns for different dance styles with accuracy.</p>	
<p>Selecting & Applying Skills, Tactics & Compositional Ideas (SA)</p>		
<p>SA1: To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. SA2: To perform dances expressively, using a range of performance skills.</p>	<p>SA1: Compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p>	
<p>Knowledge & Understanding of Fitness & Health (KU)</p>		
<p>KU1: To organise their own warm up and cool down activities to suit the dance. KU2: To show an understanding of why it is important to warm up and cool down.</p>	<p>KU1: Warm up and cool down independently. KU2: Use exercises that stretch and tone their bodies and help them prepare for their dance.</p>	
<p>Evaluating & Improving Performance (EI)</p>		
<p>EI1: To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and content.</p>	<p>EI1: Use appropriate dance terminology to identify and describe different styles in their own and others' dances. EI2: Talk about the relationship between the dance and its accompaniment. Suggest ways to develop their technique and composition.</p>	

<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p> <ul style="list-style-type: none"> • 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) 	<p style="text-align: center;">EXPECTATIONS</p> <p>After carrying out the activities in this unit:</p> <p>Most pupils will: compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work.</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 • History: exploring the historical origins of dance • Geography: discovering facts about other countries 	<p>Some pupils will not have made so much progress and will: create and perform simple dances that attempt to focus on the style of the dance; take part in group dances; take part in discussions about the structure of the dance or final performance; with help, choose exercises to warm up and cool down; show some understanding of how to exercise safely in dance; use simple words to talk about their own and other people's work.</p> <p>Some pupils will have progressed further and will: plan and perform dances confidently; use their understanding of composition to create dance phrases for themselves and others in their group; use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles; show expression in their dances and sensitivity to music; organise their own warm-up and cool-down exercises; show that they understand why warming up is important for a good performance; identify the form and structure of a dance; make imaginative suggestions on how to improve their own and other people's work.</p>

PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> • Created and performed simple folk or social dances in groups • Used video and other visual images to create initial ideas and develop dance • Gained experience of talking about dance, art, music • Gained experience of talking about how to improve their compositions and performances 	<p>Space Stimulus Explore Gesture Actions Motif Unison Canon Repetition Dance style Technique Formation Pattern Rhythms Variation</p>	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Map of Africa • Music – African drumming • Pictures of seashells, houses of rural Africa, Zambia, fishing, farming • Youtube video clips, Lindy Hop, Capoiara, Street & Break dance • 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 1	<p>Theme: African Dance</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to perform basic African Dance steps To know & understand what a choreographer is. To know & understand what is meant by the term formation and why you should change formations when choreographing a dance. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. Discuss all the styles of dance that are going to be covered in this SOW. <p>Show video clip of African Dancing 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 Continued	<p>Teach a short travelling African dance phrase (using ideas from the warm up):</p> <ul style="list-style-type: none"> Pupils to travel in pairs or small groups from one end of the room to the other. 	AD1 & 2
Task 1	<p>Question: What is a choreographer?</p> <p>Answer: A choreographer is someone who creates and directs dance.</p>	

	<p>Organise pupils into small groups of 4/5. One person to be selected to be the choreographer. The choreographer may also perform if they wish.</p> <p>NB Teacher can select the choreographer or pupils can vote.</p>	
Task 2	<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</p> <p>SA 1 & 2</p>
	<p>Extension Task</p> <p>Ask pupils to now look at changing the direction they face and the pathways that they are travelling.</p> <p>TP Not all pupils have to face the same direction (Could half the group face to the right and other half to the left?) Not all pupils have to travel the same pathway. (Could some pupils travel forwards and some travel backwards?)</p> <p>Direction: The way that you face. Pathways: The pattern that you make on the floor when you travel through space.</p>	
	<p>Evaluation & Improving</p> <p>Join up with another group to watch their performance. Ask pupils to count how many different formations the group used.</p> <p>Most groups will have found it difficult to count the 2,3 or 4 bars of 8 and keep to that time frame with the music. This is something that will come with time and practice. (Something to focus on next lesson)</p>	<p>EI 1</p>
Task 4	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 2	<p>Theme: African Dance</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> To be able to create a dance action from an idea To be able to incorporate actions into your African Dance Routine To know and understand what the four different levels are. 	
Warm up	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Recap the basic African steps Recap a choreographed warm up routine that can be practiced each week and additions made. <p>TP Exaggerate action, low stance & rhythm</p>	<p>KU 2</p> <p>AD 2</p>
Warm up continued	<p>Recap travelling African dance phrase:</p> <ul style="list-style-type: none"> Pupils to travel in pairs or small groups from one end of the room to the other. 	<p>AD1 & 2</p>
Task 1	<p>Recap: 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>Recap: Extension Task</p> <p>Ask pupils to now look at changing the direction they face and the pathways that they are travelling.</p> <p>TP Not all pupils have to face the same direction (Could half the group face to the right and other half to the left?) Not all pupils have to travel the same pathway. (Could some pupils travel forwards and some travel backwards?)</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>

	<p>Direction: The way that you face. Pathways: The pattern that you make on the floor when you travel through space.</p>	
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<p>Task 2</p>	<p>Building a Traditional African House: Look at and discuss the pictures of traditional African houses (see internet for pictures) or use picture of traditional African house in the Rain Forest (see PowerPoint) the thatched mud huts of Gambia.</p> <p>Pupils to think of jobs involved in building the houses. (See PowerPoint for video clips of demonstrations</p> <ul style="list-style-type: none"> • Digging a trench (pushing down into floor, throwing over shoulder). • Carrying mixture in a wheelbarrow (lifting heavy mix into barrow, pushing barrow). • Laying the bricks (placing brick, slapping on mix, spreading mix). • Painting the walls (moving in many directions, using whole body as well as arm). • Cutting down the branches for the thatched roof (chopping, gathering, laying). <p>Teacher or pupils gives examples of above actions on different levels: (See PowerPoint for video clips of demonstrations)</p> <p>Low: on the ground Medium: knees bent High: standing tall /on tip toes Elevated: in the air</p>	<p>AD 2</p>
<p>Task 3</p>	<p>Differentiated Task: see PowerPoint</p> <ol style="list-style-type: none"> 1. In pairs (split the original group) choose 2 or 3 ideas for building a house and create actions, which represent them. 2. Join back up with the rest of the group. Each pair to demonstrate their 2 or 3 actions. 3. As a group choose your 4 favourite actions and incorporate them into your African Dance. <p>TP: exaggerate the actions</p> <p>Extension: Discuss what makes a good quality performance with the class. (See PowerPoint)</p>	<p>SA 1 & 2</p>

Task 3	<p>Evaluation & Improving Join up with another group to watch their performance and check that they incorporated 4 actions into their African Dance.</p> <p>Questions: Which task did they choose?</p>	EI 1
	<p>Extension Task: Starting & Finishing Position</p> <p>As a group decide on a good starting and finishing position for your dance.</p> <ul style="list-style-type: none"> Choose one of your actions and hold this position. <p>Questions : Could you all be facing different directions? Could you all be on different levels? Could you all be holding a different position ?</p>	AD 1 & 2
Task 5	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 3	<p>Theme: Gumboot Dance</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> To be able to create & perform a gumboot dance in small groups. To work co-operatively together in small groups. To show in your choreography an understanding of formations, direction & pathways. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. Discuss where Gumboot Dance originates (see PowerPoint) Watch the video clip of Gumboot dancing (see PowerPoint) <p>Questions: 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? What is different about this style of dance? How would you describe the dance?</p>	E11 & 2
Warm up	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Teach basic Gumboot steps as seen on both video clips (power point presentation) <p>TP Exaggerate action, keep in time to the rhythm.</p>	KU 2 AD 2
Task 1	In pairs create 2 bars of 8 of gumboot steps & rhythms.	AD 1 & 2 SA 1 & 2
Task 2	Join up with another pair and teach the 2 bars of 8. Join both pairs together to create 4 bars of 8.	AD 1 & 2 SA 1 & 2

Task 3	In your group choose some of your favourite African Dance Steps and incorporate these into your Gumboot Routine. Differentiated Task: See PowerPoint	
Task 4	Where: (Formation, Direction & Pathways) How can you make your choreography more interesting for the audience to watch and enjoy: Change Formations, Direction & Pathways Extension: Explain the difference between canon & unison (See PowerPoint for video explanation) Ask groups to include canon in their Gumboot Dance. (Decide on how many times depending on the ability of the group)	
Task 5	Starting & Finishing Position As a group decide on a good starting and finishing position for your dance. <ul style="list-style-type: none"> Choose one of your actions and hold this position. Questions: Could you all be facing different directions? Could you all be on different levels? Could you all be holding a different position?	AD 1 & 2
Task 6	Evaluation & Improving Join up with another group and watch their performance. Check that they have changed formations, direction & pathways. Question: Was there anything you noticed about any of the above that was particularly interesting or exciting?	EI 1
Task 5	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 4	<p>Theme: Gumboot Dance</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> To be able to perform a whole class gumboot dance to the best of your ability. To know and understand what makes a good quality dance performance. To understand the difference between canon & unison 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Recap basic Gumboot steps as seen on both video clips (power point presentation) <p>TP Exaggerate action, keep in time to the rhythm.</p>	<p>KU 2</p> <p>AD 2</p>
Task 1	<p>What makes a good quality dance performance?</p> <p>Ask pupils on what they think and discuss.</p> <p>See PowerPoint for further examples.</p>	
Task 2	<p>Recap small group Gumboot Dance</p> <p>Join up with another pair and teach the 2 bars of 8. Join both pairs together to create 4 bars of 8.</p> <p>Add in African Dance steps (See differentiated task on PowerPoint)</p> <p>Change the Formations, Directions & pathways.</p> <p>Explain Canon & Unison: See PowerPoint. Incorporate canon into the small group dances. (You can be specific and tell pupils exactly how many times that you would like to see canon)</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>

	<p>Starting & Finishing Position</p> <p>As a group decide on a good starting and finishing position for your dance.</p> <ul style="list-style-type: none">• Choose one of your actions and hold this position. <p>Questions:</p> <p>Could you all be facing different directions? Could you all be on different levels? Could you all be holding a different position?</p>	
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Task 3	<p>Canon & Unison</p> <p>Explain the difference between canon & unison.</p> <p>Ask the pupils to incorporate the use of canon at least twice into their Gumboot Dance if they haven't already done so.</p>	<p>AD 1 & 2 SA 1 & 2</p>
Task 4	<p>Whole Class Choreography (See PowerPoint from Video Clip)</p> <p>Discuss with pupil's different options for whole class formations.</p> <p>Class formation example: Lines, diamond, triangle, circle.</p> <p>Teacher taught actions (taken from warm up) (See PowerPoint)</p> <ul style="list-style-type: none"> • Change formations, directions & pathways. (See PowerPoint) • Incorporate use of canon. <p>Transition: 1 or 2 bars of 8 to travel to small groups and perform their group dances. NB The small group dances could be performed in canon e.g. number each group 1- 6. Groups can then perform one after each other. Or alternatively Groups, 1, 2 & 3 could perform first and when they are finished groups 4, 5 & 6 could perform.</p>	<p>AD 1 & 2 SA 1 & 2</p>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 5	<p>Theme: Capoeira</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> To create a sequence of movements based on the non-contact martial art of capoeira with a partner. To be able to perform your capoeira sequence to the best of your ability. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. <p>Explain: History of Capoeira & the Slave Trade Show video clips of Capoeira (see PowerPoint) In Capoeira the people performing are called players.</p> <p>Questions: How did the players move? Were their movements slow or energetic? Was it similar to any other style of dance that you have seen before? How would you describe what you have just seen?</p>	E11 & 2
Warm up	<p>Command Style Pupils to stand in a space facing the front. Aerobic / body combat warm up. (see Video clip for an example demonstration)</p>	KU 2 AD 2
Task 1	<p>Teach the Jinga (main move in capoeira) Join up with a partner and practice & help each other with the jinga. (see Video clip)</p>	AD 2
Task 2	<p>Attacking Moves (Non contact) Teach attacking moves these can be adapted from other forms of martial arts. (See video clip)</p>	AD 2

	<p>Eg, Punch, upper cuts, elbows Kick, turning kick, sidekick, sliding kick etc.</p> <p>Defending Moves (See video clip)</p> <p>Teach attacking moves these can be adapted from other forms of martial arts.</p> <p>Eg, Jinga, cartwheel, jump, roll</p> <p>NB Teach attacking & defending moves on different level, low, medium, high & elevated so that pupils are aware of changing levels.</p>	AD 2
Task 3	<p>Teacher & Pupil Demonstration</p> <p>Explain that all fighting scenes in movies are choreographed and that timing and fluency are essential for it to look realistic. (Count to 3 before moving)</p> <p><i>Teacher attack – pupil defend – pupil attack- teacher defend.</i></p> <p>In pairs experiment with different sequences of moves.</p> <p>In between each sequence of moves (attack-defend) both dancers to perform the jinga.</p> <p>TP: non-contact, timing is essential & keep eye contact.</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 4	<p>Evaluation & Improving</p> <p>Join up with another pair and watch some of their favourite sequences.</p> <ul style="list-style-type: none"> • Did the movements flow • Did the players keep eye contact • Did they have good timing 	EI 1 & 2
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 6	<p>Theme: Capoeira</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To create a sequence of movements based on the non-contact martial art of capoeira with a partner. To be able to perform your capoeira sequence to the best of your ability. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. <p>Show another video clips of Capoeira (see PowerPoint)</p> <p>Questions: How did the dancers move? Were their movements slow or energetic? What do you like about Capoeira?</p>	E11 & 2
Warm up	<p>Command Style Pupils to stand in a space facing the front. Aerobic / body combat warm up.</p> <p>Incorporate attacking & defending moves into the warm up</p>	KU 2 AD 2
Task 1	Recap the Jinga (main move in capoeira)	AD 2
Task 2	<p>Recap Attacking & Defending Moves (Non contact)</p> <p>Teach attacking moves these can be adapted from other forms of martial arts. Eg, Punch, Kick</p> <p>Defending Moves</p> <p>Teach attacking moves these can be adapted from other forms of martial arts. Eg, Jinga, cartwheel, jump, roll</p> <p>NB Teach attacking & defending moves on different level, low, medium, high & elevated so that pupils are aware of changing levels.</p>	AD 2 AD 2

Task 3	<p>Teacher & Pupil Demonstration</p> <p>Explain that all fighting scenes in movies are choreographed and that timing and fluency are essential for it to look realistic. (Count to 3 before moving)</p> <p>Teacher attack – pupil defend – pupil attack- teacher defend.</p> <p>In pairs experiment with different sequences of moves.</p> <p>In between each sequence of moves (attack-defend) both dancers to perform the jinga.</p> <p>TP: non-contact, timing is essential, & keep eye contact.</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 4	<p>Evaluation & Improving</p> <p>Join up with another pair and watch some of their favourite sequences.</p> <ul style="list-style-type: none"> • Did the movements flow • Did the players keep eye contact • Did they have good timing 	<p>EI 1 & 2</p>
Task 5	<p>Class Performance:</p> <p>Pupils to sit in a circle (Rondo) You could have two circles depending on the size of the class. Choose a leader for each circle and they can decide the order for each pair to enter into the rondo.</p> <p>Each pair will go into the circle and perform their capoeira sequence.</p> <p>To enter & leave the circle the pupils (players) must perform a capoeira move eg step turn, cartwheel, jinga etc.</p> <p>Q Who performed Capoeira well? Why? What was good about the performance</p>	<p>AD 2</p> <p>SA 2</p> <p>E 1</p>
Task 6	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 7	<p>Theme: Lindy Hop</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to choreograph and perform a Lindy Hop dance in small groups. To understand how you can improve the quality of a dance performance. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. <p>Show video clip of Lindy Hop (See PowerPoint)</p> <p>Questions: How did the dancers move? Were their movements slow or energetic? What do you like about Lindy Hop? Were there any similarities with Lindy Hop, Capoeira & African? Did it remind you of any other style of dance that you have seen before?</p> <p>Explain: History of Lindy Hop & that historically it is known as a social dance that broke down racial barriers (see PowerPoint)</p>	E11 & 2
Warm up	<p>Command Style Pupils to stand in a circle teach the basic steps of Lindy Hop</p> <p>Teach basic Lindy Hop Steps: (See PowerPoint for video links) Single kicks, double & back step, Frog, Spank the Baby, falling off the Log.</p>	KU 2 AD 2
Task 1	<p>Discuss what makes a good quality performance.</p> <p>In pairs create 2 bars of 8 of Lindy Hop</p>	AD 2
Task 2	<p>Peer Evaluation</p> <p>Join up with another pair and watch each other's performances. Use the good quality performance criteria to help give feedback.</p>	EI 1 & 2

Task 3	<p>Teach each other your 2 bars of 8 to create 4 bars of 8.</p> <p>Choose a choreographer for the group and as a group create another 4 bars of 8.</p> <p>Change the Formations, Directions & pathways.</p>	<p>AD 2</p>
Task 4	<p>How can you make your choreography more interesting?</p> <p>Formations, Directions, Pathway & Canon (See PowerPoint for videos)</p> <p>Differentiated Task: See PowerPoint</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 5	<p>Extension Task</p> <p>Starting & Finishing Position</p> <p>As a group decide on a good starting and finishing position for your dance.</p> <p>Questions:</p> <ul style="list-style-type: none"> Could you all be facing different directions? Could you all be on different levels? Could you all be holding a different position? 	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 6	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 8	<p>Theme: Lindy Hop</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to choreograph and perform a Lindy Hop dance in small groups. To understand how you can improve the quality of a dance performance. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	E11 & 2
Warm up	<p>Command Style</p> <p>Create a group Lindy Hop dance as a warm up.</p>	KU 2 AD 2
Task 1	Recap what makes a good quality performance (See PowerPoint)	
Task 2	<p>Whole class Choreography</p> <p>Developing on from the warm up. Create a whole class choreography piece using the basic Lindy Hop Steps. You can also add some duos into this. (See PowerPoint with video clips for support and guidance)</p>	AD 1 & 2 SA 1 & 2
Task 3	<p>Recap choreography in small groups</p> <p>Change the Formations, Directions & pathways & canon</p>	AD 2
Task 4	<p>Peer Evaluation</p> <p>Join up with another group and watch each other's performances. Use the good quality performance criteria to help give feedback.</p>	EI 1 & 2
Task 5	Starting & Finishing Position	

	<p>As a group decide on a good starting and finishing position for your dance.</p> <p>Questions: Could you all be facing different directions? Could you all be on different levels? Could you all be holding a different position?</p> <p>Think about getting ready to go out to the Savoy Ballroom, what would you have to do? Brush your hair Put on a tie Put on some lipstick Individually choose 4 different positions to hold at the start of your group choreography.</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 6	<p>Whole Class Choreography</p> <ul style="list-style-type: none"> • Warm up dance • Travel performing single kicks into small groups • Good starting position • Small group choreography • Good finishing position 	<p>AD 2</p>
Task 7	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 9	<p>Theme: Street & Break Dance</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> To be able to try to perform two break dance moves on your own. To perform freestyle dance moves on your own. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. <p>Discuss Background: Street/Break Dance (PowerPoint) show video clip of the History of street dance NB Please <i>not that within this video clip Jimmy Saville is shown for literally 3 seconds presenting on Top of the Pops his name is not mentioned.</i></p>	E11 & 2
Warm up	<p>Command Style</p> <p>Warm up: Deliver street dance style warm up. (Command style) or Aerobics style</p>	KU 1 & 2 AD 2
Task 1	<p>Teach basic break dance moves: (Youtube break dancing for beginners)</p> <ul style="list-style-type: none"> Six step (differentiate: standing/ground) Freeze: Hold a position still Top Rock: Cross over step arms start into towards body and then swing out to side. CC or Twist step on ground 	AD 2
Task 2	<p>Teach a couple of short street/break dance routines to the class: See PowerPoint for video demonstrations and examples</p>	AD 1 & 2 SA 1 & 2
Task 3	<p>Freestyle:</p> <p>Join up with a partner stand back to back in centre of room. Using ideas from the warm up, basic break dance moves</p>	AD 1 & 2

	and pupils own ideas travel from partner to the other end of dance studio with music NB The reason for standing back to back is to avoid any embarrassment from the performer, as nobody will be watching them. See Video	SA 1 & 2
Task 4	Using all your ideas from the freestyle movements you have create your own 2 bars of 8 and finish in a street dance pose or a break dance freeze.	AD 1 & 2 SA 1 & 2
Task 5	Whole class Choreography: Create a piece that incorporates street dance/break dance and freestyle. (See Video clip on PowerPoint for further explanation) Scatter Formation: (imagine you are scattering some seeds, pupils to stand spread out wherever they want facing any direction they want to) or they can stand close together creating a photograph pose for a journalist. (All on different levels) Starting Position: All pupil to hold a starting position (different levels) Canon: Group 1 to perform 4 different freeze positions then Group 2 to perform Unison: Teacher (or pupil) taught routine for the whole class to perform (Formations, directions, pathways, canon & unison) 2 bars of 8 Freestyle travelling on own and finishing in a street dance pose or a break dance freeze.	AD 1 & 2 SA 1 & 2
Task 5	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 10	<p>Theme: Street & Break Dance</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To be able to incorporate a lift or a support into your duo. • To be able to perform a whole class choreography piece on street & break dance • 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. 	

Warm up	<p>Command Style</p> <p>Warm up: Deliver street dance style warm up. (Command style) or Aerobics style</p> <p>Extension Task: In small group's one person to lead a short warm up based on the command style warm up.</p>	<p>KU 1 & 2</p> <p>AD 2</p>
Task 1	<p>Recap: basic break dance moves: (Youtube break dancing for beginners)</p> <ul style="list-style-type: none"> • Six step (differentiate: standing/ground) • Freeze : Hold a position still • Top Rock: Cross over step arms start into towards body and then swing out to side. • CC or Twist step on ground 	<p>AD 2</p>
Task 2	<p>Recap Whole class Choreography: Create a piece that incorporates street dance/break dance and freestyle.</p> <p>Scatter Formation: (imagine you are scattering some seeds, pupils to stand spread out wherever they want facing any direction they want to)</p> <p>Starting Position: All pupil to hold a starting position (different levels)</p> <p>Canon: Group 1 to perform 4 different freeze positions then Group 2 to perform</p> <p>Unison : Teacher (or pupil) taught routine for the whole class to perform (Formations, directions, pathways, canon & unison)</p> <p>2 bars of 8 Freestyle travelling on own and finishing in a street dance pose or a break dance freeze.</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 3	<p>Partner Work (Differentiated Task) See PowerPoint.</p> <ul style="list-style-type: none"> • Using the teachers ideas and pupil's own create their own street & break dance routine • Formations, directions & pathways. 	<p>AD 1 & 2</p> <p>SA 1 & 2</p>

	<p>Extension task:</p> <ul style="list-style-type: none"> • Incorporate canon into the routine • Teach pupils examples of lifts & supports that can also be incorporated into the routine. 	
Task 5	<p>Thrown Down Competition</p> <ul style="list-style-type: none"> • Watch this video clip of a Thrown down Competition • http://www.bbc.co.uk/learningzone/clips/break-dance-an-introduction/8790.html <p>All stand in one whole class or two smaller circles (same as the rondo in capoeira) One pair at a time to perform their duo.</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
Task 6	<p>Whole class Choreography</p> <p>Whole class Choreography: Create a piece that incorporates street dance/break dance and freestyle.</p> <p>Scatter Formation: (imagine you are scattering some seeds, pupils to stand spread out wherever they want facing any direction they want to)</p> <p>Starting Position: All pupil to hold a starting position (different levels)</p> <p>Canon: Group 1 to perform 4 different freeze positions then Group 2 to perform</p> <p>Unison : Teacher (or pupil) taught routine for the whole class to perform (Formations, directions, pathways, canon & unison)</p> <p>2 bars of 8 Freestyle travelling on own and finishing in a street dance pose or a break dance freeze.</p> <p>Duo</p>	<p>AD 1 & 2</p> <p>SA 1 & 2</p>
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