

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, Gumboot, Lindy Hop & Street & Break Dance.</p>		
<p>LEARNING OBJECTIVES (Children should learn)</p>		<p>LEARNING OUTCOMES (Children)</p>
<p style="text-align: center;">Acquiring & Developing Skills (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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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	

