

Year 6  
Key Stage: 2

# The Language of Dance



DANCE IN EDUCATION



Laura Prince of LP Dance in Education agrees to sell a licence for the purchasing school to use copies of the scheme of work 'The Language of Dance' and the accompanying PowerPoint Presentations.

**Use of this document is restricted for use only within the purchasing school. Individual teachers do not have authority to take this with them, if they leave the purchasing school, or to pass onto others.**

Key Stage: 2	YEAR: 6	DURATION: 10 LESSONS
<p style="text-align: center;"><b>AIM:</b> In this unit pupils will learn the basics of creative dance and choreography through the theme of the Language of Dance. They will develop knowledge, understanding, technical ability and appreciation of contemporary dance.</p>		
LEARNING OBJECTIVES (Children should learn)	LEARNING OUTCOMES (Children)	
<b>Acquiring &amp; Developing Skills (AD)</b>		
<p><b>AD1:</b> to explore, improvise and combine movement ideas fluently and effectively</p>	<p><b>AD1:</b> respond to a range of stimuli, improvising freely using a range of controlled movements and patterns <b>AD2:</b> explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship</p>	
<b>Selecting &amp; Applying Skills, Tactics &amp; Compositional Ideas (SA)</b>		
<p><b>SA1:</b> to create and structure motifs, phrases, sections and whole dances <b>SA2:</b> begin to use basic compositional principles when creating their dances</p>	<p><b>SA1:</b> select and use a range of compositional ideas to create motifs that demonstrate their dance idea <b>SA 2:</b> perform with clarity and sensitivity to an accompaniment, communicating a dance idea on their own, with a partner and in a group</p>	
<b>Knowledge &amp; Understanding of Fitness &amp; Health (KU)</b>		
<p><b>KU1:</b> to understand why dance is good for their fitness, health and wellbeing <b>KU 2</b>to prepare effectively for dancing</p>	<p><b>KU1:</b> describe how dance contributes to fitness and wellbeing <b>KU 2:</b> identify what types of exercise they need to do to help their dancing</p>	
<b>Evaluating &amp; Improving Performance (EI)</b>		
<p><b>EI1:</b> to understand how a dance is formed and performed <b>EI2:</b> to evaluate, refine and develop their own and others' work</p>	<p><b>EI1:</b> use appropriate language and terminology to describe, interpret and evaluate their own and others' work <b>EI2:</b> comment on what works well and explain why. <b>EI3:</b> recognise how costume, music and set can help to improve a dance performance</p>	

<p style="text-align: center;"><b>ASSESSMENT OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Baseline assessment (first lesson)</li> <li>• Formative assessment (continually) question and answer and observation</li> <li>• Self, partner and group evaluations of compositional skills and quality of performance (continually)</li> <li>• Summative assessment (last lesson)</li> </ul>	<p style="text-align: center;"><b>EXPECTATIONS</b></p> <p><b>After carrying out the activities in this unit:</b></p> <p><b>Most pupils will:</b> work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances; perform to an accompaniment expressively and sensitively; perform dances fluently and with control; warm up and cool down independently; understand how dance helps to keep them healthy; use appropriate criteria to evaluate and refine their own and others' work; talk about dance with understanding, using appropriate language and terminology</p> <p><b>Some pupils will not have made so much progress and will:</b> use a small range of movements and patterns in their dances; express some of their ideas clearly when composing and performing; work in a group, cooperating with and following others to complete work; with help, use specific activities to warm up and cool down for dance; show some understanding of how dance helps to keep them healthy; show some understanding of how to structure a dance; talk about dance, with guidance</p> <p><b>Some pupils will have progressed further and will:</b> interpret different stimuli with imagination and flair; create, refine and structure movements and patterns with artistic understanding; communicate the artistic intention of a dance clearly, fluently, musically and with control; take the lead when working in a group; help others to refine and structure movements and patterns; understand why dancing is good for their health; organise their own warm-up and cool-down activities to prepare for, and recover from, dance; describe, interpret and evaluate dance, using appropriate language and terminology</p>
<p style="text-align: center;"><b>CROSS CURRICULAR LINKS</b></p> <ul style="list-style-type: none"> <li>• Literacy: key words</li> <li>• Citizenship: co-operation, team work</li> <li>• Numeracy: counting beats in music</li> <li>• Science: developing an awareness of human body, forces and actions, muscles</li> <li>• Art &amp; Design : designing stage sets</li> <li>• Drama: using narrative and performing skills</li> <li>• Physical Education: Warming up and cooling down</li> <li>• Music: Appreciating , rhythm, tempo, phrasing in world music.</li> </ul>	

PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> <li>• experienced a wide range of stimuli for dance</li> <li>• copied and adapted movement material from videos</li> <li>• composed and performed dances with a partner, in trios and in groups</li> <li>• experienced different styles of dance</li> </ul>	<ul style="list-style-type: none"> <li>• improvisation</li> <li>• unison, canon, action, reaction</li> <li>• motif, phrase, section</li> <li>• form, eg <i>AB, ABA, ABAC</i></li> <li>• artistic intention</li> <li>• exploration</li> <li>• dance framework</li> <li>• interpret</li> </ul>	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Stereo player / music system</li> <li>• Video clips</li> </ul> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>• Watch videos of their performance</li> <li>• Use of white boards and pens</li> <li>• Research work on the Internet</li> <li>• Use digital cameras to take still pictures of good and poor technique</li> <li>• Interactive white board</li> </ul>

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 1</b>	<p>Theme: <b>The Five Basic Actions</b></p> <ul style="list-style-type: none"> <li>To know the five basic actions of dance</li> <li>To know and understand the term motif</li> <li>To be able to perform a motif in a whole class choreography piece.</li> </ul>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Command Style:</b></p> <p>Standing in a circle</p> <ul style="list-style-type: none"> <li>Pat arms, legs, chest tummy, repeat with brushing.</li> <li>Shake arms &amp; legs</li> <li>Swing arms</li> <li>Walking around the space (individually)</li> <li>Teacher to shout freeze perform swinging arm actions</li> </ul> <p>• <b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up?</p> <p><b>Question</b> What is a pathway? (Black paint on your feet, it's the pattern that you make on the floor)</p>	<p><b>KU 2</b></p> <p><b>AD 2</b></p>

<p><b>Task 1</b></p>	<p><b>The Language of Dance:</b></p> <p><b>WHAT, HOW, WHERE &amp; WHOM.</b> See PowerPoint Presentation.</p> <p><b>Five basic actions:</b> Gesture, turn, travel, stillness &amp; jump. See PowerPoint Presentation</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<p><b>Task 2</b></p>	<p><b>WHAT &amp; WHERE</b></p> <p>Teacher/pupil demonstration of examples of the Five Basic Actions:</p> <p><b>WHERE:</b> perform the actions on different levels.</p>	
<p><b>Task 3</b></p>	<p><b>Motif: WHAT</b></p> <p>See PowerPoint for explanation of a motif.</p> <p><b><i>A motif is a series of movements, which can be developed.</i></b></p>	

<p><b>Task 4</b></p>	<p><b>Class Choreography: Choreography By Chance. (See Video explanations in PowerPoint)</b></p> <p><b>Suggested Music:</b> Sweet Smoke by Mr Scruff Album Trouser Jazz</p> <ol style="list-style-type: none"> <li>1. Some pupils start on stage others split and stand in the wings.</li> <li>2. Pupils come on go onto the stage (performance space) as many times as they wish and perform the whole of the teacher's motif or part of it.</li> <li>3. They must perform the motif in a space facing any direction they wish.</li> </ol> <p><b>What will happen?</b></p> <ul style="list-style-type: none"> <li>• Pupils may do this successfully</li> <li>• Pupils may not understand the concept of space and you will end up with too many on stage.</li> <li>• Pupils may try to hide in the wings and avoid coming onto the stage.</li> </ul> <p><b>What to do:</b></p> <ul style="list-style-type: none"> <li>• Give pupils a time frame of when they are allowed on stage. E.g. use the bars of the music.</li> <li>• Give pupils a number (1-3) and they have to come on stage at a certain time. If a pupil is a number 1 they are allowed on and off the stage as many times as they wish in the time frame of bars 1-4 of the music. If a pupil is a number 2 they are allowed on and off the stage as many times as they wish in the time frame of bars 3-6. This allows for the stage not to be too congested although there will be an overlap at one point in the time frame. (This is purely an example)</li> </ul>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
	<p>Cool Down &amp; Plenary</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 2</b>	<p>Theme: The Five Basic Actions &amp; Choreography</p> <ul style="list-style-type: none"> <li>To know the five basic actions of dance</li> <li>To be able to create and perform a motif</li> <li>To be able to perform a motif in a whole class choreography piece.</li> </ul>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Task 1</b>	<p><b>Command Style: Warm Up</b> Standing in a circle</p> <ul style="list-style-type: none"> <li>Pat arms, legs, chest tummy, repeat with brushing.</li> <li>Shake arms &amp; legs</li> <li>Swing arms</li> <li>Walking around the space (individually)</li> <li>Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions from last lesson.</b></li> <li>Repeat above adding on a extra action each time.</li> <li><b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p> <p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p><b>KU 2</b></p> <p><b>AD 2</b></p>

<p><b>Task 2</b></p>	<p><b>Recap: The Language of Dance:</b></p> <p><b>WHAT, HOW, WHERE &amp; WHOM.</b> See PowerPoint Presentation.</p> <p><b>Five basic actions:</b> Gesture, turn, travel, stillness &amp; jump. See PowerPoint Presentation</p> <p><b>Recap: Motif: WHAT</b></p> <p>See PowerPoint for explanation of a motif.</p> <p><i><b>A motif is a series of movements, which can be developed.</b></i></p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<p><b>Task 3</b></p>	<p><b>Recap Class Choreography: Choreography By Chance. (Phase 1 &amp; 2)</b></p> <ol style="list-style-type: none"> <li>1. Some pupils start on stage others split and stand in the wings.</li> <li>2. Pupils come on go onto the stage (performance space) as many times as they wish and perform the whole of the teachers motif or part of it.</li> <li>3. They must perform the motif in a space facing any direction they wish.</li> </ol> <p><b>What will happen?</b></p> <ul style="list-style-type: none"> <li>• Pupils may do this successfully</li> <li>• Pupils may not understand the concept of space and you will end up with two many on stage.</li> <li>• Pupils may try to hide in the wings and avoid coming onto the stage.</li> </ul> <p><b>What to do:</b></p> <ul style="list-style-type: none"> <li>• Give pupils a time frame of when they are allowed on stage. E.g. use the bars of the music.</li> </ul>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>

	<ul style="list-style-type: none"> <li>Give pupils a number and they have to come on stage at a certain time e.g. 3<sup>rd</sup> bar of 8</li> </ul>	
<b>Task 4</b>	<p><b>Choreography By Chance. (Phase 3 &amp; 4)</b></p> <p>See PowerPoint &amp; Video Explanation</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 5</b>	<p><b>Creating a Motif: WHAT,WHERE &amp; HOW</b></p> <p>See differentiated task on PowerPoint on how to create a solo. (Repeat motif twice)</p>	<p><b>SA 1, 2 &amp; 3</b></p>
<b>Task 6</b>	<p><b>Peer Evaluation</b></p> <p>Join up with a peer and watch their performance. Choose which task they used to create their solo.</p>	<p><b>EI 1 &amp; 2</b></p>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 3</b>	<p>Theme: The Five Basic Actions &amp; Choreography</p> <ul style="list-style-type: none"> <li>To be to work with a partner cooperatively to create a duo</li> <li>To understand that changing dynamics helps the choreography look more interesting to an audience.</li> <li>To be able to perform the whole class choreography to the best of your ability</li> </ul>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Command Style:</b> Standing in a circle</p> <ul style="list-style-type: none"> <li>Pat arms, legs, chest tummy, repeat with brushing.</li> <li>Shake arms &amp; legs</li> <li>Swing arms</li> <li>Walking around the space (individually)</li> <li>Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions from last lesson.</b></li> <li>Repeat above adding on a extra action each time.</li> <li><b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p> <p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p><b>KU 2</b></p> <p><b>AD 2</b></p>

<b>Task 1</b>	<p><b>Class Choreography: Choreography By Chance.</b>  <b>Phase 1, 2, 3 &amp; 4 (see PowerPoint &amp; video explanations)</b></p>	<p><b>AD 1 &amp; 2</b>   <b>SA 1, 2</b></p>
<b>Task 2</b>	<p><b>Recap Motif: WHAT, WHERE &amp; HOW</b>  <b>Recap:</b> Pupils solo from last lesson see PowerPoint for task.</p> <p><b>WHERE:</b> perform the actions on different levels.</p> <p><b>Dynamics: HOW</b> see PowerPoint</p>	<p><b>SA 1, 2</b></p>
<b>Task 3</b>	<p><b>Peer Evaluation</b>  Join up with another person and watch their performance.</p> <ul style="list-style-type: none"> <li>• Did they change the dynamics in their solo?</li> <li>• Did they have all five basic actions in their motif?</li> </ul>	<p><b>EI 1 &amp; 2</b></p>
<b>Task 4</b>	<p><b>Duo: WHAT, WHERE &amp; HOW</b>  Join up with a partner &amp; teach each other your motif and join them together to create a duo.</p>	<p><b>AD 1 &amp; 2</b>   <b>SA 1, 2</b></p>

<b>Task 6</b>	<p><b>Peer Evaluation</b> Join up with another pair &amp; watch the pair perform their duo.</p> <ul style="list-style-type: none"> <li>• Comment on their change of:</li> <li>• Formations</li> <li>• Directions</li> <li>• Pathways</li> </ul>	<b>EI 1 &amp; 2</b>
<b>Task 7</b>	<p><b>Whole Class Choreography.</b></p> <ol style="list-style-type: none"> <li>1. Choreography by Chance</li> <li>2. Duo's</li> </ol>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 4</b>	Theme: The Five Basic Actions & Choreography <ul style="list-style-type: none"> <li>To be able to incorporate stillness through lifts and supports into your duo.</li> <li>To be able to perform the whole class choreography to the best of your ability</li> </ul>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Command Style:</b> Standing in a circle</p> <ul style="list-style-type: none"> <li>Pat arms, legs, chest tummy, repeat with brushing.</li> <li>Shake arms &amp; legs</li> <li>Swing arms</li> <li>Walking around the space (individually)</li> <li>Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions from last lesson.</b></li> <li>Repeat above adding on a extra action each time.</li> <li><b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p> <p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<b>KU 2</b>  <b>AD 2</b>

<b>Task 1</b>	<b>Class Choreography: Choreography By Chance.</b> <b>Phase 1, 2 , 3 &amp; 4 (see PowerPoint &amp; video explanations)</b>	<b>AD 1 &amp; 2</b> <b>SA 1, 2</b>
<b>Task 2</b>	<b>Recap Duo: WHAT, WHERE &amp; HOW</b> Join up with a partner & teach each other your motif and join them together to create a duo.	<b>SA 1, 2</b>
<b>Task 3</b>	<b>Duo: Lifts and Supports STILLNESS (WHAT)</b> Watch video clip of Troy Games see PowerPoint.  <ol style="list-style-type: none"> <li>1. Experiment with different balances as seen in the video clip</li> <li>2. Teacher to teach some different lifts and supports</li> <li>3. Incorporate at least two moments of stillness into your duo.</li> </ol>	<b>AD 1 &amp; 2</b> <b>SA 1, 2</b>
<b>Task 4</b>	<b>Peer Evaluation</b> Join up with another pair and watch their performance.  <ol style="list-style-type: none"> <li>1. Did they include at least two moments of stillness?</li> </ol>	<b>EI 1 &amp; 2</b>
<b>Task 5</b>	<b>Whole Class Choreography.</b>  Choreography by Chance Duo's (with stillness)	<b>AD 1 &amp; 2</b> <b>SA 1, 2</b>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 5</b>	<p>Theme: Choreography &amp; Peer Assessment</p> <p>To be able to assess a peer and give them feedback on how they could improve their performance and their choreography</p> <p>To be able to perform the whole class choreography to the best of your ability</p>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Deliver own warm ups in small groups.</b></p> <p>Option 1: One person is selected either by the teacher or the group to deliver the warm up</p> <p>Option 2: Number each pupil in the group. Every 2 minutes the teacher shouts change leader and the next person takes over the warm up.</p> <p><b>NB</b> Pupils can take the ideas from the last 4 lesson's warm ups plus ideas of their own.</p> <ul style="list-style-type: none"> <li>• Pat arms, legs, chest tummy, repeat with brushing.</li> <li>• Shake arms &amp; legs</li> <li>• Swing arms</li> <li>• Walking around the space (individually)</li> <li>• Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions at the end.</b></li> <li>• Repeat above adding on a extra action each time.</li> <li>• <b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p> <p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp;</p>	<p><b>KU 2</b></p> <p><b>AD 2</b></p>

	quickly <b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)	
<b>Task 1</b>	<b>Discuss the criteria for a good performance.</b> (See PowerPoint)	
<b>Task 1</b>	<b>Class Choreography: Choreography By Chance.</b> <b>Phase 1, 2, 3 &amp; 4 (see PowerPoint &amp; video explanations)</b>	<b>AD 1 &amp; 2</b> <b>SA 1, 2</b>
<b>Task 2</b>	<b>Peer Assessment Discussion</b> Look through the criteria of the assessment together and discuss as a class	
<b>Task 3</b>	<b>Practice Duo</b> Using assessment criteria as a guide	<b>SA 1, 2</b>
<b>Task 4</b>	<b>Peer Assessment 1</b> Join up with another pair and decide who is going to assess each other. Pupils who are assessing need to sit at the sides of the room out of the way. After performance pupils to be given feedback and then swap roles.	<b>EI 1 &amp; 2</b>
<b>Task 5</b>	<b>Practice Duo</b> Using peer assessment as a guide and targets from feedback	<b>SA 1, 2</b>
<b>Task 6</b>	<b>Peer Assessment 2</b> Join up with the same pair again. Pupils who are assessing need to sit at the sides of the room out of the way. After performance pupils to be given feedback and then swap roles.	<b>EI 1 &amp; 2</b>

<b>Task 7</b>	<b>Whole Class Choreography.</b> 1. Choreography by Chance 2. Duo's	<b>SA 1, 2</b>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 6</b>	<p>Theme: Jump</p> <p>To create a travelling motif with the main focus on the basic action jump.</p> <p>To be able to copy a jump travelling sequence</p>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Deliver own warm ups in small groups.</b></p> <p>Option 1: One person is selected either by the teacher or the group to deliver the warm up</p> <p>Option 2: Number each pupil in the group. Every 2 minutes the teacher shouts change leader and the next person takes over the warm up.</p> <p><b>NB</b> Pupils can take the ideas from the last 4 lesson's warm ups plus ideas of their own.</p> <p>Standing in a circle</p> <ul style="list-style-type: none"> <li>• Pat arms, legs, chest tummy, repeat with brushing.</li> <li>• Shake arms &amp; legs</li> <li>• Swing arms</li> <li>• Lie down for legs swings</li> <li>• Sit down for stretches.</li> <li>• Walking around the space (individually)</li> <li>• Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions</b></li> <li>• Repeat above adding on a extra action each time.</li> <li>• <b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p>	<p><b>KU 1 &amp; 2</b></p> <p><b>AD 2</b></p>

	<p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
--	--	--

<b>Task 1</b>	<p><b>Practice Whole Class Choreography: (Focus on quality of performance)</b></p> <p>4. Choreography by Chance</p> <p>5. Duo (stillness)</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 3</b>	<p><b>Jump</b></p> <p>See PowerPoint Presentation for video clip from Royal Ballet's Beatrix Potter.</p>	<p><b>AD 1 &amp; 2</b></p>
<b>Task 4</b>	<p><b>Jump Travelling Motif</b></p> <ul style="list-style-type: none"> <li><b>Organisation</b> Split pupils into groups of max of 4 pupils in each. The pupils line up in their group and travel across the room the first person in each group, followed by the second and so on.</li> </ul> <p><b>NB</b> (Do not use this method in performance management or Ofsted as it does not encourage maximum participation for an Ofsted friendly alternative see lesson 8)</p> <pre> ↑   ↑   ↑   ↑   ↑   ↑ X   X   X   X   X   X X   X   X   X   X   X X   X   X   X   X   X X   X   X   X   X   X </pre> <p>NB: Discuss the change in dynamics between the different actions in the motif. What dynamics are usually associated with jumping?</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 5</b>	<p><b>Task: Jump Motif</b></p> <p>Differentiated task see PowerPoint Presentation.</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 6</b>	<p><b>Practice Whole Class Choreography:</b></p>	

	<ol style="list-style-type: none"> <li>1. Choreography by Chance</li> <li>2. Duo (stillness)</li> <li>3. Jump/ travel followed by Jump motif</li> </ol>	<b>AD 1 &amp; 2</b>  <b>SA 1, 2</b>
	Cool Down & Plenary	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 7</b>	<p>Theme: Jump &amp; Motif Development</p> <p>To be able to develop your jump motif</p> <p>To be able to perform the whole choreography piece to the best of your ability.</p>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Pupils to deliver their own warm ups in small groups.</b></p> <p>Option 1: One person is selected either by the teacher or the group to deliver the warm up</p> <p>Option 2: Number each pupil in the group. Every 2 minutes the teacher shouts change leader and the next person takes over the warm up.</p> <p><b>NB</b> Pupils can take the ideas from the last 4 lesson's warm ups plus ideas of their own.</p> <p>Standing in a circle</p> <ul style="list-style-type: none"> <li>• Pat arms, legs, chest tummy, repeat with brushing.</li> <li>• Shake arms &amp; legs</li> <li>• Swing arms</li> <li>• Lie down for legs swings</li> <li>• Sit down for stretches.</li> <li>• Walking around the space (individually)</li> <li>• Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions</b></li> <li>• Repeat above adding on a extra action each time.</li> <li>• <b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul>	<p><b>KU 1 &amp; 2</b></p> <p><b>AD 2</b></p>

	<p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p> <p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
--	--	--

<b>Task 1</b>	<b>Recap: Whole Class Choreography (Focus on quality of performance)</b> 1. Choreography by Chance 2. Duo (stillness) 3. Jump/ travel followed by Jump motif	<b>AD 1 &amp; 2</b>  <b>SA 1, 2</b>
<b>Task 2</b>	<b>Recap Jump Travelling Motif</b>  NB: Discuss the change in dynamics between the different actions in the motif. What dynamics are usually associated with jumping?  • <b>Organisation</b> Split pupils into groups of max of 4 pupils in each. The pupils line up in their group and travel across the room the first person in each group, followed by the second and so on. <b>NB</b> (Do not use this method in performance management or Ofsted as it does not encourage maximum participation for an Ofsted friendly alternative see lesson 8)  ↑    ↑    ↑    ↑    ↑    ↑ X   X   X   X   X   X X   X   X   X   X   X X   X   X   X   X   X X   X   X   X   X   X	<b>AD 1 &amp; 2</b>  <b>SA 1, 2</b>
<b>Task 2</b>	<b>Recap: Jump Motif in Pairs</b>  Differentiated task see PowerPoint Presentation.	<b>AD 1 &amp; 2</b>  <b>SA 1, 2</b>
<b>Task 4</b>	<b>Motif Development:</b>  Differentiated Task (See PowerPoint & video explanation)	<b>AD 1 &amp; 2</b>  <b>SA 1, 2</b>

<p><b>Task 5</b></p>	<p><b>Peer Evaluation</b> See PowerPoint</p> <p><b>TP</b> Encourage pupils to focus on looking at how the motif has been developed.</p> <p><b>TP</b> Ask the pupils performing to shout out B when they are about to start the developed motif to help their peers see where the change should occur.</p>	<p><b>EI 1 &amp; 2</b></p>
<p><b>Task 6</b></p>	<p><b>Practice Whole Class Choreography:</b></p> <ol style="list-style-type: none"> <li>1. Choreography by Chance</li> <li>2. Duo (stillness)</li> <li>3. Jump/ travel followed by Jump motif (this is the original motif)</li> <li>4. Developed motif</li> </ol>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
	<p>Cool Down &amp; Plenary</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 8</b>	<p>Theme: Turn &amp; Motif Development</p> <p>To be able to create and develop a motif</p> <p>To be able to know and understand what makes good quality choreography</p>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Pupils to deliver their own warm ups in small groups.</b></p> <p>Option 1: One person is selected either by the teacher or the group to deliver the warm up</p> <p>Option 2: Number each pupil in the group. Every 2 minutes the teacher shouts change leader and the next person takes over the warm up.</p> <p><b>NB</b> Pupils can take the ideas from the last 4 lesson's warm ups plus ideas of their own.</p> <p>Standing in a circle</p> <ul style="list-style-type: none"> <li>• Pat arms, legs, chest tummy, repeat with brushing.</li> <li>• Shake arms &amp; legs</li> <li>• Swing arms</li> <li>• Lie down for legs swings</li> <li>• Sit down for stretches.</li> <li>• Walking around the space (individually)</li> <li>• Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions</b></li> <li>• Repeat above adding on a extra action each time.</li> <li>• <b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p>	<p><b>KU 1 &amp; 2</b></p> <p><b>AD 2</b></p>

	<p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
<b>Task 1</b>	<p><b>Recap Jump &amp; Turn Travelling Motif (Building up their movement vocabulary)</b></p> <p>Recap the jump travelling motif and ask pupil to add a turn of their choice onto the end.</p> <ul style="list-style-type: none"> <li>• <b>Organisation</b> 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.</li> </ul> <p>↑ X X Middle of room facing opposite directions X X ↓</p> <p>Add Jump Motif &amp; developed jump motif from last lesson</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 2</b>	<p><b>Practice Whole Class Choreography:</b></p> <ol style="list-style-type: none"> <li>1. Choreography by Chance</li> <li>2. Duo (stillness)</li> <li>3. Jump/ travel followed by Jump motif (this is the original motif)</li> <li>4. Jump Developed motif</li> </ol>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 3</b>	<p><b>Turn Motif in Pairs</b></p> <p><b>Create a turn motif (see PowerPoint)</b></p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>

<p><b>Task 4</b></p>	<p><b>Motif Development</b></p> <ul style="list-style-type: none"> <li>a) Original</li> <li>b) (Original) developed pupils to choose</li> <li>c) (Original) developed pupils to choose</li> <li>d) Original</li> </ul> <p><b>Extension Task:</b> More able pupils can perform (D developed too)</p>	
<p><b>Task 5</b></p>	<p><b>Peer Evaluation</b> See PowerPoint</p> <p><b>TP</b> Encourage pupils to focus on looking at how the motif has been developed.</p> <p><b>TP</b> Ask the pupils performing to shout out B &amp; C when they are about to start the developed motif to help their peers see where the change should occurred</p>	<p><b>EI 1 &amp; 2</b></p>
<p><b>Task 6</b></p>	<p><b>Practice Whole Class Choreography:</b></p> <ol style="list-style-type: none"> <li>1. Choreography by Chance</li> <li>2. Duo (stillness)</li> <li>3. Jump/ travel followed by Jump motif (this is the original motif)</li> <li>4. Jump Developed motif (solo)</li> <li>5. Turn developed motif (pairs)</li> </ol>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
	<p>Cool Down &amp; Plenary</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 9</b>	<p>Theme: Motif Development &amp; Where the Body is in Space</p> <p>To be able to change formations, directions, &amp; pathways in your choreography.</p> <p>To be able add canon into your developed turn motif in pairs.</p> <p>To know and understand what makes good choreography</p>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Pupils to deliver their own warm ups in small groups.</b></p> <p>Option 1: One person is selected either by the teacher or the group to deliver the warm up</p> <p>Option 2: Number each pupil in the group. Every 2 minutes the teacher shouts change leader and the next person takes over the warm up.</p> <p><b>NB</b> Pupils can take the ideas from the last 4 lesson's warm ups plus ideas of their own.</p> <p><b>Command Style/ Pupils to deliver their own warm up in small groups</b></p> <p>Standing in a circle</p> <ul style="list-style-type: none"> <li>• Pat arms, legs, chest tummy, repeat with brushing.</li> <li>• Shake arms &amp; legs</li> <li>• Swing arms</li> <li>• Lie down for legs swings</li> <li>• Sit down for stretches.</li> <li>• Walking around the space (individually)</li> </ul>	<p><b>KU 1 &amp; 2</b></p> <p><b>AD 2</b></p>

	<ul style="list-style-type: none"> <li>Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions</b></li> <li>Repeat above adding on an extra action each time.</li> <li><b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up  <b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
<p><b>Task 1</b></p>	<p><b>Jump &amp; Turn Travelling Motif (Building up their movement vocabulary)</b></p> <p>Recap the jump travelling motif and ask pupil to add a turn &amp; a gesture</p> <ul style="list-style-type: none"> <li><b>Organisation</b>  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.</li> </ul> <p>↑  X  X  Middle of room facing opposite directions  X  X  ↓</p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<p><b>Task 2</b></p>	<p><b>Recap &amp; Practice Whole Class Choreography:</b></p> <ol style="list-style-type: none"> <li>Choreography by Chance</li> <li>Duo (stillness)</li> <li>Jump/ travel followed by Jump motif (this is the original motif)</li> <li>Jump Developed motif (solo)</li> <li>Turn developed motif (pairs)</li> </ol>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>

<b>Task 3</b>	<b>Discuss what makes good choreography: Something that is interesting for the audience to watch.</b> (See PowerPoint)	<b>AD 1 &amp; 2</b> <b>SA 1, 2</b>
<b>Task 4</b>	<b>Where:</b> <b>Think about changing:</b> Formations, Direction & Pathways <b>Can you perform some actions in</b> Canon & unison? <b>Extension:</b> Add lifts and supports	<b>AD 1 &amp; 2</b> <b>SA 1, 2</b>
<b>Task 5</b>	<b>Peer Evaluation</b> Join up with another pair & watch each other's performance.  What did you like about the pairs choreography? Give feedback on the following:  Formations, Directions, Pathways, Canon, Unison	<b>EI 1 &amp; 2</b>
	Cool Down & Plenary	



	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE & OUTCOME
<b>Lesson 10</b>	<p>Theme: Peer or Self assessment</p> <p>To be able to assess a peer or (do a self assessment) and give them (or yourself) feedback on how they (you) could improve their (your) performance.</p> <p>To be able to perform the whole class or part of the class choreography to the best of your ability</p>	
<b>Intro</b>	Share learning objectives	<b>KU1</b>
<b>Warm up</b>	<p><b>Pupils to deliver their own warm ups in small groups.</b></p> <p>Option 1: One person is selected either by the teacher or the group to deliver the warm up</p> <p>Option 2: Number each pupil in the group. Every 2 minutes the teacher shouts change leader and the next person takes over the warm up.</p> <p><b>NB</b> Pupils can take the ideas from the last 4 lesson's warm ups plus ideas of their own.</p> <ul style="list-style-type: none"> <li>• Pat arms, legs, chest tummy, repeat with brushing.</li> <li>• Shake arms &amp; legs</li> <li>• Swing arms</li> <li>• Lie down for legs swings</li> <li>• Sit down for stretches.</li> <li>• Walking around the space (individually)</li> <li>• Teacher to shout freeze perform swinging arm actions <b>Extension Task: add one of the five basic actions from last lesson.</b></li> <li>• Repeat above adding on a extra action each time.</li> </ul>	<p><b>KU 1 &amp; 2</b></p> <p><b>AD 2</b></p>

	<ul style="list-style-type: none"> <li><b>TP</b> Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</li> </ul> <p><b>Questions:</b> What has happened to your body? Why is it important to warm up</p> <p><b>TP:</b> Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &amp; quickly</p> <p><b>Question</b> What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	
<b>Task 2</b>	<b>Go through assessment criteria with pupils</b>	
	<p><b>Practice Whole Class Choreography:</b></p> <ol style="list-style-type: none"> <li>Choreography by Chance</li> <li>Duo (stillness)</li> <li>Duo (Jump developed)</li> </ol>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p>
<b>Task 3</b>	<p><b>Discuss: Self or Peer Assessment:</b></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>	
<b>Task 4</b>	<p><b>Perform the whole class Dance &amp; Peer or Self Assessment</b></p> <p>Either</p> <ul style="list-style-type: none"> <li>Watch the video of the class performance and complete self assessment</li> <li>For the pupils to receive their feedback from their peer.</li> <li>Target decided for improvement</li> </ul> <p><b>Repeat the whole process again:</b></p>	<p><b>AD 1 &amp; 2</b></p> <p><b>SA 1, 2</b></p> <p><b>EI 1 &amp; 2</b></p>

	<ol style="list-style-type: none"><li>1. Performance</li><li>2. Assessment</li></ol> <p>If time you could also bring in another class to watch the performance.</p>	
	Cool Down & Plenary	