

Year 8
Key Stage: 3

Sports Dance



DANCE IN EDUCATION



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Key Stage: 3	YEAR: 8	DURATION: 10 LESSONS
<p style="text-align: center;">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 contemporary dance.</p>		
LEARNING OBJECTIVES (Children should learn)	LEARNING OUTCOMES (Children)	
Acquiring & Developing Skills (AD)		
<p>AD1: To perform with technical competence and an understanding of selected dance styles.</p>	<p>AD1: Improvise and perform a range of actions with clarity and control</p> <p>AD2: Make use of principles of movement when performing individual and preferred actions and phrases</p> <p>AD3: Perform techniques and ideas that express comic, dramatic or abstract ideas</p>	
Selecting & Applying Skills, Tactics & Compositional Ideas (SA)		
<p>SA1: To use a range of compositional ideas and principles to compose dances for different choreographic purposes.</p>	<p>SA1: Create and perform dances taking account of the range of movements they could use, the use and variation of motifs, group relationships, and the space available</p> <p>SA2: Communicate the story of their dance and show an increasing sensitivity to the accompaniment and other performers</p>	
Knowledge & Understanding of Fitness & Health (KU)		
<p>KU1: To continue to improve their personal fitness through dance</p> <p>KU 2: To recognise and describe how regular involvement in dance activity affects their fitness, health and wellbeing.</p> <p>KU 3: To identify how and where to get involved in dance activity.</p>	<p>KU1: Describe what they can do to improve their own fitness</p> <p>KU2: Plan and implement appropriate warming-up and cooling-down activities with an understanding of how to structure activities</p>	

Evaluating & Improving Performance (EI)

EI1: To analyse, interpret and evaluate dances with an understanding of style, context and intention and use this understanding to improve their performance.

EI2: To take responsibility for making decisions about how to develop & improve their own and others' work.

EI1: Use appropriate dance terminology to describe, analyse, interpret and evaluate dances

EI2: Identify and discuss aspects of composition and recognise and describe characteristics of different dances

EI3: Apply knowledge gained after evaluation of specific dance structures, to improve their own work

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)

EXPECTATIONS

After carrying out the activities in this unit:

Most pupils will: perform using a good range of skills and techniques clearly and with expression; develop dance ideas and motifs using text as a starting point; develop and adapt their ideas to make longer dances using basic compositional principles; structure their dances effectively; prepare and recover from their dances using safe and appropriate exercises; identify qualities in dances; describe specific techniques and compositional principles used in a dance; suggest ways of improving the quality of their own and

<p>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 • ICT: designing stage sets • Drama: using narrative and performing skills • History & Geography : The origins of the Haka • Physical Education: Warming up, football & rugby skills. 	<p>others' dances</p> <p>Some pupils will not have made so much progress and will perform some of the basic skills and techniques with control and some expression; repeat and adapt basic motifs and ideas with help; use some compositional ideas and structures in their dances; describe the basic structure and intention of their dances; carry out preparation and recovery work carefully; recognise the types of fitness most needed in dance; with help, recognise and describe some of the quality of a dance; carry out technique and compositional work to improve their own dancing</p> <p>Some pupils will have progressed further and will: perform with expression, fluency and accuracy; devise and develop dance ideas and motifs with a clear view of what they wish to communicate; combine a range of ideas into their dances showing a good understanding of principles of composition; devise warm-up, cool-down and conditioning activities, which help the quality of their dancing; describe dances accurately using dance terminology; identify strengths and weaknesses in their own and others' dances; take the initiative to develop and improve their dances</p>
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PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> • Knowledge & experience of a range of compositional principles • Used professional dance works on video as a learning resource • Experienced different styles and types of dance. 	<p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • types of dance, <i>eg abstract, melodramatic, dramatic, comic, work dances, solo, duo</i> • dance features, <i>eg motif development, use of number, performance skills, intention, contrasting, complementary, juxtaposition</i> 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Stereo player / music system /IPOD • Video clips • Photos of football & rugby skills <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

	<p>Speaking and listening - through the activities pupils could:</p> <ul style="list-style-type: none">• describe and evaluate how the work was undertaken and what led to the conclusions <p>Reading - through the activities pupils could:</p> <ul style="list-style-type: none">• understand information that is not explicitly stated or that the reader is assumed to understand• select relevant information and link to other information, from a range of sources	<ul style="list-style-type: none">• Use digital cameras to take still pictures of good and poor technique• Interactive white board
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	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 1	<p>Theme: Football Warm Up</p> <ul style="list-style-type: none"> To know and understand the 3 phases of a warm up To know the definition of a motif To be able to perform a stretches motif in small groups. 	
Intro	<p>Watch video clip: Warming up : Pulse Raiser (see PowerPoint)</p> <p>Questions:</p> <p>Did you recognise any of the warm up ideas? Have you performed any of these warm ups before in your PE Lessons or in out of school sports clubs that you attend?</p> <p>Sign post pupils to extra curricular dance clubs that they can attend in school and the community.</p>	KU 1, 2 & 3
Warm up	<p>Warm Up: (command style)</p> <p>Pupils to stand in a circle, jogging, spotty dogs, start jumps, side steps, high knees, cross over steps. (Think of what you do in a PE/Games games related warm up)</p> <p>Pulse raiser: Raising the Heart Rate (cardiovascular)</p> <p>Mobility: Loosening the joints (gentle circling of the head, arms, hips, wrists, knees & ankles)</p> <p>Stretching: Stretching the muscles (hold a stretch for between 8-10 seconds each)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. Oxygen in the blood is being pumped around the body to warm the body up. What is a joint ? (it is where two bones meet) <p>Why is it important to warm up?</p>	<p>KU 1 & 2</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

	<ul style="list-style-type: none"> • Prepares the body for physical activity • Prepares the mind for the activity ahead • Prevents any injury • The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	
<p>Task 1</p>	<p>Pulse Raiser (Section A)</p> <p>The actual Warm up has been split into three sub sections A, B & C</p> <p>Put pupils into teams and nominate a team leader. Pupils to create their own (1 bar of 8 counts) pulse raiser. All teams to perform in canon and end up in straight-line formations as if on a football pitch.</p> <p>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 then 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> <p>NB Use ideas from warm up / video clip / own warm up ideas from PE and Games lessons</p> <p style="text-align: center;">X X X X X ←</p> <p style="text-align: center;">→ X X X X X</p> <p style="text-align: center;">X X X X X X ←</p> <p>Mobility (Command Style) (Section B)</p> <p>Perform teacher led mobility section after pulse raiser. The whole class to perform in unison (at the same time) Head circles, shoulder and arm circles, hips, knees, ankles and wrists.</p>	<p>AD1, 2 & 3</p> <p>SA1 & 2</p>

Task 3	<p>Choreography: Section 1 Perform A, B & C together = section 1 of whole group dance. (Warming Up)</p>	<p>AD 3 SA 2</p>
Cool Down	<p>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. NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 2	<p>Theme: Football Skills</p> <ul style="list-style-type: none"> To know and understand the 3 phases of a warm up To be able to create & perform a football skills motif. To be able to perform the football dance to the best of your ability 	
Intro	Share Learning Objectives	
Warm up	<p>Warm Up: (command style) (see Lesson 1 for further details)</p> <p>Pupils to stand in a circle, jogging, spotty dogs, start jumps, side steps, high knees, cross over steps. (Think of what you do in a PE/Games games related warm up)</p> <p>Pulse Raiser : Raising the Heart Rate</p> <p>Mobility: Loosening the joints</p> <p>Stretching: Stretching the muscles</p> <p>Own Warm Up: In football teams perform own warm up dance</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. Oxygen in the blood is being bumped around the body to warm the body up. <p>Why is it important to warm up?</p> <ul style="list-style-type: none"> Prepares the body for physical activity Prepares the mind for the activity ahead 	<p>KU1 & 2</p> <p>SA 1 & 2</p> <p>AD1, 2 & 3</p>

	<ul style="list-style-type: none"> Prevents any injury The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	
Task 1	<p>Football Skills</p> <p>Group storm different football kills e.g. kick, header, dive, save the ball etc.</p> <p>Write down all pupils' ideas on a white board or large piece of paper and stick to the wall.</p> <p>Watch video clip of football skills (see PowerPoint) and add any more ideas to the list.</p>	AD 1 & 2
Task 2	<p>Football Skills Motif</p> <p>Teach football skills motif (3 -4 actions) Example kick ball, header ball, jump to side and dive to the floor. Discuss the dynamic quality of the movement, (Movement quality HOW) soft, slow, fast, energetic etc. Show the difference in dynamic quality of each action.</p> <p>HOW = Dynamics How you perform the movement.</p> <p>TP Give the example to pupils that if they watched a 10-minute piece of dance and it was all performed at the same speed (dynamics) what would they think or feel? (Answer a bit bored) which is why it is important to change dynamics as it adds interest to the choreography and keeps the audience interested and intrigued.</p> <p>See step by step guide for creating a motif on PowerPoint)</p>	AD 1 & 2
Task 3	<p>Football Skills Motif (Partner work)</p> <p>Differentiated task (see PowerPoint)</p> <p>* Either create motif on own or join up with a partner to create the motif.</p> <p>TP: Remind pupils to think about using different levels and changing dynamics to add interest.</p>	AD 1, 2 & 3 SA 1 & 2

	<ul style="list-style-type: none"> Join up with either a partner now or find a different partner and teach other your motif. Join the two motifs together to create a duo. 	
Task 4	<p>Peer Evaluation</p> <p>Join with another pair, perform & evaluate give feedback.</p> <p>See PowerPoint for guidance on what to look for. (Levels & dynamics)</p>	EI 1, 2 & 3
Task 5	<p>Extension Task WHERE: Formation Direction & Pathways</p> <p>Explain pupils: What a formation, direction and pathways are: (give a quick demo with some pupils)</p> <p>Change formations, direction & pathways of football duo. Give demonstration of changing the above and question pupils on why you would change this. (To add interest to the choreography)</p> <p>Ask pupils to change their duos by looking at the changing all of the above or just select one such as the formation</p>	AD 1, 2 & 3 SA1 & 2
Task 6	<p>Whole Class Choreography:</p> <p>Football Duo's</p> <p>Perform duos, in canon all starting on stage or running onto the stage to perform. (Choose 3-5 pairs to perform at the same time depending of the size of the class)</p>	AD 3 SA 2
Cool Down	<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 this week it could be a football skill followed by 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>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 3	<p>Theme: Football Dance: Quality of Performance</p> <ul style="list-style-type: none"> To understand what makes a good quality performance To understand what makes good quality choreography To be able to perform the football dance to the best of your ability 	
Intro	Share Learning Objectives	
Warm up	<p>Football Warm up : Pulse Raiser, mobility & Stretching: Section 1 (See Lesson 1)</p> <p>Discuss What makes a good quality performance (See PowerPoint)</p> <p>Go through the three sections of the warm up focusing on performance quality in each section.</p>	<p>KU1 & 2</p> <p>SA 2</p> <p>AD 1 & 2</p>
Task 1	<p>Recap Football Skills Motif & Duo</p> <p>What makes good quality choreography?</p> <p>WHERE: Formation Direction & Pathways</p> <p>Explain pupils: What a formation, direction and pathways are: (give a quick demo with some pupils)</p> <p>Change formations, direction & pathways of football duo. Give demonstration of changing the above and question pupils on why you would change this. (To add interest to the choreography)</p> <p>Ask pupils to change their duos by looking at the changing all of the above or just select one such as the formation</p>	<p>AD 1 & 2</p> <p>SA 1, 2 & 3</p>

Task 2	<p>Peer Evaluation</p> <p>Join with another pair, perform & evaluate give feedback with regards to quality of performance or choreography.</p> <p>TP You could be more specific on what you are asking the pupils to focus on and give feedback on for example: Performance: no talking Choreography: changing dynamics</p>	EI 1, 2 & 3
Task 3	<p>Choreography: Football</p> <p>Perform duos, in canon all starting on stage or running onto the stage to perform. (3 pairs to perform at the same time)</p>	AD 3 SA 1 & 2
Task 4	<p>Whole Class Choreography</p> <ul style="list-style-type: none"> • Warm up • Football Duo's 	AD 1, 2 & 3 SA1 & 2
Cool Down	<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 this week it could be a football skill followed by 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>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 4	The Haka <ul style="list-style-type: none"> To know and understand the history of the Haka To be able to work co-operatively as a group to create 8 bars of 8 of your own Haka. To be able to perform the whole group dance to the best of your ability. 	
Intro	Share learning Objectives	
Warm Up	Football warm up from previous lessons. Recap from last lesson what makes a good quality performance & quality choreography. Perform the warm up now as one whole dance (Section A, B & C) without any input from the teacher.	KU 1 & 2
Recap	Optional: Recap football Dance from the previous three lessons: Focus: Quality of Performance	AD 1, 2 & 3 SA1 & 2
Task 1	The History of the Haka Explain the history of the Haka & watch the video clips (see PowerPoint) Discuss what the pupils have seen and what they think about the Haka (See PowerPoint)	EI 1
Task 2	Class Haka Whole class to stand in a formation & perform teacher taught Haka. (See PowerPoint)	SA1 & 2
Task 3	Small Group Haka In groups pupils are to create their own Haka (4 bars of 8 counts) 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 then children to either clap out the beats or just clap	

	<p>or put their hand up on each new bar of 8 which will be count 1.</p> <p>Choose one person to be the lead choreographer (or ask the group to choose) : A choreographer is a person that creates and directs a dance.</p> <p>All pupils in the team to be allowed to express their own ideas for the choreography but the lead choreographer makes the final decisions.</p> <p>They need to think about:</p> <p>Levels</p> <p>Dynamics</p> <p>Formation</p> <p>Direction</p>	<p>AD 1,2 & 3</p> <p>SA 1 & 2</p>
Task 4	<p>Peer Evaluation</p> <p>Join with another team, perform, evaluate give feedback (see PowerPoint)</p>	<p>E 1, 2 & 3</p>
Task 5	<p>Class Choreography:</p> <p>Perform class Haka followed by small group Haka.</p>	<p>AD 3</p> <p>SA1 & 2</p>
Cool Down	<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.</p> <p>Brain Dance idea cool Down: Tapping, brushing, squeezing & patting. (see video clip)</p> <p>NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 5	<p>Theme: Rugby Skills</p> <ul style="list-style-type: none"> • To be able to create a rugby skills motif • To know and understand how and why to develop a motif • To be able to develop a motif • 	
Intro	Share learning objectives	
Warm up	<p>Command Style : Brain Dance & Football Skills (different option or can perform the normal football warm up) 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) • Teacher to shout freeze perform swinging arm actions Extension Task: add a football skill • Repeat above adding on a extra action each time. • TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>KU1 & 2</p> <p>AD 3</p>

<p>Task 1</p>	<p>Whole Class Choreography</p> <p>1 Warm up 2. Football Skills duo 3. Haka</p>	<p>AD 3</p> <p>SA1 & 2</p>
<p>Task 2</p>	<p>Rugby Skills Motif</p> <p>Watch video clip of a rugby match (see PowerPoint)</p> <p>Discuss and group storm rugby skills. Teacher to perform some examples to help pupils. (Different levels & different dynamics) (or ask a pupil to demonstrate)</p> <p>In pairs or as a solo pupils to create 4 of rugby skill actions. This is the original motif (A)</p>	<p>AD 1 ,2 & 3</p> <p>SA 1 & 2</p>

<p>Task 2</p>	<p>Motif Development: Differentiated Task see PowerPoint (Partner/ Solo work) Optional as whether to work in pairs or on own.</p> <p>Why do we develop a motif: (See PowerPoint) Example: Develop the original motif (A) by changing the levels this becomes known as B. Perform A followed by B. Example if you performed a skill on a low level in your original motif you develop it by performing it on a medium, high or elevated level) This is known as the developed motif.</p> <p>There are many different ways that you can develop a motif there are three examples in the PowerPoint.</p> <p>Extension Task: Develop the motif again (c) using a different choreographic device such as dynamics or retrograde (in reverse)</p>	<p>AD2 SA 1 & 2</p>
<p>Task 3</p>	<p>Peer Evaluation Join up with another pair/or a partner and watch each other's performance. Work out which task they have chosen and how they have developed their motif.</p>	<p>EI 1 & 2</p>
<p>Cool Down</p>	<p>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.</p> <p>Brain Dance idea cool Down: Tapping, brushing, squeezing & patting. (See video clip) Could also add a rugby skill.</p> <p>NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVES
Lesson 6	<p>Theme: Rugby Skills (Lifts & Supports)</p> <ul style="list-style-type: none"> To be able to choreograph a rugby skills group dance that includes lifts and supports. To understand what makes a good quality performance. 	
Intro	Share learning objectives	
Warm up	<p>In small groups:</p> <p>NB Pupils to deliver their own warm ups based on the last five lessons. Pupils to work in their football team and take it in turn to deliver a different part of the warm up. It could be based on the three phases, pulse raiser, mobility & stretching or on the brain dance style warm up see below.</p> <p>Organisation: Each team to stand in a circle formation. Team leader to give each pupil a number order e.g. 1-6. The teacher can then give instructions throughout the warm up as to what number pupil is to become the leader.</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) Teacher to shout freeze perform swinging arm actions Extension Task: add a football/rugby action. Repeat above adding on a extra action each time. TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly &</p>	<p>KU 1 & 2</p> <p>AD 3</p>

	<p>quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p> <p>Extension Task or Alternative warm up: Pupils in small groups with one team leader to lead the above warm up idea.</p>	
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<p>Task 1</p>	<p>Recap Motif Development : (Partner or solo work)</p> <p>Example: Develop the original motif (A) by changing the levels this becomes known as B. Perform A followed by B. Example if you performed a skill on a low level in your original motif you develop it by performing it on a medium, high or elevated level) This is known as the developed motif.</p> <p>TP: Recap what makes a good quality performance</p> <p>Extension Task: Develop the motif again (c) using a different choreographic device such as dynamics or retrograde (in reverse)</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>
<p>Task 2</p>	<p>Rugby Duo or Small Group Choreography: Join up with a partner or another pair and teach each other A & B. (original and developed motif) (C if they have one)</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>
<p>Task 3</p>	<p>Teach lifts & supports</p> <p>Safety: Only lift when given permission to by the teacher. Incorporate at least 3 lifts or supports into Duo (see videos)</p>	<p>AD 2 & 3</p>
<p>Task 4</p>	<p>Choreography Change formations, directions and pathways of Duo</p>	<p>AD 3</p> <p>SA 1 & 2</p>
<p>Task 5</p>	<p>Peer Evaluation What did you enjoy about the performance and why? Look at the good quality performance criteria. (See PowerPoint)</p>	<p>EI 1, 2 & 3</p>
<p>Cool Down</p>	<p>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.</p> <p>Brain Dance idea cool Down: Tapping, brushing, squeezing & patting. (see video clip) Could also add a rugby skill.</p>	

	NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.	
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Lesson 7	Theme: Tennis <ul style="list-style-type: none"> To able to perform a group tennis motif. To be able to create a tennis motif in pairs & develop it. To understand that by choreographing a dance with different formations, direction and canon makes it look more interesting for the audience 	
Intro	Share Learning Objectives	
Warm up	Standing in a circle <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 Extension Task: <i>add a movement from the football or rugby skills motif after swinging the arms, (or even add in some tennis skills instead)</i> TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. Questions: What has happened to your body? Why is it important to warm up TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)	KU1 & 2 AD 3
Task 1	Class discussion: Ideas that relate to Tennis that you could create an action for. See PowerPoint for examples. Teacher led: Demonstrate how the ideas that have been discussed can be transformed into movement. Whole class to follow teacher. (choose pupils to demonstrate or show video clip)	AD 1, 2 & 3 SA 1 & 2

	Question: can anyone give me an example of how we could change the level of one of these actions? (pupils to demonstrate)	
Task 2	<p>Watch video clip of 'Late Flowering Lust' From 25.55-27 minutes. This clip is suitable but please double check before use with your class. (See PowerPoint)</p> <p>NB Please listen to words in the poem to check suitability for your class.</p> <p>Teacher to choreograph a tennis Motif. (see Video) or chose pupils to come up with their own actions and link 3 or 4 of them together.</p> <p>Teacher to choreograph a group Tennis Motif (see video clip of tennis motif)</p> <p>Choreography: See example of PowerPoint for whole class choreography also see or show to pupils https://www.youtube.com/watch?v=U5VVSB41ws0 (all have permission to be on Youtube, Social Media etc.)</p> <p>Talk about Formation, Direction & Canon on how these choreographic devices enable the dance performance to look more interesting for the audience to watch.</p>	AD 1, 2 & 3
Task 3	<p>Create a Tennis Motif (Partner work)</p> <p>Create a tennis motif in pairs or as an individual (more able could work on their own)</p> <p>See video example of children performing a tennis dance . https://www.youtube.com/watch?v=U5VVSB41ws0 (all have permission to be on Youtube, Social Media etc.)</p>	AD 1, 2 & 3 SA 1 & 2

<p>Task 4</p>	<p>Motif Development: B Repetition /change levels (low, medium, high & elevated) or retrograde See PowerPoint for differentiated task</p> <p>Develop the original motif A by changing the levels this becomes known as B. Perform A followed by B. Example if you performed a skill on a low level in your original motif you develop it by performing it on a medium, high or elevated level) This is known as the rugby developed motif.</p> <p>Extension Task: Develop the motif again using a different choreographic device for example:</p> <ul style="list-style-type: none"> a) Original motif b) Developed (change levels) c) Developed (retrograde) 	<p>AD 3</p> <p>SA 1 & 2</p>
<p>Task 5</p>	<p>Peer Evaluation Join up with another pair and watch each other's performance. Look to see that they have managed to develop their motif what did they do to develop their motif?</p>	<p>EI1, 2 & 3</p>
	<p>Extension Activity: Tennis Duo</p> <p>Where are you going to perform:</p> <ul style="list-style-type: none"> • Formations (have at least 2 different formations) • Direction (are you going to both face the same direction the whole time or add a bit of a variety) • Pathways (are you going to travel the same pathway as your partner all of the time or sometimes change it?) 	
<p>Cool Down</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.</p> <p>Brain Dance idea cool Down: Tapping, brushing, squeezing & patting. (See video clip) Could also add a Tennis skill or pupils could choose any sports related skill to perform.</p> <p>NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVES
Lesson 8	<p>Theme: Tennis</p> <ul style="list-style-type: none"> To be able to teach a developed motif to another pair. To be able to recognise how a motif has been developed. To be able to choreograph in small groups a Tennis dance 	
Intro	Share Learning Objectives	
Warm up	<p>(Pupils can deliver their own warm up in small groups using the below concept. One person is selected either by the teacher or the group to deliver the warm up)</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 Extension Task: <i>add a tennis action. Repeat each time adding on another tennis action.</i> <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>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>KU1 & 2</p> <p>AD 3</p>

<p>Task 1</p>	<p>Recap developed Tennis Motif from last lesson.</p> <p>Create a tennis motif in pairs or as an individual (more able could work on their own)</p> <p>Focus on quality of performance (see PowerPoint)</p>	<p>AD 1, 2 & 3</p> <p>SA1 & 2</p>
<p>Task 2</p>	<p>Peer Evaluation</p> <p>Join up with another group: Did they manage to make their choreography look more interesting by changing formations, directions and pathway? (see PowerPoint)</p> <p>How was the motif developed?</p>	<p>EI 1, 2 & 3</p>

<p>Task 3</p>	<p>Choreography</p> <p>Recap: Quality of choreography</p> <p>Join up with another pair and teach each other your developed motif add them together then look at:</p> <p>Where are you going to perform:</p> <ul style="list-style-type: none"> • Formations (have at least 2 different formations) • Direction (are you going to both face the same direction the whole time or add a bit of a variety) • Pathways (are you going to travel the same pathway as your partner all of the time or sometimes change it?) • Unison • Canon 	<p>AD 3</p> <p>SA1 & 2</p>
<p>Task 5</p>	<p>Small Group Tennis Dance</p> <p>Each pair to teach each other their developed motif (duo without the change of direction, formations, pathway, canon etc.)</p> <p>Decided which order to perform the two duos and then start to look at the choreography to see how you can make it more interesting.</p> <p>* Formations, Direction, Pathways, Canon & Unison.</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>
<p>Task 6</p>	<p>Tennis Class Choreography: (See PowerPoint)</p> <p>Tennis whole class motif</p> <p>Tennis small group dance</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>

<p>Cool Down</p>	<p>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.</p> <p>Brain Dance idea cool Down: Tapping, brushing, squeezing & patting. (see video clip) Could also add a Tennis skill or pupils could choose any sports related skill to perform.</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 OBJECTIVES
Lesson 9	<p>Theme: Synchronised Swimming</p> <ul style="list-style-type: none"> To be able to perform a whole class synchronised swimming dance to the best of your ability. To recognise how you can improve the quality of your performance. 	
Intro	Share Learning Objectives	
	<p>Class discussion: Ideas that relate to Swimming</p> <p>See PowerPoint for examples.</p> <p>Show video clip of the Russian Synchronised swimming team at London 2012 Olympics. (PowerPoint)</p> <p>Class discussion about the video (See PowerPoint)</p>	E 1, 2 & 3
Warm up	<p>Command Style: Whole class synchronised swimming warm up.</p> <p>Standing in a circle (see video for ideas or to follow as a class) (See PowerPoint)</p> <p>NB you are choreographing a whole class synchronised swimming dance here. So it will take longer than a normal warm up. (See PowerPoint & separate video to help you with ideas)</p> <p>Extension task: (Pupils to leave the circle formation and travel around the space on on their own)</p> <ul style="list-style-type: none"> Teacher to shout freeze perform swinging arm actions Extension Task: add a swimming action <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>AD 1, 2 & 3</p>

	TP: Encourage pupils to travel different pathways (not to follow their friends)	
Task 1	<p>Recap: Quality of a Performance</p> <p>(See PowerPoint) Perform the warm up routine again with pupils focusing on trying to improve their performance quality.</p> <p>Question pupils on what they think make a good quality performance before you show them the list on the PowerPoint.</p>	<p>AD 3</p> <p>SA 2</p> <p>E 1, 2 & 3</p>
Task 2	<p>Create a Swimming Motif (Partner Work)</p> <p>Create a swimming motif in pairs or as an individual (more able could work on their own if they wished)</p> <p>Focus on quality of performance.</p> <p>Extension Task: Develop the Motif</p>	<p>AD 1,2 & 3</p> <p>SA 1 & 2</p>
Cool Down	<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. Add a swimming action perform slowly and then hold 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>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVES
Lesson 10	<p>Theme: Synchronised Swimming</p> <ul style="list-style-type: none"> To be able to choreograph and perform a small group synchronised swimming dance To be able to recognise how you can improve the quality of your choreography 	
Intro	Share Learning Objectives	
Warm up	<p>Command Style: Whole class synchronised swimming warm up.</p> <p>Standing in a circle (see video for ideas or to follow as a class) (See PowerPoint)</p> <p>NB Choreographed Synchronised Swimming Warm up from last lesson.</p> <p>Extension task: (Pupils to leave the circle formation and travel around the space on their own)</p> <ul style="list-style-type: none"> Teacher to shout freeze perform swinging arm actions Extension Task: add a swimming action <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>TP: Encourage pupils to travel different pathways (not to follow their friends)</p> <p>Recap: Quality of performance</p>	<p>KU 1 & 2</p> <p>AD 3</p>
Task 1	<p>Synchronised Swimming</p> <p>Show video clip of Professional dance 'Waterless Method of Swimming' by Robert Cohan (PowerPoint)</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>

	Discuss the dance piece (See PowerPoint)	
Task 2	<p>Recap Swimming Duo & Motif Development</p> <p>(Last lesson) Create a Swimming Motif & Develop it (Partner Work)</p> <p>Create a swimming motif in pairs or as an individual (more able could work on their own if they wished)</p> <p>Focus on quality of performance.</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>
Task 3	<p>Synchronised Swimming</p> <p>Show the video clip of Professional dance 'Waterless Method of Swimming' by Robert Cohan (PowerPoint)</p> <p>Discuss the dance piece (See PowerPoint)</p> <p>Teacher led: Swimming Actions (or use pupils to demonstrate their ideas)</p> <p>Don't forget to perform actions on different levels and use different dynamics.</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>
Task 4	<p>Small Group Synchronised Swimming Dance</p> <p>Join up with another pair and teach each other your developed motifs.</p> <ul style="list-style-type: none"> • Think about WHERE, Formations, Direction, pathways? • Think about use of canon & unison <p>Extension Task : Add at least 1 support or lift into the dance (not all pupils need to perform a support of lift if they don't feel comfortable for whatever reason)</p>	<p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>

<p>Task 5</p>	<p>Peer Evaluation</p> <p>Join up with another group and watch their performance. (if time ask the group s to perform their dance twice through to give the observers a bit longer to make their judgment in order to give their feedback)</p> <ul style="list-style-type: none"> • 1 star about the performance & 1 wish about the performance • 1 star about the choreography & 1 wish about the choreography. <p>Allow time for pupils to discuss and share feedback.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What was the wish you gave this group for choreography? How do you think they could improve it? • What star did you give this group for their performance? 	<p>E11 & 2</p>
<p>Cool Down</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. Add a swimming action perform slowly and then hold 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>	