

St Mary's PE

Dance, Scheme of Work, Class 4.

Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups.

Key Skills

- Physical: performing a variety of dance actions
- Physical: using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring
- Social: sharing ideas
- Social: consideration of others

- Social: inclusion
- Social: respect
- Social: leadership
- Social: supporting others
- Emotional: empathy
- Emotional: confidence
- Thinking: observing & providing feedback
- Thinking: using feedback to improve
- Thinking: selecting & applying skills

Learning Objective

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| LESSON 1 | THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements. |
| LESSON 2 | THEME: Stamp, Clap To work with others to explore and develop the dance idea. |

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| LESSON 3 | THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. |
| LESSON 4 | THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. |
| LESSON 5 | THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. |
| LESSON 6 | THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations. |
| LESSON 7 | THEME: Waiting for... To develop a dance phrase using actions, dynamics, space and relationships. |

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| LESSON 8 | THEME: Waiting for... To copy and create actions with consideration to story using a prop to enhance the idea. |
| LESSON 9 | THEME: Waiting for... To use choreographing devices to improve how the performance looks. |
| LESSON 10 | THEME: 70s Disco To copy and repeat a phrase of movement in the 1970s disco theme. |
| LESSON 11 | THEME: 70s Disco To devise a freeze frame montage in the 1970s theme. |
| LESSON 12 | THEME: 70s Disco To use feedback to develop and refine a 1970s dance performance. |

Assessment Criteria

CLASS 4

I can choreograph a dance and work safely using a prop.

I can lead a small group through a short warm-up routine.

I can perform dances confidently and fluently with accuracy and good timing.

I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.

I can use appropriate language to evaluate and refine my own and others' work.

I can use feedback provided to improve the quality of my work.

I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

Links to the National Curriculum

ENGLISH

Learning of key vocabulary- stimulus,
dynamics, formations, choreograph,
relationship, contrasting

Understand and follow instructions

Communication with a partner and group to

express an idea

Forming opinions and structuring verbal

feedback

MATHS

Counting to stay in time with music and a group

Using distances to create accurate formations

MUSIC

Expressing an understanding of rhythm through

movement

Counting music to create movement

Health and Safety

For dance lessons pupils should remove their shoes and socks. It is also good practice for teachers to do this. However, in the 'Stamp, Clap' dance pupils should keep shoes on to add to the sound of the performance. Ensure pupils work in their own safe space.