

Year Group: 5

Theme/Stimulus: Body Talk Section 1 Vocal sounds

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• Explore, create and choose appropriate material to create new motifs</li><li>• Compose, develop and adapt motifs to make dance phrases and more longer complex dances</li><li>• Organise their own warm ups and cool down activities</li><li>• Understand why it is important to warm up and cool down</li><li>• Use appropriate terminology to identify and describe their own and other's dances</li><li>• Talk about the relationship between dance and its accompaniment</li><li>• Suggest ways to develop their dances</li></ul>   | <p>NCPE PoS / Links:</p> <p>1a, b, 2b, 4b<br/>6a, b</p>   | <p>Vocabulary:</p> <p>Travel, turn, jump, gesture, stillness, balance, control, body posture, body tension, motif, phrase, accompaniment, timing, rhythm.</p> |
| <p>Warm up:</p> <p><u>Flash cards</u>- Flash cards of action words capture attention and provoke an immediate movement response. Write action words on large cards to be held up as a 'message'. The children pick a card and communicate their message through movement. Try Twist, swing and shake.<br/>Appropriate stretches.</p>  | <p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>This could be used as a guessing game.</p> <p>The language of dance sheet has a list of action words that could be used.</p>   |   |
| <p>Exploration:</p> <p><u>Body Talk</u>- <i>Vocal sounds, Hands and Feet, Ball and Body Explored and taken from Top Dance</i></p> <p><u>Vocal sounds</u>-</p> <ol style="list-style-type: none"><li>1) Explore different vocal sounds that we can make e.g. whistle, hum, cluck, whoosh, blow, breathing, pop etc.</li><li>2) Explore different body actions (turning, travelling, gesture, stillness, jumping and falling), to link sound and actions together e.g. whistle may indicate a slow turn or spiral if performed changing the pitch, a pop indicates a sudden jump and then stillness, blow- drift, travel and sink. Think carefully about the dynamics and flow of the actions made.</li></ol>   | <p>Listen to the sounds around you. Where can you find quiet sounds and loud sounds.</p> <p>Encourage the children to vary their dance by:</p> <ul style="list-style-type: none"><li>• Changing the level of the movements</li><li>• Include change of speed</li><li>• Incorporate a change of direction</li></ul> <p>Link the motifs and show quality. Think about compositional elements (devices) that the partners can use.</p> |   |
| <p>Selection, Composition and Development:</p> <ol style="list-style-type: none"><li>1) Form into partners and select contrasting sounds. Compose an eight count sequence of sounds e.g. Click (1), click (2), blow (3, 4), ch, ch, ch, ch (5, 6), pop (7, 8). Practise their sequence to the count of eight beats to make sure it is achievable.</li><li>2) Compose and create a motif for each sound and develop into a dance phrase.</li><li>3) Practise, repeat and refine the dance so it links smoothly and has good timing.</li><li>4) Talk to the class about compositional elements and structures. Example- the children could perform in unison where the accompaniment is performed at the same time as the dance, both together OR one could accompany whilst the other dances OR a mixture of both.</li></ol> | <p>Try to give a time limit on making the eight count accompaniment or this could be a task for class time. Alternatively you could give them the eight counts or discuss this as a class.</p> <p>STEP- simplify the task where two sounds are chosen and repeated, give the children the sounds to perform, use demonstrations to help share and develop ideas.</p>  |   |

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| <p>Perform, Appreciate and Evaluate:<br/> Select different groups to perform their dance phrase. Observe and evaluate the demonstrations discussing the effectiveness of the movements they have used and the way they have ordered them.</p> <p>Extension- whole class hum – start low to the ground and spiral up, turning slowly, perhaps hands lead. Get louder as the children rise. Half the class could perform this at a time and hold their still shapes before performing their dance phrases.</p> | <p>Q- Do they represent the sound? Is there a change of speed, direction, level, pathway within their dance? Are the children able to create the appropriate mood with their actions? Discuss clear starting and finishing positions.</p>                                |
| <p>Cool Down:<br/> <u>Numbers</u>- Ask the children to draw numbers in the air. Make the numbers large using changes of levels. Try to include stretching and curling within their numbers. Draw their date of birth or house number. Control the movements and show good posture.<br/> Appropriate stretches.</p>   | <p><i>KUFH: Q &amp; A (also see Tops Dance KUFH)</i><br/> <i>Q. Why is it important to cool down at the end of a lesson/session?</i><br/> <i>A. Returns the body to resting state, settles and calms the body and mind, prevent muscles becoming tight and sore.</i></p> |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/> Flash cards (actions words enlarged on A5/A4 paper).</p>  |

STEP Space, Task, Equipment, People

Year Group: 5

Theme/Stimulus: Body Talk Section 2 Hands and Feet

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• Explore, create and choose appropriate material to create new motifs</li><li>• Compose, develop and adapt motifs to make dance phrases and more longer complex dances</li><li>• Organise their own warm ups and cool down activities</li><li>• Understand why it is important to warm up and cool down</li><li>• Use appropriate terminology to identify and describe their own and other's dances</li><li>• Talk about the relationship between dance and its accompaniment</li><li>• Suggest ways to develop their dances</li></ul>   | <p>NCPE PoS / Links:</p> <p>1a, b, 2b, 4b<br/>6a, b</p>   | <p>Vocabulary:</p> <p>Travel, turn, jump, gesture, stillness, balance, control, body posture, body tension, motif, phrase, accompaniment, timing, rhythm.</p> |
| <p>Warm up:</p> <p><u>Flash cards</u>- Flash cards of action words capture attention and provoke an immediate movement response. Write action words on large cards to be held up as a 'message'. The children pick a card and communicate their message through movement. Try Twist, swing and shake.</p> <p>Appropriate stretches.</p> <p>KUFH: Why is it important to warm up? <i>To help mobilise joints, to increase supply of oxygen to the muscles in preparation for energetic activity, to prevent injury.</i></p> <p>What should a warm up include? <i>Controlled movements of the joints, activities to raise body temperature, heart rate, stretches.</i></p>  | <p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>This could be used as a guessing game.</p> <p>The language of dance sheet has a list of action words that could be used.</p> |   |
| <p>Exploration:</p> <p><u>Body Talk</u>- <i>Vocal sounds, <b>Hands and Feet</b>, Ball and Body Explored and taken from Top Dance</i></p> <p>Revise dance phrase from section 1.</p> <p><u>Hands and Feet</u>-</p> <ol style="list-style-type: none"><li>1) Explore different sounds that can be made with hands and feet e.g. hands- clap, rub, click, tap, slap, feet-stamp, drag, scrape, shuffle, stomp. This can be through partner response. Make a list and demonstrate ideas found.</li><li>2) In partners create and compose two contrasting motifs- one with hands and the other with feet, make each motif last for four counts.</li><li>3) Form into small groups (fours/sixes); teach your two motifs to the group.</li></ol> | <p>Encourage the children to vary their dance by:</p> <ul style="list-style-type: none"><li>• Changing the level of the movements</li><li>• Including a change of speed</li><li>• Incorporating a change of direction</li></ul>   |   |
| <p>Selection, Composition and Development:</p> <ol style="list-style-type: none"><li>1) Each group will have four to six motifs. Link the motifs to create a dance phrase.</li></ol> <p>Discuss and think about:</p> <ul style="list-style-type: none"><li>• Compositional elements (devices) that the group can use- unison, canon, repetition, matching, mirroring, action/reaction, question/answer</li><li>• Discuss compositional formations- how will the group form together- circle, line, square, V-shape?</li><li>• Linking the motifs and showing quality (timing, rhythm, flow, aesthetic appreciation)</li><li>• Clear starting and finishing positions</li></ul>  | <p>STEP- simplify the task where two to three motifs are chosen and repeated, use demonstrations to help share and develop ideas.</p>   |   |

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| <p>Perform, Appreciate and Evaluate:<br/> Select different groups to perform their dance phrase. Observe and evaluate the demonstrations discussing the effectiveness of the formations and compositional elements they have used.</p> <p>Extension- Link (teacher directed) section 1 and 2 together - <i>Vocal sounds with Hands and Feet</i>.</p> | <p>Q- Do the movements represent the sound? Is there a change of speed, direction, level, pathway within their dance? Are the children able to create the appropriate mood with their actions? Have they varied their dance to make it interesting and catching to the eye? Are their formations appropriate and effective in doing this?</p> |
| <p>Cool Down:<br/> <u>Mirrors</u>- Form into partners. Number one and two. One leads, whilst stationary, with their hand/s and two (facing one) copies ones actions like facing a mirror. Use the hands, shoulders, head, legs, feet. Swap roles.</p>  | <p>Encourage slow movements and stretching up and out with different body parts.<br/> Play calming music in background.</p>   |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/> Flash cards (actions words enlarged on A5/A4 paper).</p> <p>Music suggestions for cool down</p> <ul style="list-style-type: none"> <li>• Ladysmith Black Mambazo</li> <li>• Moby</li> <li>• Enigma</li> </ul>  |

Year Group: 5

Theme/Stimulus: Body Talk

Section 3 Ball and Body

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• Explore, create and choose appropriate material to create new motifs</li><li>• Compose, develop and adapt motifs to make dance phrases and more longer complex dances</li><li>• Organise their own warm ups and cool down activities</li><li>• Understand why it is important to warm up and cool down</li><li>• Use appropriate terminology to identify and describe their own and other's dances</li><li>• Talk about the relationship between dance and its accompaniment</li><li>• Suggest ways to develop their dances</li></ul>   | <p>NCPE PoS / Links:</p> <p>1a, b, 2b, 4b<br/>6a, b</p>  | <p>Vocabulary:</p> <p>Travel, turn, jump, gesture, stillness, balance, control, body posture, body tension, motif, phrase, accompaniment, timing, rhythm, crotchet, quaver, beat/count.</p> |
| <p>Warm up:</p> <p><u>Taps</u>- Tap eight times on your heads, try to keep an even beat. Move to your shoulders and tap for eight. Repeat this on hips, knees, ankles and toes. Repeat whole sequence again. Try with four beats, two beats and finally one beat.</p> <p>Appropriate stretches.</p> <p>KUFH: Revise what happens to the heart during dance activity. Help the children to recognise what happens to their breathing during dance activity and when they are standing still.</p>   | <p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>This can be changed into a variety of different movements. Use waving instead of tapping, move the body parts in different ways, take the beats on a journey around the hall. Try and keep to the rhythm of the music or accompaniment.</p> <p>This section does require children to have a good rhythm and be able to follow a simple beat. Use the warm up to identify the children with good rhythms.</p>  |   |
| <p>Exploration:</p> <p><u>Body Talk</u>- <i>Vocal sounds, Hands and Feet, <b>Ball and Body</b> Explored and taken from Top Dance</i></p> <p><u>Ball and Body</u>-</p> <ol style="list-style-type: none"><li>1) Use sporting equipment (e.g. balls, ropes, cones, hockey sticks) Explore the different sounds and rhythms they can make (e.g. bouncing high and low, tapping with hands or feet). This can be explored in partners or small groups.</li><li>2) Create a four count sequence using the sounds.</li><li>3) Explore action words to link to the sounds. Create movements that represent the action words.</li></ol>   | <p>Depending on the ability of the class, this could be as simple or more complex as you wish.</p> <p>Examples: tea = one count/beat (crotchet), coffee = split beat (quaver). Tea, tea, tea, tea OR tea, tea, coffee, tea OR coffee, coffee, tea, tea. Explore these beats and how they work together. OR explore chants and sentences that when said create a beat- I like coffee but I don't like tea.</p> <p style="text-align: center;">1      2      3      4</p> <p>These can be used to create the beats of the equipment used.</p> <p>STEP- Use a keyboard with a slow beat and play on repeat in the background.</p> |   |
| <p>Selection, Composition and Development:</p> <ol style="list-style-type: none"><li>1) Form into groups. Give each group a specific count or rhythm of four counts (e.g. tea, tea, tea, tea). The groups select the equipment they want to use (e.g. balls – bouncing to waist height). Each group creates and composes a motif that links to the equipment and rhythm used.</li><li>2) Talk about compositional ideas and the structure of the dance.</li><li>3) Talk about the relationship between dance and its accompaniment. How the sound effects the type of action chosen, its tempo, strength, pitch.</li></ol> <p>Q. Who will accompany the dance and who will perform? Will you swap over? Can you dance and accompany your motif at the same time? Will you repeat it? What formation will you choose?</p> <p>Use groups to perform to show examples that the children can copy or take ideas from.</p> | <p>Encourage the children to:</p> <ul style="list-style-type: none"><li>• Changing the level of the movements</li><li>• Include change of speed</li><li>• Incorporate a change of direction</li><li>• Link to the movements to the rhythm</li><li>• Choose appropriate actions and movements to create their motif</li></ul>   |   |

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| <p>Perform, Appreciate and Evaluate:<br/> Teacher directed and performed as a whole class. This can either be each group performing one after the other or groups coming together at different times.</p>   | <p>Video the dance using a camcorder. The dance can be watched back and evaluated.</p>   |
| <p>Cool Down:<br/> <u>Mirrors</u>- Form into partners. Number one and two. One leads, whilst stationary, with their hand/s and two (facing one) copies ones actions like facing a mirror. Use the hands, shoulders, head, legs, feet. Swap roles.</p> | <p>Encourage slow movements and stretching up and out with different body parts.<br/> Play calming music in background.</p>  |
| <p>Evaluation/Post Lesson Notes :</p>   | <p>Accompaniment/Music/Equipment/Resources:<br/> Sporting equipment- balls, ropes, hockey sticks, rounders bats, cones.</p> <p>Cool down music suggestions</p> <ul style="list-style-type: none"> <li>• Ladysmith Black Mambazo</li> <li>• Moby</li> <li>• Enigma</li> </ul> |

STEP Space, Task, Equipment, People

Year Group: 5

Theme/Stimulus: The Haka Section 1 Individual

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</li><li>• Compose dances by using, adapting and developing steps, formations and patterns from different dance styles</li><li>• Perform dances expressively, using a range of performance skills</li><li>• Know where they can participate in dance outside school</li><li>• Suggest ways to develop their techniques and composition</li></ul>  | <p>NCPE PoS / Links:</p> <p>1a, b, 2a, 4c<br/>6a, b</p>   | <p>Vocabulary:</p> <p>Haka, body shape, body parts- hands, feet, hips, head, actions- stamping, slapping, clapping, punch, kick, shake, motif, counts, beat, mood, tribal movements, powerful, daunting.</p> |
| <p>Warm up:</p> <p><u>Taps</u>- Tap eight times on your heads, try to keep an even beat. Move to your shoulders and tap for eight. Repeat this on hips, knees, ankles and toes. Repeat whole sequence again. Try with four beats, two beats and finally one beat. Appropriate stretches.</p> <p>Revise what happens to the heart during dance activity. Help the children to recognise what happens to their breathing during dance activity and when they are standing still.</p>  | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom</p> <p>This can be changed into a variety of different movements. Use waving instead of tapping, move the body parts in different ways, take the beats on a journey around the hall. Try and keep to the rhythm of the music or accompaniment. Try stamping and clapping as this will lead nicely into the Haka.</p> |  |
| <p>Exploration:</p> <p><u>The Haka</u> – <i>individual, partner, group</i>.</p> <p>Discuss the Haka (see notes attached). If possible watch a video/DVD clip or description of the pre-match Haka. Or show pictures and listen to the track (see music below).</p> <p><u>Individual</u></p> <p>Demonstrate the Haka motif and teach the motif to the children.</p> <p>Haka motif (own version)</p> <ul style="list-style-type: none"><li>• 2 steps forward, 2 steps back touching elbow with opposite hand each time (4 counts)</li><li>• Slap palms onto thighs twice and shake hands in front for 2 counts (4 counts)</li><li>• Stamp feet three times and cross forearms, with fisted hands (4 counts)</li></ul> | <p>If a video or DVD is not available there is a demonstration of the Haka in Take Ten (action rhymes- lower key stage two).</p> <p>Feet and shoulders width apart, bent knees, straight back, eyes focus ahead. Strong powerful steps, elbows high at right angles and held away from the body.</p> <p>Use a drum – da dum da dum dum to create a beat and use a cymbal at the end for the war leap.</p>       |  |
| <p>Selection, Composition and Development:</p> <ol style="list-style-type: none"><li>1) Repeat the motif above three times and end with a war leap. Divide the class into half and present to each other.</li><li>2) On their own create a motif for eight counts include different body parts (feet, hands, hips, head) and actions (stamp, kick, shake, punch, clap).</li><li>3) Practise and repeat their motif add a clear starting and finishing position- this may include a war leap</li></ol>   | <p>STEP- some children may be able to make changes to the motif, others may use the demonstration but change the ideas around, use cue cards of body parts e.g. hands, feet, hips, head and actions e.g. punch, kick, shake, slap, stamp and clap to inspire and select ideas,</p>  |  |

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| <p>Perform, Appreciate and Evaluate:<br/>Form into pairs. Perform their motif three times to their partner. Discuss the effectiveness of the movements they have used, and the way they have ordered them.</p> <p><b><i>Record their eight-count motif onto paper either by drawings or written form. They will need to remember this for the next section.</i></b></p>                                       | <p>Look for:</p> <ul style="list-style-type: none"> <li>• Body shape</li> <li>• Timing to the beat</li> <li>• Clear starting and finishing positions</li> <li>• Movements that are controlled and bold/powerful.</li> </ul>   |
| <p>Cool Down:<br/><u>Slower, lower and higher-</u> Start off in a high body stretch with arms above head and on tip toes. Slowly bring the stretch lower, on a count of ten, until curled on the floor. Outstretch on the floor and repeat by bringing the stretch into a curled tuck shape within ten counts. Keep tucked but onto toes, bring the shape back up to standing position within ten counts.</p> | <p>Control the body and try to stay balanced. Use calming music (Enya, Clannad, Moods).<br/>KUFH: Discuss where they can take part in dance at school and in the community. Children could design a 'let's get active' notice board to share information about dance and exercise activities which can be accessed in and out of school.</p>  |
| <p>Evaluation/Post Lesson Notes :</p>   | <p>Accompaniment/Music/Equipment/Resources:<br/>Video/DVD Haka- New Zealand Rugby Union, resource sheet of information, <a href="http://www.bbc.co.uk/sportacademy">www. bbc.co.uk/sportacademy</a>, Haka ! the Dance of a noble people by Timoti Karetin, Take Ten by dcs.</p> <p>Music suggestions-</p> <ul style="list-style-type: none"> <li>• Percussion instruments- drum, cymbal</li> <li>• Dance Angles CD by Dominic Sandford Track 8</li> <li>• World in Union ITV sport Produced by Charlie Skarbek Track 12 New World Haka</li> </ul> |

Year Group: 5

Theme/Stimulus: Haka Section 2 Partner and Section 3 Group

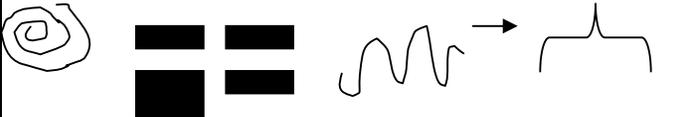
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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• To explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group</li><li>• Compose dances by using, adapting and developing steps, formations and patterns from different dance styles</li><li>• Perform dances expressively, using a range of performance skills</li><li>• Show an understanding of why it is important to warm up and cool down</li><li>• Suggest ways to develop their techniques and composition</li></ul>  | <p>NCPE PoS / Links:</p> <p>1a, b, 2a, 4c<br/>6a, b</p> | <p>Vocabulary:</p> <p>Haka, body shape, body parts- hands, feet, hips, head, actions- stamping, slapping, clapping, punch, kick, shake, motif, counts, beat, mood, tribal movements, powerful, daunting.</p>   |
| <p>Warm up:</p> <p><u>Taps</u>- Tap eight times on your heads, try to keep an even beat. Move to your shoulders and tap for eight. Repeat this on hips, knees, ankles and toes. Repeat whole sequence again. Try with four beats, two beats and finally one beat. Appropriate stretches.</p> <p>Revise what happens to the heart during dance activity. Help the children to recognise what happens to their breathing during dance activity and when they are standing still.</p>  |   | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom</p> <p>This can be changed into a variety of different movements. Use waving instead of tapping, move the body parts in different ways, take the beats on a journey around the hall. Try and keep to the rhythm of the music or accompaniment. Try stamping and clapping as this will lead nicely into the Haka.</p>  |
| <p>Exploration:</p> <p><u>The Haka</u> – <i>individual, partner, group</i>.</p> <p>Revise section 1 and remember their individual dance of eight counts.</p> <p><u>Partner Section 2</u></p> <ol style="list-style-type: none"><li>1) Form into partners</li><li>2) Teach their eight-count motif to their partner. Join the two motifs together. They will have 2 X eight counts.</li><li>3) Adapt the motifs if certain movements are too alike or too difficult.</li></ol> <p><u>Group Section 3</u></p> <ol style="list-style-type: none"><li>1) Divide the class into small groups of four and combine their four motifs together.</li><li>2) Discuss and experiment with group formations e.g. in a circle facing in, circle facing out, in a line. Which do the children feel is more effective?</li></ol> |   | <p>This lesson plan incorporates section 2 and 3. They will need to be explored and developed in separate lessons.</p> <p>STEP- encourage the children to keep the phrase simple because this is sometimes most effective. Allow children to watch demonstrations to share ideas and increase confidence, simplify the task by only having one child's routine and repeating it, control and spatial awareness may need to be developed, focus on awareness of others, develop clear movement patterns as a group.</p> |
| <p>Selection, Composition and Development:</p> <p><u>Partner</u></p> <p>Practise and refine their dance phrase, making sure they are together and in time.</p> <p><u>Group</u></p> <p>Select a group formation. Practise, refine &amp; improve the dance making sure they are in time and together.</p>   |   | <p>The children could research other tribal dances e.g. Aboriginal, African, American Indian and consider the reason for the tribal dance (to worship- sun, moon, rain, hunting dancing or ritual dances- war, celebration of harvest, spring).</p>  |

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| <p>Perform, Appreciate and Evaluate:<br/> Select different groups to perform their dance phrase. Observe and evaluate the demonstrations discussing the effectiveness of the movements and compositional elements they have used.</p> <p>Use face paints, head bands and tribal costumes to add to the authenticity.</p> | <p>Look for:</p> <ul style="list-style-type: none"> <li>• Powerful, strong movements and brave, fearless expressions!</li> <li>• The quality of the dance- weight, effort, rhythm.</li> </ul>   |
| <p>Cool Down:<br/> <u>Kim's Game</u>- Stand in a circle. Explain a Mexican wave (canon effect). Start of with a movement/action. The action/movement needs to be copied in a canon effect around the circle. Start with a tall stretch. Add a movement to the previous one each time.</p>                                | <p>KUFH: Q Which dance activities can be explored at play time, lunch time or at home? Q Who is a member of a local dance club or attends dance classes? Q How and why did you join? Q What is the purpose of the club? Q How do you get there? Q How much does it cost? Q What do you like about the club? Q How can others join?</p>  |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/> Video/DVD Haka- New Zeland Rugby Union, resource sheet of information, <a href="http://www.bbc.co.uk/sportacademy">www. bbc.co.uk/sportacademy</a>, Haka ! the Dance of a noble people by Timoti Karetin, Take Ten by dcs, props and costume- face paints etc.</p> <p>Music suggestions-</p> <ul style="list-style-type: none"> <li>• Percussion instruments- drum, cymbal</li> <li>• Dance Angles CD by Dominic Sandford Track 8</li> <li>• World in Union ITV sport Produced by Charlie Skarbek Track 12 New World Haka</li> </ul> |

STEP Space, Task, Equipment, People

Year Group: 5

Theme/Stimulus: Rama and Sita Section 1 – Indian Chorus

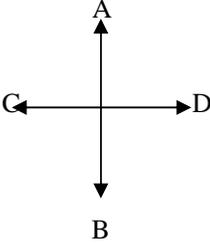
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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To explore and improvise ideas for dances in different styles, working with a partner and in groups</li> <li>Compose dances by using, adapting and developing steps, formations and patterns from different dance styles</li> <li>Perform dances expressively, using a range of performance skills</li> <li>Show an understanding of why it is important to warm up and cool down</li> <li>To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</li> </ul>  | <p>NCPE PoS / Links:</p> <p>1a, b 2a, b, c, 3b, 4b 6a, b</p>  | <p>Vocabulary:</p> <p>Rama, Sita, Indian hand gestures, travelling movements, focus, facial expressions, rhythm, formations.</p> |
| <p>Warm up:</p> <p><u>Shapes and Lines-</u> Draw large interesting shapes and lines. Ask the class how they will move for each symbol. This could be a class decision or individual. Children respond to the picture shown through movement.</p> <p><i>KUFH: Q How do you feel after warming up? Warm (not out of breath) and ready for action (not tired). Q What is the purpose of moving joints in a warm-up? A To help them move smoothly. Q Which activities mobilise joints in your spine? Which activities mobilise knees, shoulder and ankle joints? A E.g. side bends, upper body twists. E.g. knee lifts, arm circles, jogging.</i></p>  | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom</p>   |  |
| <p>Exploration:</p> <p><u>Rama and Sita-</u> <i>Indian Chorus, Searching, Ravana</i></p> <p>Read the story of Rama and Sita to set the scene of the dance. Discuss the story and its importance to the Hindu religion.</p> <p><u>Indian Chorus</u></p> <p>The Story of Rama and Sita comes from India so the dance needs to represent this. Begin the dance by setting the scene with an Indian style dance.</p> <ol style="list-style-type: none"> <li>Explore Indian dancers. Use different stimulus such as a video or/and pictures. Discuss what makes the Indian dance unique. Focus on the use of hands gestures.</li> <li>Look at the hand gestures. Explore the different gestures.</li> <li>In pairs experiment with different movements that the hands can make. How many different patterns can you find? These may include the examples shown. Repeat your gesture to an eight beat count.</li> <li>Share findings with the rest of the class.</li> <li>Individually, pick two hand gestures. Link them together.</li> </ol> | <p>Watch Indian dance for movement stimuli e.g. Bombay Dreams, The Guru etc. Although these are Bollywood style dances, a combination of Indian dance with western dance steps, they are a good starting point for stimuli. The Top Dance handbook has some good examples of Indian hand gestures on page 42. Or you can search the internet.</p> |  |
| <p>Selection, Composition and Development:</p> <ul style="list-style-type: none"> <li>Form into pairs.</li> <li>Teach each other your hand gestures.</li> <li>Use travelling and add whole body movements to enhance the dance phrase</li> <li>Add different compositional principles e.g. think about your spatial pattern and formation, and compositional elements (unison, canon etc).</li> <li>Create a starting and finishing position.</li> </ul>   | <p>STEP- limit the number of hand gestures used e.g. pick two instead of four, limit travelling movements.</p>  |  |

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| <p>Perform, Appreciate and Evaluate:<br/>         Select pairs who have been successful in sequencing their ideas to demonstrate and focus others' attention on the clarity of their hand gestures, shapes and transitions from one movement to the next. Discuss and review as a class where they need to go next to improve their dances.</p> | <p>Look for clear hand gestures and timing to the music.</p>   |
| <p>Cool Down:<br/> <u><b><i>Pull and push- Form into partners. One pupil sits or lies down on the floor; the other touches/taps a body part. Once a body part has been tapped the pupil has to react by bringing the body part very slowly up following the hand of the leader and then back down.</i></b></u></p>                              |  |
| <p>Evaluation/Post Lesson Notes :</p>   | <p>Accompaniment/Music/Equipment/Resources:<br/>         Story of Rama and Sita, video/DVD, pictures of Indian dancers and hand gestures.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> <li>• The very Best of India- CD1- Panjabi- Mundian to Bach Ke</li> </ul> |

STEP Space, Task, Equipment, People

Year Group: 5

Theme/Stimulus: Rama and Sita Section 2 – Searching

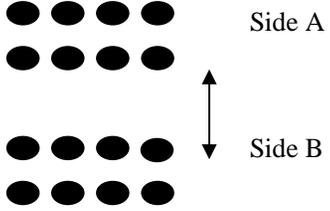
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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To explore and improvise ideas for dances in different styles, working with a partner and in groups</li> <li>Compose dances by using, adapting and developing steps, formations and patterns from different dance styles</li> <li>Perform dances expressively, using a range of performance skills</li> <li>Show an understanding of why it is important to warm up and cool down</li> <li>To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</li> </ul>   | <p>NCPE PoS / Links:</p> <p>1a, b 2a, b, c, 3b, 4b<br/>6a, b</p>  | <p>Vocabulary:</p> <p>Rama, Sita, Indian hand gestures, travelling movements, focus, facial expressions, rhythm, formations.</p> |
| <p>Warm up:</p> <p><u>Shapes and Lines</u>- Draw large interesting shapes and lines. Ask the class how they will move for each symbol. This could be a class decision or individual. Children respond to the picture shown through movement.</p> <p><i>KUFH: Q. What is the purpose of raising your heart and breathing rate in a warm up? A. To increase the supply of oxygen to the muscles in preparation for energetic activity.</i></p>  | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom</p>   |  |
| <p>Exploration:</p> <p><u>Rama and Sita</u>- <i>Indian Chorus, Searching, Ravana</i></p> <p>Re-read the story of Rama and Sita. Discuss the main events in the story and make a list. Revise Section 1- Indian Chorus.</p> <p><u>Searching</u></p> <p>Read the section of the story where Rama organises a search all over India to find Sita.</p> <p>1) Explore searching actions. If possible try to keep an Indian style to the dance using the hand gestures and/or the travelling movements used in Section 1.</p> <ul style="list-style-type: none"> <li>Work in pairs. Try to find three different ways</li> <li>Use demonstration from the children’s work, copy and explore together as a class.</li> <li></li> </ul>  | <p>Watch video/DVD clips of travelling actions from Indian dance as a guide. Use pictures of gestures to help inspire ideas.</p>  |  |
| <p>Selection, Composition and Development:</p> <p>Form into groups of four.</p> <p>The search for Sita took place in all directions including North, South, East and West. Use this as the movement stimulus for the dance. Use the travelling actions explored above as the main movements. Discuss as a class:</p> <ul style="list-style-type: none"> <li>Different pathways that could be taken.</li> <li>Different actions, movements, travelling, jumping, turning etc.</li> </ul> <p>In their groups to discuss ideas and share with the rest of the class after a certain time limit.</p> <p>Create a group dance that represents a search across N, E, S, W.</p> <p>Use the music in the background so the children can become familiar with the beat and rhythm.</p> |  <p>Draw this idea to show the children. Explain that you are trying to show a search across India in all directions. What different movements could you use? E.g. A and B could cross, C and D could cross, all ABCD could rotate around, add in jumps, in unison in canon etc.</p> <p>ABCD = Children’s positions.</p> |  |

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| <p>Perform, Appreciate and Evaluate:<br/> Each group performs in front of the class, two to three groups at a time.<br/> The observers identify what aspects were effective and why?</p> <p>Link Section 1 with section 2. Practise and repeat. Discuss timing, quality, formations etc.</p>                | <p>STEP- work with the teacher/coach to develop ideas, work in mixed ability groups, choose one travelling action but vary components e.g. level, speed, pathway etc.</p> <p>Allow the children time to practise. Use demonstrations to show examples of good work.</p>      |
| <p>Cool Down:<br/> <u><b>Pull and push- Form into partners. One pupil sits or lies down on the floor; the other touches/taps a body part. Once a body part has been tapped the pupil has to react by bringing the body part very slowly up following the hand of the leader and then back down.</b></u></p> |  |
| <p>Evaluation/Post Lesson Notes :</p>   | <p>Accompaniment/Music/Equipment/Resources:<br/> Story of Rama and Sita, video/DVD, pictures of Indian dancers and hand gestures.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> <li>• The very Best of India- CD1- Panjabi- Mundian to Bach Ke</li> </ul> |

STEP Space, Task, Equipment, People

Year Group: 5

Theme/Stimulus: Rama and Sita Section 3 – Ravana

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To explore and improvise ideas for dances in different styles, working with a partner and in groups</li> <li>Compose dances by using, adapting and developing steps, formations and patterns from different dance styles</li> <li>Perform dances expressively, using a range of performance skills</li> <li>Show an understanding of why it is important to warm up and cool down</li> <li>To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context</li> </ul>   | <p>NCPE PoS / Links:</p> <p>1a, b 2a, b, c, 3b, 4b<br/>6a, b</p>   | <p>Vocabulary:</p> <p>Rama, Sita, Indian hand gestures, travelling movements, focus, facial expressions, rhythm, formations.</p> |
| <p>Warm up:</p> <p><u>Flash cards</u>- Flash cards of action words capture attention and provoke an immediate movement response. Write action words on large cards to be held up as a ‘message’. The children pick a card and communicate their message through movement. Try Twist, swing and shake.</p>   | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom<br/>This could be used as a guessing game.<br/>The language of dance sheet has a list of action words that could be used.</p>   |  |
| <p>Exploration:</p> <p><u>Rama and Sita</u>- <i>Indian Chorus, Searching, Ravana</i><br/>Revise Section 1- Indian Chorus and section 2- searching.<br/><u>Ravana</u><br/>Share the ending of the story where a fierce battle takes place between the monkeys and the demons and finally Rama and Ravana. Focus upon the arrows used in the battle.</p> <ol style="list-style-type: none"> <li>In Pairs explore different actions/movements of shooting a bow and arrow.</li> <li>Select pairs who have been successful in sequencing their ideas to demonstrate and focus others’ attention on the clarity of their actions and shapes.</li> <li>Try out examples as the class. Explore working on different levels- high, medium and low. Try to make the action last for four counts.</li> </ol>  | <p>Look at the pictures within the book.</p> <p>STEP- work with the teacher/coach to develop ideas, work in mixed ability groups, choose one action but vary components e.g. level, speed etc.</p>   |  |
| <p>Selection, Composition and Development:</p> <p>This is a whole class dance of action and reaction. It represents the battle between the two sides, good and evil.</p> <p>Form the children into two groups facing each other. The groups form lines behind each other (see opposite).</p> <p>Movement suggestions:</p> <ul style="list-style-type: none"> <li>As a class create an action/reaction dance where side A performs an arrow action (4 counts) and freezes, then side B reacts (4 counts) and returns their arrow action (4 counts). This is then followed by side A reacting and the arrow action is repeated.</li> <li>Compose three actions and reactions for each side.</li> <li>Explore working on different levels.</li> <li>Discuss timing, formations and spatial pattern.</li> <li>Work together on timing and accuracy.</li> <li>Finish where each side drops down leaving one person on each side- Rama and Ravana</li> <li>Rama makes one last arrow action and Ravana drops down.</li> </ul> |  <p>The diagram illustrates two horizontal rows of four black dots each. The top row is labeled 'Side A' and the bottom row is labeled 'Side B'. A vertical double-headed arrow is positioned between the two rows, indicating interaction or distance between the sides.</p> |  |

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| <p>Perform, Appreciate and Evaluate:<br/> Link all the Sections together. Practise and repeat. Discuss timing, quality, formations etc.<br/> Invite another class to watch or record the performance on a camcorder to watch back and evaluate.</p>  | <p>Allow the children time to practise. Use demonstrations to show examples of good work.</p>  |
| <p>Cool Down:<br/> <b>Slower, lower and higher-</b> Start off in a high body stretch with arms above head and on tip toes. Slowly bring the stretch lower, on a count of ten, until curled on the floor. Outstretch on the floor and repeat by bringing the stretch into a curled tuck shape within ten counts. Keep tucked but onto toes, bring the shape back up to standing position within ten counts.</p> | <p>Control the body and try to stay balanced.<br/> <i>KUFH: Q Which dance activities are suitable for a cool-down?<br/> A E.g. Shoreline, using gentle movements; Body talk, using slow, movements. Q What is the purpose of cool-down stretches? A To prevent the muscles becoming tight and sore. Q When should stretches be performed?<br/> A Stretches should only be performed when muscles are warm. Q Where in the body can you feel the muscles stretching? A Children identify the location of muscles being stretched.</i></p> |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/> Story of Rama and Sita, video/DVD, pictures of Indian dancers and hand gestures.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> <li>• The very Best of India- CD1- Panjabi- Mundian to Bach Ke</li> </ul>   |

Year Group: 5

Theme/Stimulus: Tudors Section 1- The Pavane

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• To explore and improvise ideas for dances in different styles, working on their own, partner and a group</li><li>• Compose dances adapting and developing steps, formations and patterning from different styles</li><li>• Perform dances expressively, using a range of skills</li><li>• Describe, analyse, interpret and evaluate dances showing an understanding of style and context</li><li>• Understand why it is important to warm up and cool down</li></ul>   | <p>NCPE PoS / Links:</p> <p>KS2 1a, b, 2c, 3a, b, 4b 6a, b</p> <p>QCA Yr 5 Core Task 1</p>  | <p>Vocabulary:</p> <p>Tudor, bow, curtsy, posture, simple, double, walk, direction: left, right, forwards, backwards; timing, Pavane.</p> |
| <p>Warm up:</p> <p><u>Copy Cats</u>- Begin in pairs (or small groups of three to four). Standing one behind the other, the front person leads their partner/group around and in/out of space. The followers have to copy the actions/movements of the leader. Begin with less vigorous movements e.g. walking, progressing to more vigorous activity e.g. hopping, jumping, running. On command 'change' the person at the front goes to the back and a new leader takes over.</p> <p><i>KUFH: Q How do you feel after warming up? A. Warm (not out of breath) and ready for action (not tired). Q What is the purpose of moving joints in a warm-up? A To help them move smoothly. Q Which activities mobilise joints in your spine? Which activities mobilise knees, shoulder and ankle joints? A E.g. side bends, upper body twists. E.g. knee lifts, arm circles, jogging.</i></p>   | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom<br/>Look ahead, taking your partner/group into spaces.<br/>Encourage a change of level, speed, direction and pathway taken.</p> <p><b>Use Tudor music within the warm up. Encourage the children to move to the different music.</b></p>                     |   |
| <p>Exploration:</p> <p><u>Tudor Dance</u> – <i>The Pavane, The Branle, Compose.</i></p> <p><u>The Pavane</u></p> <p>Start with a class discussion about Tudors. What do the children already know about Tudor times? Dates, signs events, general living etc. Tell the children that this theme is based on learning different types of Tudor dance.</p> <p>2) Allow the children to listen to Tudor Music. What types of movements do you think the Tudors used? If possible watch a video with clips of Tudor dance. Discuss the types of movements used.</p> <p>3) The Pavane. Teach the children the basic steps for the Pavane. It is a stately court dance from the sixteenth century and made up of "Simple" and "Double" steps in different directions.</p> <ul style="list-style-type: none"><li>• <b>The Simple</b>- believed to be one or two steps. Simple Forward, Simple Backward, Simple Left and Simple Right. In most of the dances here, the Simple is presumed to be "closed" - that is, ending with feet together. Thus Simple Forward would be Right foot forward, then bring Left foot next to Right foot; Simple Left would be Left foot out to the left, Right Foot to the left to meet the Left foot; and so on. However, the Simple step doesn't need to be closed and at its most basic the Simple is exactly what it sounds - basic walking.</li><li>• <b>The Double</b> - Another version of walking! The double is generally taken as a set of four steps ending with the feet together. Sometimes information will instruct you to finish the double with a kick or with crossed legs - just adapt the basic instructions. Again, the Double can be Double Forward, Double Backward, Double Left and Double Right. In Forward and Backward, simply walk three normal steps and then, continuing in the same direction, bring the feet together.</li></ul> | <p>A Knight's Tale or Shakespeare DVD's/videos may have clips of Tudor dance (be cautious in selection). Use information books to show costume and pictures.</p> <p>The Tudor dance requires a certain discipline and a serious face! Walk with heads up, backs straight and with an air of importance. Encourage the children to act in character.</p> |   |

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| <p>Selection, Composition and Development:</p> <p>The Pavane is danced with a partner slowly. It can be done with couples (lady usually on man's right) facing forwards to the top of the room or with couples moving anti-clockwise around the room. Join together by holding the man's (person on the left) right arm up in a right angled shape. The lady (person on the right) places her left arm on top, resting the hand flat above the man's upper hand.</p> <p>Teach the following dance using the steps explored above:</p> <ul style="list-style-type: none"> <li>• One step to the left<br/>Place feet together<br/>One step to the right<br/>Place feet together<br/>Take three steps backwards<br/>Place feet together<br/>Take four quick steps forward<br/>Make a small bow or curtsy</li> <li>• Repeat these steps</li> <li>• One step to the left<br/>Place feet together<br/>One step to the right<br/>Place feet together</li> <li>• Finish by making a deep bow or curtsy.</li> </ul> | <p>Practise and perform to the music. Encourage timing.</p> <p>STEP- simplify the dance steps, perform in small groups, allow enough time for the children to feel confident.</p>  |
| <p>Perform, Appreciate and Evaluate:</p> <p>Allow half the class to perform and the other half to observe. Ask the children to describe, analyse, interpret and evaluate dances showing an understanding of style and context.</p>   | <p>Give specific criteria for the children to look for e.g. Have the children used the correct posture? Have they used appropriate timing? Have they performed the step patterns accurately? What made the dance more effective?</p>   |
| <p>Cool Down:</p> <p><u>Slower, lower and higher-</u> Start off in a high body stretch with arms above head and on tip toes. Slowly bring the stretch lower, on a count of ten, until curled on the floor. Outstretch on the floor and repeat by bringing the stretch into a curled tuck shape within ten counts. Keep tucked but onto toes, bring the shape back up to standing position within ten counts.</p>   | <p>Control the body and try to stay balanced.</p>  |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/>DVD's/video Tudor dance e.g. A knight's Tale or Shakespeare, information books on Tudors, pictures, costumes.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> <li>• Music from the courts of England &amp; Spain- sixteenth century.</li> <li>• LCP PE resources: dance music CD Yrs 3 &amp; 4- Track 12</li> </ul> |

Year Group: 5

Theme/Stimulus: Tudors Section 2 - The Branle

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| <p>Learning Outcomes:</p> <ul style="list-style-type: none"><li>• To explore and improvise ideas for dances in different styles, working on their own, partner and a group</li><li>• Compose dances adapting and developing steps, formations and patterning from different styles</li><li>• Perform dances expressively, using a range of skills</li><li>• Describe, analyse, interpret and evaluate dances showing an understanding of style and context</li><li>• Understand why it is important to warm up and cool down</li></ul>  | <p>NCPE PoS / Links:</p> <p>KS2 1a, b, 2c, 3a, b, 4b<br/>6a, b</p> <p>QCA Yr 5 Core Task 1</p>   | <p>Vocabulary:</p> <p>Tudor, bow, curtesy, posture, simple, double, walk, jump, lift, direction: left, right, forwards, backwards; timing, Pavane, Branle</p> |
| <p>Warm up:</p> <p><u>Copy Cats</u>- Begin in pairs (or small groups of three to four). Standing one behind the other, the front person leads their partner/group around and in/out of space. The followers have to copy the actions/movements of the leader. Begin with less vigorous movements e.g. walking, progressing to more vigorous activity e.g. hopping, jumping, running. On command 'change' the person at the front goes to the back and a new leader takes over.</p> <p><i>KUFH: Q What is the purpose of raising your heart and breathing rate in a warm-up? A To increase the supply of oxygen to the muscles in preparation for energetic activity Q When should warm-up stretches be performed? Where can you feel the muscles stretching? A Towards the end of a worm-up when muscles are warm. Children identify the location of muscles being stretched.</i></p> | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom</p> <p>Look ahead, taking your partner/group into spaces.<br/>Encourage a change of level, speed, direction and pathway taken.</p> <p><b>Use Tudor music within the warm up. Encourage the children to move to the different music.</b></p>   |   |
| <p>Exploration:</p> <p><u>Tudor Dance</u> – <i>The Pavane, The Branle, Compose.</i></p> <p><u>The Branle</u></p> <ol style="list-style-type: none"><li>1) Introduce the Branle (also known as Brawls and often danced that way!) The dance was originally from the French Courts, the dances were adopted by the lower classes. The steps are similar to those of the Pavane but are danced in a lively way and in circles or broken circles i.e. horseshoe shape.</li><li>2) Revise the steps from section 1- the simple and the double.</li><li>3) The Branle also includes jumps and lifts (see below). Practise these with your partner.</li></ol>  | <p><b>The Simple</b>- believed to be one or two steps. Simple Forward, Simple Backward, Simple Left and Simple Right. In most of the dances here, the Simple is presumed to be "closed" - that is, ending with feet together. Thus Simple Forward would be Right foot forward, then bring Left foot next to Right foot; Simple Left would be Left foot out to the left, Right Foot to the left to meet the Left foot; and so on. However, the Simple step doesn't need to be closed and at its most basic the Simple is exactly what it sounds - basic walking.</p> <p><b>The Double</b> - Another version of walking! The double is generally taken as a set of four steps ending with the feet together. Sometimes information will instruct you to finish the double with a kick or with crossed legs - just adapt the basic instructions. Again, the Double can be Double Forward, Double Backward, Double Left and Double Right. In Forward and Backward, simply walk three normal steps and then, continuing in the same direction, bring the feet together.</p> |   |

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| <p>Selection, Composition and Development:<br/>Form into partners but position everybody in a circle.</p> <p>Teach the following dance:</p> <ul style="list-style-type: none"> <li>• Double left, double right (left – right together – left – right together – right – left together – right- left together). Everyone holding hands in a circle while moving. 8 beats.</li> <li>• Repeat. 8 beats</li> <li>• Simple left with jump (<i>this is a jazzed up version of the simple left. Start with a step to the left, put all your weight on the left foot in the new position, then bring your right foot to meet the left but as you do this hop up with your left foot. As you bring your right foot over, try and lift the right knee up high. Finish with the feet together</i>). Everyone holding hands in a circle while moving. 2 beats.</li> <li>• Repeat a further five times (six in all).</li> <li>• The turn or lift. Everyone drop hands. Turn to your partner using opposite hands - 180 degrees, so you are standing on the opposite side. Alternatively (be careful of safety) lift your partner. The person on the left holds the person on the right around the waist, lifting them round to stand on the left hand side. The person being lifted places their hands lightly on their partner’s shoulders and helps by jumping up and around. 4 beats.</li> <li>• Join hands and start again with a different partner.</li> </ul> | <p>Practise and perform to the music. Encourage timing. Either perform as a class or in smaller groups.</p> <p>STEP- simplify the dance steps, perform in small groups, allow enough time for the children to feel confident.</p>  |
| <p>Perform, Appreciate and Evaluate:<br/>Allow half the class to perform and the other half to observe. Ask the children to describe, analyse, interpret and evaluate dances showing an understanding of style and context.</p>  | <p>Give specific criteria for the children to look for e.g. Have the children used the correct posture? Have they used appropriate timing? Have they performed the step patterns accurately? What made the dance more effective?</p>   |
| <p>Cool Down:<br/><u>Relaxing</u> - Lie down on the floor with a long stretched out shape, arms above your head. Close your eyes. Take your arms stretching up towards the ceiling, hold; gradually drop them back down, keeping them straight, behind your head. Hold them for six seconds and gradually bring them back up. As they lift start lifting your body, keeping your eyes closed. Drop back down carefully and repeat again. Count to ten and open your eyes slowly.</p>   | <p>Use a soft voice. Hold and count the stretches for six seconds each.</p>  |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/>DVD’s/video Tudor dance e.g. A knight’s Tale or Shakespeare, information books on Tudors, pictures, costumes.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> <li>• Music from the courts of England &amp; Spain- sixteenth century track 14</li> <li>• LCP PE resources: dance music CD Yrs 3 &amp; 4- Although no Branle used try using the Galliard or feast?</li> </ul> |

Year Group: 5

Theme/Stimulus: Tudors Section 3 – Compose

| <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>To explore and improvise ideas for dances in different styles, working on their own, partner and a group</li> <li>Compose dances adapting and developing steps, formations and patterning from different styles</li> <li>Perform dances expressively, using a range of skills</li> <li>Describe, analyse, interpret and evaluate dances showing an understanding of style and context</li> <li>Understand why it is important to warm up and cool down</li> </ul>   | <p>NCPE PoS / Links:</p> <p>KS2 1a, b, 2c, 3a, b, 4b 6a, b</p> <p>QCA Yr 5 Core Task 2</p>  | <p>Vocabulary:</p> <p>Tudor, bow, curtsy, posture, simple, double, walk, jump, lift, direction: left, right, forwards, backwards; timing, Pavane, Branle</p>   |                    |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
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| <p>Warm up:</p> <p><u>Name Game</u>- Pupils stand in a circle. Each child in turn says their name and performs any movement they like with their body. The rest of the group copy. <b>Use Tudor movements explored from section 1 and 2. This will create a group dance and link into the lesson.</b> The movements can then be speeded up and performed to music e.g. two/ four counts for each person’s movement idea.</p>   |   | <p>Teaching Points/Class Management/Differentiation (STEP)<br/>What, Where, How, with Whom</p> <p>If you have a large group/class size split into two or three circles. Encourage any type of movement e.g. a jump, turn, gesture etc.</p> |                    |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| <p>Exploration:</p> <p><u>Tudor Dance – The Pavane, The Branle, Compose.</u></p> <p><u>Compose</u></p> <p>1) Revise the steps explored in section 1 and 2. Simple, double, turn, lift, jump. If possible perform the Pavane and Branle so the children can remember ideas.</p> <p>2) Form into groups of six to eight. Adapt and create other steps or ‘tricks’ as they were sometimes known. This was a Tudor fashion of improvising fancy, athletic steps as an addition to the basic dance. But try to keep to the same style. E.g. jumps or step patterns (<i>see opposite for ideas</i>).</p> <p>3) Share ideas with the class.</p> | <p>Movement ideas:</p> <table border="1" data-bbox="1291 760 1906 1112"> <tr> <th>Beat</th> <th>A Pattern</th> <th rowspan="8" style="writing-mode: vertical-rl; transform: rotate(180deg);">Repeat A Pattern</th> <th>B Pattern</th> <th rowspan="8" style="writing-mode: vertical-rl; transform: rotate(180deg);">Repeat A Pattern</th> </tr> <tr> <td>1</td> <td>Left step forward</td> <td><b>1 jumps up</b></td> </tr> <tr> <td>2</td> <td>Close</td> <td><b>2 jumps up</b></td> </tr> <tr> <td>3</td> <td>Right step forward</td> <td><b>1 hops left</b></td> </tr> <tr> <td>4</td> <td>Close</td> <td><b>1 jumps up</b></td> </tr> <tr> <td>5</td> <td>Left step back</td> <td><b>2 jumps up</b></td> </tr> <tr> <td>6</td> <td>Close</td> <td><b>1 jumps up</b></td> </tr> <tr> <td>7</td> <td>Right step back</td> <td><b>2 hops left</b></td> </tr> <tr> <td>8</td> <td>Close</td> <td><b>2 jumps up</b></td> </tr> </table> <p style="text-align: center;"><i>Simple forward &amp; Back</i>      <i>1 = person on left (man)</i><br/><i>2 = person on right (lady)</i></p> |  | Beat               | A Pattern        | Repeat A Pattern | B Pattern | Repeat A Pattern | 1 | Left step forward | <b>1 jumps up</b> | 2 | Close | <b>2 jumps up</b> | 3 | Right step forward | <b>1 hops left</b> | 4 | Close | <b>1 jumps up</b> | 5 | Left step back | <b>2 jumps up</b> | 6 | Close | <b>1 jumps up</b> | 7 | Right step back | <b>2 hops left</b> | 8 | Close | <b>2 jumps up</b> |
| Beat   | A Pattern   | Repeat A Pattern   | B Pattern          | Repeat A Pattern |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 1  | Left step forward   |  | <b>1 jumps up</b>  |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 2  | Close   |  | <b>2 jumps up</b>  |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 3  | Right step forward  |  | <b>1 hops left</b> |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 4  | Close   |  | <b>1 jumps up</b>  |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 5  | Left step back  |  | <b>2 jumps up</b>  |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 6  | Close   |  | <b>1 jumps up</b>  |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 7  | Right step back   |  | <b>2 hops left</b> |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| 8  | Close   | <b>2 jumps up</b>  |                    |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |
| <p>Selection, Composition and Development:</p> <p>In the groups create and compose a Tudor dance. Possible show table above and compose a similar recordable pattern.</p> <p>Use simples, doubles, formations, stepping patterns, jumps and lifts explored and link together. Think about adding in slow deep bows, curtsies and polite gestures.</p> <p>Q How will you begin? What formation will you use? How many beats per step etc?</p> <p>Use groups who are working well to demonstrate their dance so far.</p>   |   | <p>Practise and perform to the music. Encourage timing and special pattern.</p> <p>STEP- simplify the dance steps, use repetition, perform in smaller groups, allow enough time for the children to feel confident.</p>                    |                    |                  |                  |           |                  |   |                   |                   |   |       |                   |   |                    |                    |   |       |                   |   |                |                   |   |       |                   |   |                 |                    |   |       |                   |

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|--|---|
| <p>Perform, Appreciate and Evaluate:<br/>         Allow half the class to perform and the other half to observe. Ask the children to describe, analyse, interpret and evaluate dances showing an understanding of style and context.</p>   | <p>Give specific criteria for the children to look for e.g. Have the groups chosen appropriate stepping patterns? Do they stay in style with the dance? Is the group in time with each other? Have they performed the step patterns accurately? What made their dance effective?</p>  |
| <p>Cool Down:<br/> <u>Relaxing</u> - Lie down on the floor with a long stretched out shape, arms above your head. Close your eyes. Take your arms stretching up towards the ceiling, hold; gradually drop them back down, keeping them straight, behind your head. Hold them for six seconds and gradually bring them back up. As they lift start lifting your body, keeping your eyes closed. Drop back down carefully and repeat again. Count to ten and open your eyes slowly.</p> <p><i>KUFH: Q Which dance activities are suitable for a cool-down? A E.g. Shoreline, using gentle movements; Body talk, using slow, movements. Q What is the purpose of cool-down stretches? A To prevent the muscles becoming tight and sore. Q When should stretches be performed? A Stretches should only be performed when muscles are warm. Q Where in the body can you feel the muscles stretching? A Children identify the location of muscles being stretched.</i></p> | <p>Use a soft voice. Hold and count the stretches for six seconds each.</p>   |
| <p>Evaluation/Post Lesson Notes :</p>  | <p>Accompaniment/Music/Equipment/Resources:<br/>         DVD's/video Tudor dance e.g. A knight's Tale or Shakespeare, information books on Tudors, pictures, costumes.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> <li>• Music from the courts of England &amp; Spain- sixteenth century track 15</li> <li>• LCP PE resources: dance music CD Yrs 3 &amp; 4- Although no Branle used try using the Galliard or feast?</li> </ul> |