

Year Group: 6

Theme/Stimulus: Fear Section 1 Taught Dance

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To combine movement ideas fluently and effectively• To create and structure motifs, phrases, sections and whole dances• Perform, with clarity and sensitivity to an accompaniment, communicating a dance idea with a partner and in a group• To understand why dance is good for their fitness, health and well being• Comment on what works well and explain why• Recognise how costume, music and set can help improve a dance performance.	<p>NCPE PoS / Links:</p> <p>1a, b, 2b, 3b, 4c 6a, b</p>	<p>Vocabulary:</p> <p>Fear, nightmare, monsters, zombies, haunted house, travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics.</p>
<p>Warm up:</p> <p><u>Mobile Phone</u>- Use the names of different functions on a mobile phone to create movements. Call = make a phone shape with hand and create a motif to send to someone Message = draw an M shape in the air with different body parts Send = with a partner find different ways of travelling around the room exploring unison and canon Voicemail = whole class copying one persons moves Appropriate mobility and stretching.</p>		<p>Teaching Points/Class Management/Differentiation (STEP) What, Where, How, with Whom Make sure the children have enough space, avoid others, look up and look for spaces, be creative when working with a partner.</p>
<p>Exploration:</p> <p><u>Fear</u>- <i>Taught dance, Nightmare, Haunted House</i> Fear- Discuss with the class the theme of 'fear'. Ask for children's responses on the subject of fear. Make a list. These could be the stimulus for the class dance</p> <p>Taught dance This is the beginning or introduction of the dance. This introduces the idea of fear and is performed as a whole class.</p> <p>Fear dance phrase. Teach the children the following dance phrase.</p> <ul style="list-style-type: none">• Take two large steps, followed by three quick smaller steps (1, 2, 123, 4) to the left keeping shoulders and focus to the front finish with feet together on four- 4 counts• Repeat above back to the right- 4 counts• Standing straight reach out hands in front of body (like a zombie) and take step forward with right foot – 1 count• Bring hands back to waist into fists and take right foot back- 1 count• Reach hands up to ceiling, with focus on hands- 1 count• Move into crouched position (on toes) with head down- 1 count• Roll left into outstretched position on tummy head down to the floor- 4 counts• Move head and focus in quick movement up and ahead, hold, followed by looking to right- 4 counts• Roll onto back, take right leg over left to stand- 4 counts• Circle around in four steps- 4 counts		<p>The first part of this dance is taught and explored.</p> <p>The music used is Thriller by Michael Jackson. Listen to the music and take time to recognise the beat. The idea is that of zombies and monsters.</p> <p>Teach each movement individually and build up each time.</p> <p>Allow the children time to practise the movements. Make them monster-like. Discuss the language of dance sheet to develop ideas.</p> <p>STEP- make sure the movements are appropriate to the class. Change any movements needed so the dance phrase is inclusive.</p>

<p>Selection, Composition and Development: Develop the above dance</p> <ul style="list-style-type: none"> • Children start at the back of the hall crouched down, with backs to audience. • Jump up altogether. • The class is divided into four groups. Each group has four counts to slowly turn around. First leading and turning heads, followed by shoulders then body. Each group performs and freezes in canon until everyone is facing the front. • All jump up together and slow turn a full circle. • In the four groups, the first group walk (large strides) forwards and freeze. Repeat in canon with the next groups. • Whole class perform 'fear dance phrase' twice (see above). 	<p>Teach the children how to practise and refine their dance. Help them to become more aware of how they work with group dynamics, such as space and timing.</p> <p>Use costume and props to help give atmosphere to the dance. Make masks and wear cloaks for the performance.</p>
<p>Perform, Appreciate and Evaluate: Perform half the class at a time. Allow the observers to evaluate and comment on aspects that worked well and ask them to explain why. Ask the children to comment on improvements or changes that need to be made. Swap roles.</p>	
<p>Cool Down: <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><i>KUFH: Why do people dance? To celebrate, to meet people, have fun, express feelings. How does these moods help people to be healthy? Being healthy is more than just a healthy body. Being healthy involves people finding ways to relax, have fun and feel a sense of success and achievement when overcoming challenges.</i></p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Props- masks, cloaks.</p> <p>Music- Thriller by Michael Jackon (History CD 1)</p>

Year Group: 6

Theme/Stimulus: Fear Section 2 Nightmare

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To combine movement ideas fluently and effectively• To create and structure motifs, phrases, sections and whole dances• Perform, with clarity and sensitivity to an accompaniment, communicating a dance idea with a partner and in a group• To understand why dance is good for their fitness, health and well being• Comment on what works well and explain why• Recognise how costume, music and set can help improve a dance performance.	<p>NCPE PoS / Links:</p> <p>1a, b, 2b, 3b, 4c 6a, b</p>	<p>Vocabulary:</p> <p>Fear, nightmare, monsters, zombies, haunted house, travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics.</p>
<p>Warm up:</p> <p><u>Mobile Phone</u>- Use the names of different functions on a mobile phone to create movements. Call = make a phone shape with hand and create a motif to send to someone Message = draw an M shape in the air with different body parts Send = with a partner find different ways of travelling around the room exploring unison and canon Voicemail = whole class copying one persons moves Appropriate mobility and stretching.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) What, Where, How, with Whom Make sure the children have enough space, avoid others, look up and look for spaces, be creative when working with a partner.</p>	
<p>Exploration:</p> <p><u>Fear</u>- <i>Taught dance, Nightmare, Haunted House</i> Revise section 1 of the dance. Nightmare Discuss with the children the theme of a nightmare. Talk about nightmares. How do you feel in your dreams? How could we show this in a dance? Explore the children's ideas. For example a nightmare may involve being lost in a forest, where the trees look alive. An idea could include:</p> <ul style="list-style-type: none">• Divide the class into four groups. Three groups stand still whilst one group moves in amongst them. As individual pass by, reach out to try and capture them, but don't actually reach them. Repeat with all groups. Start off slow and build dance up to scurrying and turning.	<p>Use changes of speeds and sudden stops. Stress large movements. Look for facial expressions and quality of movements.</p> <p>STEP- help the children to develop their ideas, allow them to continue on from your example, use the suggestion below, use smaller groups.</p>	
<p>Selection, Composition and Development:</p> <p>Form into small groups (fives/sixes). Discuss ideas for nightmares. Create a nightmare dance. Circles are a good idea to use. Where one child is captured inside the circle and is trying to escape. This can lead into the circle turning and circling around the individual getting faster and slower and making the circle narrower and narrower. It finishes with the circle dropping down and the individual jumping up (e.g. representing waking up with a shock). Allow the children time to develop their ideas. Try to encourage the idea to be dance like rather than acted.</p>	<p>Use the music in the background to help the children develop more dance like actions/movements. Consider the language of dance sheet. Discuss this with the children to aid ideas. Choose compositional elements and formations for the dance. Have a clear starting and finishing position. Use props such as a big sheet of lycra. This could be used where children are trying to escape by pushing through it.</p>	

<p>Perform, Appreciate and Evaluate: Perform the group's dances one at a time. Allow the observers to evaluate and comment on aspects that worked well and ask them to explain why. Ask the children to comment on improvements or changes that need to be made.</p>	
<p>Cool Down: <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. <i>KUFH: Why is it important to use up lots of energy regularly? Energetic exercise can help maintain a healthy body weight and can prevent someone from coming over weight. In addition it strengthens bones, joints, heart and lungs and helps them to work more efficiently.</i></p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Props- masks, cloaks, lycra sheets. Music – Insomnia- Forever Faithless (The Greatest Hits)</p>

STEP Space, Task, Equipment, People

Year Group: 6

Theme/Stimulus: Fear Section 3 Haunted House

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To combine movement ideas fluently and effectively• To create and structure motifs, phrases, sections and whole dances• Perform, with clarity and sensitivity to an accompaniment, communicating a dance idea with a partner and in a group• To understand why dance is good for their fitness, health and well being• Comment on what works well and explain why• Recognise how costume, music and set can help improve a dance performance.	<p>NCPE PoS / Links:</p> <p>1a, b, 2b, 3b, 4c 6a, b</p>	<p>Vocabulary:</p> <p>Fear, nightmare, monsters, zombies, haunted house, travel, turn, jump, gesture, stillness, language of dance, character, expression, timing, space, dynamics.</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) What, Where, How, with Whom This could be used through as a guessing game. The language of dance sheet has a list of action words that could be used.</p>	
<p>Exploration:</p> <p>Fear- <i>Taught dance, Nightmare, Haunted House</i> Revise section 1 and 2 of the dance.</p> <p>Haunted House Discuss the children's ideas of haunted houses. <i>The arrival up the steps, the creaky door, darkness and eeriness, stopping and freezing to the spot or fast movements into light again, playful ghosts.</i> Explore different actions in partners.</p> <ol style="list-style-type: none">1) Steeping up to the house and opening the door. Short steps upwards by lifting knees and stepping onto toes, stopping and looking at you partner, use of expressions2) Walking though the house slowly- introducing playful ghosts- partner work. The ghosts tapping on the shoulder or other body parts, the person turning quickly to see and nothing is there, whilst the ghosts duck down.3) Scared. Fast scurrying out of the house in different directions.	<p>Can the children remember the dance?</p> <p>Explore each section. Discuss how these could be communicated. Look at the 'how' section on the language of dance sheet. What actions could you choose? How will you portray an eerie movement? What is the weight/energy of the movement?</p> <p>STEP- Make the task more specific (e.g. travel, gesture, stillness, travel), help the children select their actions.</p>	
<p>Selection, Composition and Development:</p> <p>In partners explore the above and create/compose a dance. Give guidance and help to the children but allow them the freedom of choice. Listen to the music. How will this affect your dance? <i>Timing, dynamics.</i> Use demonstrations to share ideas.</p>	<p>Select movements to convey the theme and mood of the dance. Select two contrasting ways of travelling e.g. speed, effort, direction, levels. Make these into a simple phrase of travel. Repeat this travel phrase by adding in gestures or moments of stillness.</p>	

<p>Perform, Appreciate and Evaluate: Perform half the class at a time. Allow the observers to pick a pair to watch. Evaluate and comment on aspects that worked well and ask them to explain why. Ask the children to comment on improvements or changes that need to be made. Swap roles.</p>	<p>Look for:</p> <ul style="list-style-type: none"> • What mood or contrast of moods is being conveyed? • What sort of travel, gestures, timing is used? • How could these be made clearer? • Is the music being used and its interpretation? • What patterns have been made? • Have the partners used repetition, unison or canon?
<p>Cool Down:</p> <p>Numbers- 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.</p>	<p><i>KUFH: Q & A (also see Tops Dance KUFH) Why is it important to cool down at the end of a lesson/session? 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: Props.</p> <p>Music</p> <ul style="list-style-type: none"> • Ghost (original soundtrack) by Maurice Jarre Track 2 • Ghostbusters

STEP Space, Task, Equipment, People

Year Group: 6

Theme/Stimulus: Game, Set and Match Section 1 The Players

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns• Explore dance movement ideas imaginatively, including actions, dynamics, space and relationships• Create and structure motifs, phrases, sections and whole dances• Use compositional principles when creating their dances• Describe how dance contributes to fitness and wellbeing• Identify what types of exercise they need to do to help their dancing• Understand how a dance is formed and performed• Evaluate, refine and develop their own and other's work	<p>NCPE PoS / Links:</p> <p>1b, 2a, 3a, 4c 6a, b</p>	<p>Vocabulary:</p> <p>Travel, turn, jump, gesture, stillness, levels, speed, direction, evaluate, observe, stimuli, motif, dance phrase.</p>
<p>Warm up:</p> <p><u>Copy Cats</u>- Begin in small groups of three to four. Standing one behind the other, the front person leads their 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>Teaching Points/Class Management/Differentiation (STEP) What, Where, How, with Whom Look ahead, taking your group into spaces. Encourage a change of level, speed, direction and pathway taken. Music- see suggestions below- lively music.</p>
<p>Exploration: <u>Game set and match- <i>The Players, The ball, The crowd Scene</i></u> <i>Explored and taken from Top Dance</i> The Players- 1) Look at photos/pictures of tennis players- a variety of still images and gestures of the players 2) Use the pictures as the stimulus for the section. Form into pairs and explore the shapes based upon the actions and positions observed in a tennis game. 3) Pick three still images or gestures (either own choice or from the gestures sheet) and create a dance phrase using gestures and stillness. 4) Link the three actions together. Include a travel, turn, jump and stillness action.</p>		<p>Use newspaper cuttings or pictures from the internet to produce a gestures sheet to help the children gain stimuli.</p> <p>Ask the children to think about their gestures/still images carefully- form clear shapes and good body tension.</p> <p>Use compositional element-action/reaction as a tennis match (see glossary). Discuss the timing and importance of flow from action to reaction movements.</p> <p>Play music in the background to help stimulate ideas.</p>
<p>Selection, Composition and Development: Q & A What makes an effective dance phrase? Varying the actions/movements within dance phrase. Refine and develop their dance phrases by:</p> <ul style="list-style-type: none">• Including a change of level within your dance• Including a change of speed• Including a change of direction. <p>Allow the children time to practise and use good demonstrations to help the children compose and develop.</p>		<p>STEP- Ask the children to use their own space (smaller), to move in different directions, change the task to link all three gestures with one /two actions or choose the same gesture but perform at different levels, follow their partner and create a copy cat task to perform a shorter dance phrase.</p>

<p>Perform, Appreciate and Evaluate:</p> <ul style="list-style-type: none"> • Pair up with another group • Perform their dance phrases to each other. Ask the group to look for clear shapes, good body tension and the effectiveness of stillness. Ask the partners to feed back to their other pair giving two positive comments and one area where the dance could be developed. 	<p>Discuss with the children about performing- What makes a good performance? Good shape and posture, timing, flow, quality, enjoyment etc. Talk about the capital letters and full stops of dance. Create a starting and finishing position. Encourage the children to make positive comments and develop an awareness of sensitive concern over other's feelings when discussing their work. Show the children how to do this and discuss why it's good practise.</p>
<p>Cool Down:</p> <p><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>KUFH: Q Why do people dance? A E.g. to celebrate, to meet people, have fun, express their feelings, to worship. Q How do these moods/feelings help people to be healthy? A Being healthy is more than just having a healthy body. Being healthy involves people finding ways to relax, have fun and feel a sense of success and achievement when overcoming challenges. Some people find these and other health benefits through dance.</p>	<p>Encourage slow movements and stretching up and out with different body parts. Use background music</p> <ul style="list-style-type: none"> • Enya • Moby • Moods/chill out
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Images of Tennis players, gestures sheet. Music Suggestions-</p> <ul style="list-style-type: none"> • Bridget Jones- Track 17- Think (warm up) • Great Sports Themes- London Theatre Orchestra Track 8 Wimbledon • Michael Gray- The weekend Track 3

Year Group: 6

Theme/Stimulus: Game, Set and Match Section 2 The Ball

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns• Explore dance movement ideas imaginatively, including actions, dynamics, space and relationships• Create and structure motifs, phrases, sections and whole dances• Use compositional principles when creating their dances• Describe how dance contributes to fitness and wellbeing• Identify what types of exercise they need to do to help their dancing• Understand how a dance is formed and performed• Evaluate, refine and develop their own and other's work	<p>NCPE PoS / Links:</p> <p>1b, 2a, 3a, 4c 6a, b</p>	<p>Vocabulary:</p> <p>Travel, turn, jump, gesture, stillness, levels, speed, direction, evaluate, observe, stimuli, motif, dance phrase, Action words: bouncing, jumping, rebounding, rolling, spinning, turning, flight, stopping forehand, backhand, smash, lob, drop shot, drive, serve.</p>
<p>Warm up:</p> <p><u>Copy Cats</u>- Begin in small groups of three to four. Standing one behind the other, the front person leads their 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>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Look ahead, taking your group into spaces. Encourage a change of level, speed, direction and pathway taken.</p> <p>Music- see suggestions below- lively music.</p>
<p>Exploration:</p> <p><u>Game set and match</u>- <i>The Players, The ball, The crowd Scene Explored and taken from Top Dance</i></p> <p>Revise the players dance phrase from section 2.</p> <p>The ball-</p> <ol style="list-style-type: none">1) Watch a video clip of tennis and watch the movements of the ball.2) Think of action words to describe the balls movements (bouncing, jumping, rebounding, rolling, spinning, turning, flight, stopping) and consider all the different range of shots (forehand, backhand, smash, lob, drop shot, drive, serve).3) Use this as stimulus for movement and develop spatial thinking about floor and air patterns4) In the same pairs choose three or four different actions and create motifs5) Vary the level, speed and direction of the movements within the motifs		<p>The DVD Wimbledon has some sections that could be shown. Or alternatively use a couple of pupils to play a simple 'knock up' and ask children to observe the ball.</p> <p>Use the language of dance sheet (enlarged to A3?) with the children to help them develop their ideas.</p>
<p>Selection, Composition and Development:</p> <p>Join together with another pair. Produce a small group dance phrase by joining the motifs together.</p> <ul style="list-style-type: none">• Use a range of compositional elements e.g. repetition, unison, canon, question/answer• Try to select appropriate skills to show the artistic intention of the dance• Link the movements together smoothly• Practise, refine and develop the dance.• Select an appropriate start and finish for the short dance. <p>STEP- simplify the task where only two actions are performed but use a simple structure ABAB, perform in smaller groups, pair in mixed abilities where a child can copy the actions?</p>		<p>See glossary for examples of compositional elements (devices).</p>

<p>Perform, Appreciate and Evaluate: Link together <i>The Players</i> and <i>The ball</i> dance phrases. Discuss this as a whole group. How do we join together from the players into the ball sequence?</p>	<p>Use groups to demonstrate to show examples of a good performance. Talk about aesthetic appreciation and performing skills.</p>
<p>Cool Down: 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. KUFH: Why is it important to use up lots of energy regularly? Help maintain a healthy body weight, strengthens bones, joints, heart and lungs and helps them to work more efficiently.</p>	<p>Encourage the children to stretch and curl. <i>Play music in the background as an added stimulus for the children.</i></p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Images of Tennis players, gestures sheet, DVD Wimbledon, tennis rackets, tennis balls. Music Suggestions-</p> <ul style="list-style-type: none"> • Bridget Jones- Track 17- Think (warm up) • Great Sports Themes- London Theatre Orchestra Track 8 Wimbledon • Michael Gray- The weekend Track 3

Year Group: 6

Theme/Stimulus: Game, set and match Section 3 The Crowd Scene

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• Respond to a range of stimuli, improvising freely using a range of controlled movements and patterns• Explore dance movement ideas imaginatively, including actions, dynamics, space and relationships• Create and structure motifs, phrases, sections and whole dances• Use compositional principles when creating their dances• Describe how dance contributes to fitness and wellbeing• Identify what types of exercise they need to do to help their dancing• Understand how a dance is formed and performed• Evaluate, refine and develop their own and other's work	<p>NCPE PoS / Links:</p> <p>1b, 2a, 3a, 4c 6a, b</p>	<p>Vocabulary:</p> <p>Travel, turn, jump, gesture, stillness, levels, speed, direction, evaluate, observe, stimuli, motif, dance phrase, facial expressions, structure, timing, formations.</p>
<p>Warm up:</p> <p>Mobile Phone- Use the names of different functions on a mobile phone to create movements. Call = make a phone shape with hand and create a motif to send to someone Message = draw an M shape in the air with different body parts Send = with a partner find different ways of travelling around the room exploring unison and canon Voicemail = whole class copying one persons moves Appropriate mobility and stretching.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) What, Where, How, with Whom</p> <p>Within the structure of the lesson children are asked to make sudden turns of the head. Make sure children mobilise their shoulders before they start exploring the movements with their neck.</p>	
<p>Exploration:</p> <p>Game set and match- <i>The Players, The ball, The crowd Scene Explored and taken from Top Dance</i> Revise the players and ball dance phrases from sections 1 and 2. The crowd Scene- <i>A whole class dance where the class communicates a crowd scene.</i></p> <p>1) Use stimulus from a video or DVD e.g. Wimbledon. Watch the crowd and their head gestures. 2) In partners or small groups ask the children to create ideas for a crowd scene. Set a time limit and discuss ideas.</p> <p>Ideas could include:</p> <ul style="list-style-type: none">• Using the head, look left, right, left, right and make the gestures sharp and sudden. Contrast with slow, smooth and sustained movements• Find other ways of moving the head to give the idea of watching a tennis match e.g. think of a range of shots taken by the players- high to low diagonally, arching over the net- low, high, low.• Contrast the head movements by creating floor patterns which moves into the net, back to the baseline, out to the right or left• Include facial expressions and clear body shapes in response to an umpire's decision <p>Listen to the music (see suggestions below- Michael Gray The weekend) Think how the music fits with the actions.</p>	<p>Although this is lead by the children's ideas, the teacher will need to help direct the children to produce the class performance.</p> <p>Encourage the children to:</p> <ul style="list-style-type: none">• Have the same focus and speed• Create a sense of timing and togetherness• Develop using a jump, turn, travel and stillness- how effective would a pause be? Where would the most appropriate place be to include a pause? <p>STEP- Simplify the task to the accommodate everybody, count out loud to begin with, the crowd could disperse into position for the 'players section' at different times; allowing the eight beat count to become more complex with your more able dancers.</p>	

<p>Selection, Composition and Development:</p> <ol style="list-style-type: none"> 1) Create and compose a motif using eight counts from a collection of the children's ideas. 2) Develop the motif by adding in body actions to the head movements e.g. looking to the right incorporated a turn or travel sideways. The phrase is developed in eight counts but becoming more detailed each time. 3) Discuss where the children will be. What formations will we use? This could be in lines opposite each other- representing a stepping effect like on the tennis stands. 	<p>Look for:</p> <ul style="list-style-type: none"> • Is the group moving together in unison during the crowd scene? • Is the timing precise and the focus clear? • Have the children used exaggeration and enlargement to develop the crowd scene? • Are the literal movements made dance like? • Can the children interpret how the crowd feels at different points by the facial expressions and body shapes created
<p>Perform, Appreciate and Evaluate:</p> <ol style="list-style-type: none"> 1) Perform the crowd scene as a class. 2) Link together <i>The Crowd Scene</i> followed by <i>The Players</i> and <i>The ball</i>. These will need to be directed by the teacher or thoughts from the children. Think as a class about the structure of the dance and each group's formations. 2) Finish by returning to <i>The Crowd Scene</i>, where the crowd could be following a player and finishes on a positive or negative gesture. 	<p>The ending could be used with commentary. Where the music stops and commentary read out finishing with the gesture.</p>
<p>Cool Down:</p> <p><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><i>KUFH: Q How much energy do you use when dancing? A Lots- especially if ft involves jumping leaping, moving between levels, travelling quickly or large movements. Q What happens to someone when they are using up lots of energy? A They feel hot and out of breath and their muscles might feel tired.</i></p>	<p>Play background music.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Images of Tennis players, gestures sheet, DVD Wimbledon, tennis rackets, tennis balls. Music Suggestions-</p> <ul style="list-style-type: none"> • Bridget Jones- Track 17- Think (warm up) • Great Sports Themes- London Theatre Orchestra Track 8 Wimbledon • Michael Gray- The weekend Track 3

Year Group: 6

Theme/Stimulus: Jive section 1 Hand Jive.

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To explore, improvise and combine movement ideas fluently and effectively• To create phrases, sections and whole dances• Begin to use basic compositional principles when creating their dances• Understand why dance is good for their fitness, health and well-being• Evaluate, refine and develop their own work	<p>NCPE PoS / Links:</p> <p>KS2 1b, 2a, 3a, b, 4c 6a, b</p> <p>QCA Yr 6 Core Task 1</p>	<p>Vocabulary:</p> <p>Jive, Hand Jive, slap, clap, palm, fist, hitchhike, direction, level, speed, timing, structure, compositional elements, formations.</p>
<p>Warm up:</p> <p><u>Taps</u>- Tap eight times on your feet, try to keep an even beat. Move to your knees and tap for eight. Repeat this on hips and shoulders. Repeat whole sequence again. Try with four beats, two beats and finally one beat. Appropriate stretches.</p> <p><i>KUFH: Q Why do people dance? A E.g. to celebrate, to meet people, have fun, express their feelings, to worship. Q How do these moods/feelings help people to be healthy? A Being healthy is more than just having a healthy body. Being healthy involves people finding ways to relax, have fun and feel a sense of success and achievement when overcoming challenges. Some people find these and other health benefits through dance.</i></p>	<p>Teaching Points/Class Management/Differentiation (STEP) 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 e.g. galloping or side-stepping. Try and keep to the rhythm of the music or accompaniment.</p>	
<p>Exploration:</p> <p><u>Jive</u> – Hand Jive, Jive Steps, Group dance.</p> <p><u>Hand Jive</u></p> <p>1) Listen to some jive music such as "Rock Around the Clock" by Bill Haley and the Comets, "Hound Dog" by Elvis Presley or "Great Balls of Fire" by Jerry Lee Lewis. Do the children know the type of movements danced to this type of music? Jive. Can they show any types of movements? Explain that the theme is based around the 1950's dance called Jive. This section explores the hand Jive.</p> <p>2) Teach the children some hand Jive movements.</p> <ul style="list-style-type: none">• Slap- slap the thighs• Clap hands• Palms over and under – take the hands flat and move them one over the other.• Fists over and under – Make a fist shape with your hands and tap together one over the other.• Hitchhike – make an 'ok' symbol with your hands (thumbs up), move the hand backwards and forwards over your shoulder, slightly twisting your hand as it's moved. <p>3) Perform the movements together to create a phrase/sequence e.g. slap x2 - clap x2 - palms over x2 - palms under x2 - fists over x2 - fists under x2 -Hitchhike right hand x2 - Hitchhike left hand x2. The movements should be composed to eight counts/beats altogether.</p>	<p>Background - Jive is an American dance that evolved from different dances like the Jitterbug (by removing the lifts and acrobatic elements) and the Lindy hop moves. The Boogie, Rock & Roll and the American Swing also influenced this dance. Jive is a very fast, energy-consuming dance and is the faster version of the swing that was formed around the 1950's. People use a more bouncy type movement using the balls of the feet a lot. A lot of kicks are used in jive.</p> <p>This can be shown by the class standing or sitting in a circle. Start slowly and allow the children to remember the movements. Perform to music.</p>	

<p>Selection, Composition and Development: Ask the children to form into partners or small groups. Experiment with the hands movements and/or make up some of their own. Create a dance phrase lasting for eight beats/counts. Talk to the children about structuring their dance. Create a group/partner dance using different speeds, levels directions, levels and compositional elements (unison, canon etc). Use the music in the background so the children can practise timing.</p>	<p>As an alternative the children could explore and experiment with clapping each other's hands and adding in jumps, leg raises etc. This could be used in a long line like a performance show! Help the children to:</p> <ul style="list-style-type: none"> • Practise and refine their work • Improve the way they use actions, expression and space • Become aware of partner and group dynamics
<p>Perform, Appreciate and Evaluate: Choose partners or groups who are doing well to perform. Discuss what makes the dance effective.</p>	<p>Are the actions performed clearly? Are they working well as a group? Do they perform together in time? Have the children linked the movements well?</p>
<p>Cool Down: <u>Pull and push</u>- 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.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: DVD/Video of Jive actions.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> • Rock Around the Clock by Bill Haley and the Comets, • Hound Dog by Elvis Presley • Great Balls of Fire by Jerry Lee Lewis. • Shake, Rattle and Roll CD – 50 classic hits- 2005 Sanctuary Records Group Ltd.

Year Group: 6

Theme/Stimulus: Jive Section 2 – Jive Steps

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To explore, improvise and combine movement ideas fluently and effectively• To create phrases, sections and whole dances• Begin to use basic compositional principles when creating their dances• Understand why dance is good for their fitness, health and well-being• Evaluate, refine and develop their own work	<p>NCPE PoS / Links:</p> <p>KS2 1b, 2a, 3a, b, 4c 6a, b</p> <p>QCA Yr 6 Core Task 1</p>	<p>Vocabulary:</p> <p>Jive, side step, kick step, in and out, peck, arm jive, basket, catapult, direction, level, speed, timing, structure, compositional elements, formations.</p>
<p>Warm up:</p> <p><u>Taps</u>- Tap eight times on your feet, try to keep an even beat. Move to your knees and tap for eight. Repeat this on hips and shoulders. Repeat whole sequence again. Try with four beats, two beats and finally one beat. Appropriate stretches.</p> <p><i>KUFH: Q How much energy do you use when dancing? A Lots- especially if it involves jumping leaping, moving between levels, travelling quickly or large movements. Q What happens to someone when they are using up lots of energy? A They feel hot and out of breath and their muscles might feel tired. Q Why is it important to use up lots of energy regularly? A Energetic exercise can help to maintain a healthy body weight and can help prevent someone from becoming overweight or fat. In addition it strengthens bones, joints, heart and lungs and helps them to work efficiently.</i></p>	<p>Teaching Points/Class Management/Differentiation (STEP) 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 e.g. galloping or side-stepping.. Try and keep to the rhythm of the music or accompaniment.</p>	
<p>Exploration:</p> <p><u>Jive</u> – Hand Jive, Jive Steps, Group dance.</p> <p>Revise the Hand Jive dance. This could be added into the warm up.</p> <p><u>Jive Steps</u></p> <p>1) Teach the children some basic Jive steps or ask the children if they know of any: side step, kick step, in and out, peck, arm jive, basket and catapult (see information sheet on dance moves and steps). Start off with individual steps and move into partner work.</p> <p>2) Select steps together to create a class dance. Explore and experiment with ideas.</p>	<p>Start slowly and allow the children to remember the movements.</p> <p>Perform to music.</p>	
<p>Selection, Composition and Development:</p> <p>Ask the children to form into partners.</p> <p>Experiment with the steps movements and/or make up some of their own.</p> <p>Create a dance from the different steps and moves.</p> <p>Talk to the children about structuring their dance. Create a group/partner dance using different speeds, levels directions, levels and compositional elements (unison, canon etc).</p> <p>Use the music in the background so the children can practise timing.</p>	<p>Help the children to:</p> <ul style="list-style-type: none">• Practise and refine their work• Improve the way they use actions, expression and space• Become aware of partner dynamics <p>STEP- Leave the task open ended, to enable the children to select and compose the dance to a level they feel comfortable with.</p>	

<p>Perform, Appreciate and Evaluate: Choose partners who are doing well to perform. Discuss what makes the dance effective.</p>	<p>Are the actions performed clearly? Are they working well as a group? Do they perform together in time? Have the children linked the movements well? Do they use good footwork?</p>
<p>Cool Down: <u>Pull and push</u>- 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.</p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: DVD/Video of Jive actions, jive info sheet (teacher/coach use).</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> • Rock Around the Clock by Bill Haley and the Comets, • Hound Dog by Elvis Presley • Great Balls of Fire by Jerry Lee Lewis. • Shake, Rattle and Roll CD – 50 classic hits- 2005 Sanctuary Records Group Ltd.

Year Group: 6

Theme/Stimulus: Jive Section 3 – Group Dance

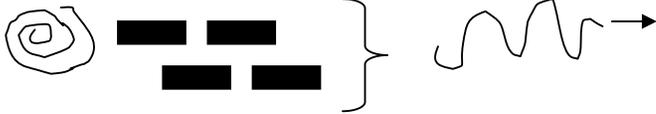
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To explore, improvise and combine movement ideas fluently and effectively To create phrases, sections and whole dances Begin to use basic compositional principles when creating their dances Understand why dance is good for their fitness, health and well-being Evaluate, refine and develop their own work 	<p>NCPE PoS / Links:</p> <p>KS2 1b, 2a, 3a, b, 4c 6a, b</p> <p>QCA Yr 6 Core Task 1</p>	<p>Vocabulary:</p> <p>Jive; side step, kick step, in and out, peck, arm jive, basket, catapult; Hand Jive; slap, clap, palm, fist, hitchhike; direction, level, speed, timing, structure, compositional elements, formations.</p>
<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. Use Jive movements explored from section 1 and 2. This will create a group dance and link into the lesson. 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) 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>Jive</u> – Hand Jive, Jive Steps, Group dance.</p> <p>Revise the Hand Jive and Jive steps. This could be added into the warm up.</p> <p><u>Group Dance</u></p> <p>1) Revise the moves and steps explored in section 1 and 2. Jive; side step, kick step, in and out, peck, arm jive, basket, catapult; Hand Jive; slap, clap, palm, fist, hitchhike.</p> <p>2) Form into groups of six to eight. Adapt and create other steps but try to keep to the same style.</p> <p>3) Share ideas with the class.</p>		<p><i>KUFH: Who in school accesses opportunities to dance outside school? Discuss where they can take part in dance at school and in the community. The 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. 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?</i></p>
<p>Selection, Composition and Development:</p> <p>In the groups create and compose a jive dance. Use the moves and steps explored and link together. Ask the children to choose material for the dance and explain their choices. Help them to think about what movements they might include and where in the structure of the dance. Help the children to plan a simple framework using different forms e.g. ABA, ABAC (A = hand jive phase, B = steps, and C = jive moves)</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>
<p>Perform, Appreciate and Evaluate:</p> <p>Allow half the class to perform and the other half to observe. Ask the children to describe, refine, develop and evaluate the 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 movements? 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: <u>Stretches</u>- Long stretch, wide stretch, small/curled stretch. Hold for at least six to ten seconds. <i>See top Dance handbook</i>. Finish lying on the floor. Relax arms, back, legs and head. Close eyes if you like. When you feel your toes being tapped line up by the door quietly and sensibly.</p>	<p>Allow children to have relaxing and calm time. Discuss why this is needed. To relax our minds and bodies, to allow our bodies to recover after activity.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: DVD/Video of Jive actions, jive info sheet (teacher/coach use).</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> • Rock Around the Clock by Bill Haley and the Comets, • Hound Dog by Elvis Presley • Great Balls of Fire by Jerry Lee Lewis. • Shake, Rattle and Roll CD – 50 classic hits- 2005 Sanctuary Records Group Ltd.

STEP Space, Task, Equipment, People

Year Group: 6

Theme/Stimulus: Olympics Section 1 – The Olympic Flag

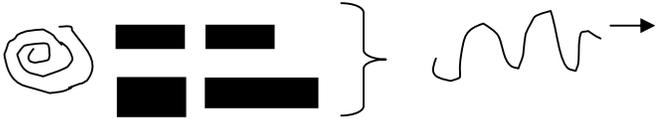
<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To explore and improvise ideas for dance working with a partner and in groups• Use props effectively within a dance• To compose dances using, adapting and developing formations and patterns• To perform dances expressively, using a range of performance skills• Show an understanding of why it is important to warm up and cool down• To suggest ways to develop their dances.	<p>NCPE PoS / Links:</p> <p>1b, 2a, b, c, 3b, 4b 6a, b</p>	<p>Vocabulary:</p> <p>Body actions, shapes, body parts, circles, levels, directions, formations, spatial pattern, unison, canon, repetition</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. Appropriate stretches.</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) What, Where, How, with Whom</p> 	
<p>Exploration:</p> <p><u>Olympics</u> <i>The Olympic Flag, Athletes, Medal Ceremony</i></p> <p><u>The Olympic Flag</u></p> <ol style="list-style-type: none">1) Start the lesson by introducing the Olympics. Read information and look at stimuli from books, pictures etc. Look at the pictures of the Olympic Flag. Explain the background of the flag and what it represents.2) Form into five groups, each group representing a coloured ring- blue, yellow, black, green and red.3) Explore, with your group different movements that relate to a circle e.g. turning and circling different body parts or/and travelling in different ways in a circle. Try to keep circle formations. Explore with different body parts, shapes, directions and levels. Try different compositional ideas – unison, canon, repetition, mirroring, matching etc.4) Give out props. Either small scarves/flags or a sheet of Lycra representing the colours of the rings. Explore movements with the props.	<p>See information sheet for details. Research in non-fiction books or the internet bbc.co.uk/history or sport.</p> <p>Extension: Each coloured ring represents a different nation- Europe, Australia, America, Asia and Africa. These could be researched through dance and each group could perform movements that represent their nation.</p>	
<p>Selection, Composition and Development:</p> <p>Compose and create a dance representing the Olympic Flag.</p> <p><u>Phrase 1</u></p> <ul style="list-style-type: none">• Each group composes a dance lasting for eight sets of eight counts.• Allow time for each group to develop and refine this. Allow the movement material to last for eight sets of eight counts.• Include different directions, levels and speeds.• Develop and vary the dance using canon, unison, repetition.• Think about the way the movement material is structured to express the dance idea. <p><u>Phrase 2</u></p> <ul style="list-style-type: none">• The whole class finishes with the rings linking together. Explore different ideas from individuals/pairs but this may need to be teacher directed.	<p>STEP – Use repetition if needed, create a motif for eight counts and perform in different directions or on different levels, limit travelling movements and spatial pattern.</p> <p>Focus on structuring the dance phrases. What movements will they pick, what order. Think carefully about performance skills- what make a good dance? Quality movement, clear formations and patterns, timing and rhythm etc.</p> <p>Discuss about the effectiveness of the movements they have used and they way they have been structured.</p>	

<p>Perform, Appreciate and Evaluate: Select groups who have been successful in sequencing their ideas to demonstrate and focus others' attention on the clarity of their body actions, shapes and transitions for one section to the next. Discuss and review as a class where they need to go next to improve their dance. Write a list to refer back to next session/lesson.</p>	<p>The children could produce a judging sheet to moderate each other's work. Feed back could be written and the children given time to improve their dances. Their work could then be re-judged to highlight any improvements. This could bring a new meaning to practising and refining!</p>
<p>Cool Down: <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: Information on Ancient Greeks, Olympics, Olympic Flag pictures, props- Lycra, flags, scarves.</p> <p>Music Suggestions-</p> <ul style="list-style-type: none"> • Vangelis- Chariots of Fire • World in Union- Swing Low Sweet Chariot

STEP Space, Task, Equipment, People

Year Group: 6

Theme/Stimulus: Olympics Section 2 – Athletes

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To explore and improvise ideas for dance working with a partner and in group• To compose dances using, adapting and developing formations and patterns• To perform dances expressively, using a range of performance skills• Show an understanding of why it is important to warm up and cool down• To suggest ways to develop their dances.	<p>NCPE PoS / Links:</p> <p>1b, 2a, b, c, 3b, 4b 6a, b</p>	<p>Vocabulary:</p> <p>Body actions, shapes, body parts, levels, directions, formations, spatial pattern, repetition, sports, speeds, quality, gestures</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. Appropriate stretches.</p> <p>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.</p>	<p>Teaching Points/Class Management/Differentiation (STEP) What, Where, How, with Whom</p> 	
<p>Exploration:</p> <p><u>Olympics</u> <i>The Olympic Flag, Athletes, Medal Ceremony</i></p> <p><u>Athletes</u></p> <p>Talk about the Olympics. Read information from section 1 with focus on the athletes past and present. What sports were involved in the ancient Olympics? What sports are involved today? Research and make a list.</p> <p>1) Individually choose a sport (individual event). Practise three different movements/shapes that represent that sport.</p> <p>2) Link the movements together into a short phrase. Introduce the music and practise the phrase to fit with the timing and rhythm of the music.</p>	<p>See information sheet for details. Research in non-fiction books or the internet bbc.co.uk/history or sport.</p>	
<p>Selection, Composition and Development:</p> <p>Select and improve their dance.</p> <ul style="list-style-type: none">• Include a change of level, speed, direction• Add in a turn, jump, moment of stillness• How does their sport start and finish? Remind the pupils about gestures- how do athletes show their feelings at the start and finish of their performances? Try to express this within your dance.	<p>Watch some demonstrations. Discuss the quality of the dance e.g. clear starting position and focus, clear movements linking well, clear finishing position, the weight and energy of the actions, good timing, remembering dance phrase etc.</p> <p>STEP- limit the actions/movement, work with a partner copying actions, record dance phrase using drawings and place on wall to remember.</p>	

<p>Perform, Appreciate and Evaluate: Ask the whole class to perform their dance phrases to the music.</p> <p>Link section 1 with section 2. Talk about how they will link the two sections together. This may need to be teacher/coach directed but include their ideas as much as possible.</p>	
<p>Cool Down: <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: Information on Ancient Greeks, Olympics</p> <p>Music Suggestions-</p> <ul style="list-style-type: none"> • Vangelis- Chariots of Fire • World in Union- Swing Low Sweet Chariot

STEP Space, Task, Equipment, People

Year Group: 6

Theme/Stimulus: Olympics Section 3 – Medal Ceremony

<p>Learning Outcomes:</p> <ul style="list-style-type: none">• To explore and improvise ideas for dance working with a partner and in group• To compose dances using, adapting and developing formations and patterns• To perform dances expressively, using a range of performance skills• Show an understanding of why it is important to warm up and cool down• To suggest ways to develop their dances.	<p>NCPE PoS / Links:</p> <p>1b, 2a, b, c, 3b, 4b 6a, b</p>	<p>Vocabulary:</p> <p>Body actions, shapes, body parts, levels, directions, formations, spatial pattern, unison, canon, repetition</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>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>This could be used through 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>Olympics</u> <i>The Olympic Flag, Athletes, Medal Ceremony</i></p> <p><u>Medal Ceremony</u></p> <p>1) Talk about or watch a video/DVD clip of a medal ceremony. List the order of events.</p> <ul style="list-style-type: none">• Walk out• Stepping onto block/stand and receiving of their medal etc Bronze, Silver and Gold• Anthem• Celebration between athletes• Walk out <p>2) Form into groups of four. Discuss movement potential for each event. Talk and share ideas with the class.</p> <p>3) Experiment with different movements for each event as a group. Watch some examples/demonstrations.</p>	<p>Focus on structuring the dance phrases. What movements will they pick, what order. Think carefully about performance skills- what make a good dance? Quality movement, clear formations and patterns, timing and rhythm etc.</p> <p>Ask the children to empathise with the athletes, how would they be feeling? Try to express these feelings within the dance.</p>	
<p>Selection, Composition and Development:</p> <p>Give the children a checklist of different features they need to include:</p> <ul style="list-style-type: none">• Include a change of level, speed and direction• Add in a turn, jump and moment of stillness• Use unison and canon within the dance <p>Allow the children time to develop their dance in readiness for performance.</p>	<p>Listen to the music and practise counting the beats. Encourage the children to compose each event in counts of four or eight.</p>	
<p>Perform, Appreciate and Evaluate:</p> <p>Ask the whole class to perform their dance phrases to the music.</p> <p>Link all the sections together. Talk about how they will link the sections together. This may need to be teacher/coach directed but include their ideas as much as possible.</p>	<p>Invite another class in to watch their performance and/or record it.</p> <p>Allow the children to watch the dance and evaluate its effectiveness.</p>	

<p>Cool Down:</p> <p><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><i>KUFH: 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>Encourage slow movements and stretching up and out with different body parts.</p> <p>.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Information on Ancient Greeks, Olympics, Video/DVD of medal ceremony.</p> <p>Music Suggestions-</p> <ul style="list-style-type: none"> • Vangelis- Chariots of Fire • World in Union- Swing Low Sweet Chariot

STEP Space, Task, Equipment, People