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| Topic name – Dance | | | |
| Learning outcome: To ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of fundamental movement knowledge and the semantic knowledge of tactics and strategy, leadership, personal and social and vocabulary. | | | |
| Oracy <ul style="list-style-type: none">Developing sports commentary when performing final pieces. | | Key Vocabulary: narrative dance, compositional devices, pathways, rhythm, unison, canon, expression, action and reaction and gestures. | |
| Experiences/Visits/Visitors (Inspiration) Children were exposed to elite athletes in this particular field, highlighting what key characteristics and abilities they have to perform their sport at the highest level. Children used Coming from the Mill by L.S. Lowry as a stimulus for their dance. | | | |
| Subjects covered: PE Art | | | |
| PE threshold concepts Develop practical skills in order to participate, compete and lead a healthy lifestyle. | | | |
| This scheme of work will be structured all around dance. | | | |
| Lesson title and learning Intention | Threshold concepts (success criteria) | Milestones (success criteria) | Lesson structure |
| 1. Dance: Based on a picture | Develop practical skills in order to participate, compete and lead a healthy lifestyle. | This activity shows that children can: <ul style="list-style-type: none">Plan, perform and repeat sequences.Move in a clear, fluent and expressive manner.Refine movements into sequences. | <ul style="list-style-type: none">Students compose a narrative dance using a painting as a stimulus: Coming from the Mill by L. S. Lowry. The dance should include a sequence of between four and six movements, which can be recalled and repeated, and |

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| | | <ul style="list-style-type: none"> • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. | <p>the use of dynamics and compositional devices to perform expressively. The ballet 'A Simple Man' could be used as inspiration for this piece of work.</p> |
| 2. Dance: Mystery dance | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>This activity shows that children can:</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. | <ul style="list-style-type: none"> • This activity involves students picking cards from those provided on the next two pages. They start by choosing five cards at random from the actions and gestures cards. They then perform them and make a movement phrase with the actions/ gestures. Once these are practised and refined, they choose three dynamics (how) cards and adapt three of the actions/gestures with those dynamics. The phrase is then practised again. Students then choose three space (where) cards and adapt three of the actions/gestures using these cards. Students join with a partner and teach each other their movement phrase, adapting the order if necessary to improve the |

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| | | | <p>flow. Finally, they choose three relationships (with who or what) cards and apply these to any part of the dance.</p> |
| 3. Dance: Traditional folk dance | <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> | <p>This activity shows that children can:</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. | <ul style="list-style-type: none"> • Play some dance music (jigs work best – 6/8 rhythm). Students copy the teacher (stamping feet, clapping, walking, skipping, waving arms, etc.) to the beat of the music in 4-, 8- or 16-beat phrases. <p>In pairs:</p> <ul style="list-style-type: none"> • Hold right/left hands and dance around each other (right/left-hand turn). • Pass partner's right/left shoulder to right/left shoulder, step to the right/left and go backwards to face partner again (back-to-back, this is a do-si-do). Link this to the right/left-hand turn. • Make up movements to fit an 8-bar phrase (a clapping sequence, skipping around each other in some way, jumping, dancing towards and away, etc.) and try to join all three sections into a dance. <p>In fours:</p> <ul style="list-style-type: none"> • Put right hands into the centre and skip around for 8 steps. Turn and put left hands in and repeat (right- and left-hand star). <p>When students have tried out some of these moves and recognise the</p> |

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| | | | <p>16-beat patterns, teach a traditional folk dance such as the <i>Witches' Reel</i> (videos are available online). The music should be a 32-bar reel, such as the <i>Morpeth Rant</i> (available online).</p> <ul style="list-style-type: none">• Four couples stand facing each other longways. The top couple (1s) gallop down the middle of the line (8 steps) and back. The top couple then cast out and all follow; the 1s arch at the bottom and everyone dances up through the arch. Everyone holds hands except the pair now at the top of the line. The 1s (now at the bottom) join hands across the set to make a long line (horseshoe). The person at the end of the line starts to thread the needle under the arch made by the two people at the top of the line. Once everyone is back in position, this repeats through the arch at the top of the line on the other side. The dance repeats with a new couple at the top. |
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