



Medium Term Unit Planning

Topic Name: Dance	
Learning outcome: The children will have an awareness of cultural dances, the movements involved and how the sequences are linked. They will create their own sport themed Haka, evaluating it, suggesting ways to improve the dance and finally performing it to an audience.	
Hook: Watch a video showing the evolution of dance.	Topic Showcase (e.g. display, museum, performance, presentation): Perform their own ceremonial dance in assembly.
Oracy: Narration and sound effects during performance.	Key Vocabulary: Culture, war dance, originate, unison, canon, repetition, dynamics, sequence, routines, constructive evaluation.
Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Under review	
Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference): Increased knowledge and awareness of other cultures, specifically the ceremonial dance in Māori culture.	
Main subjects covered: PE	
PE threshold concepts: Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	



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Notes:

This scheme of work will be structured around a war dance which is performed by the All Blacks Rugby Team (New Zealand). The children will learn the sequence and then create their own sport themes Haka.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. To know what the “Haka” is, understand its background from where it has originated. To perform and evaluate the original “Haka” sequence in unison showing strong and forceful dynamics.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Perform expressively and hold a precise and strong body posture.</p>	<p>Warm up: dynamic stretches. Children to talk about dance and what they think it is? Do they like or hate dance? Why? What would make it more enjoyable? Inform the pupils that they will be learning about a war dance which is performed by the All Blacks Rugby Team (New Zealand). Discuss how many of the other nations in that area have their own Haka including Fiji, Samoa and Tonga. Explain that Haka is a team chant, which is performed in a staccato</p>



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			<p>and rhythmical manner and accompanied by strong movement. Haka means `War Dance`. Watch the video of the All Blacks performing the Haka. Ask questions about the Haka. Introduce the pupils to the term `unison` and explain that this means all together. As a class identify the dynamics needed to perform a Haka: strong actions, aggressiveness, power, scary etc. Teach `The Haka` to the children reminding them to look fierce like a warrior, stand firmly with their feet apart, clap their hands against their thighs, puff out their chest with pride, bend their knees, move their hips with</p>
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			<p>strength, stamp their feet as hard as they can, make strong arm movements, jump and land firmly. Pupils to get into groups of 4`s and practise the haka they have been taught.</p>
<p>2. To perform a developed “Haka” phrase showing canon and repetition. To understand the importance of listening and giving others constructive evaluation.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle <i>This concept involves learning a range of physical movements and sporting techniques.</i></p>	<p><i>Perform expressively and hold a precise and strong body posture.</i></p> <p><i>Perform and create complex sequences.</i></p> <p><i>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</i></p>	<p>Warm up: dynamic stretches. Re-cap on the sequence from the previous week as a class. What can they remember about a Haka? What qualities should they show in their performance? What does unison mean? Pupils to work in the same groups as previous week and perform the Haka. Introduce the word repetition and discuss that it is the same movement being repeated. Introduce the children to the word</p>



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			<p>cannon and demonstrate its meaning through the Mexican wave. Children to add their own ideas into the Haka dance, including repetition, cannon and a new movement in unison. Pupils to perform the whole dance to the rest of their class and evaluate.</p>
<p>3. To link athletic sequences smoothly.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>.</p> <p>Plan to perform with high energy, slow grace or</p>	<p>Warm up: dynamic stretches. Give pupils 5 minutes to re-cap on dance from previous week in the same groups. As a class suggest different ways that they could continue the dance? How could they link the sequences together smoothly? Demonstrate to children a hammer throw, discus, javelin and shot-put throw, discuss the movements</p>



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		other themes and maintain this throughout a piece.	involved. Introduce the word dynamics and discuss as action words. Children to perform each athletic action using a range of dynamics (fast, slow high and low). Teach the children an athletics sequence for the children to perform using different dynamics (fast turn, slow hammer throw, sudden jump, controlled javelin throw). Pupils to add the new athletics dance to the previous work on the haka.
4. To use a visual stimulus to create their own sport theme sequence.	Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.	Compose creative and imaginative dance sequences. Perform expressively and hold a precise and strong body posture.	Warm up: dynamic stretches. Identify a range of different sports. Using stills, look at a range of different sports and identify the actions and movement of the sport. Children to travel around the hall and



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		<p>Perform and create complex sequences.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p>	<p>create a freeze frame for the sport called out by the teacher. Continue with the same game this time instead of freezing, children to complete an action of that sport. When the children are confident in picking an action for a range of sports ask them to work in pairs to create a dance sequence (in unison) of 3 or 4 different actions or movements, making sure they link all the dances together. Pupils to perform and evaluate their dance sequence.</p>
<p>5. To create their own sport themed Haka, evaluating it and suggesting ways to improve the dance.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Compose creative and imaginative dance sequences.</p>	<p>Warm up: dynamic stretches. Introduce the idea of the children creating their own 'Haka'. Explain that the dance will be split into two sections</p>



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		<p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p>	<p>The Haka made up of 26 beats and linking actions from 1 sport. The dance must also include unison, repetition, cannon and a range of dynamic changes with linked movements.</p> <p>Perform and video dance routines.</p>
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<p>6. To highlight areas of improvement for their dance, practice, improve and perform their dance sequence to an audience.</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle This concept involves learning a range of physical movements and sporting techniques.</p>	<p>Compose creative and imaginative dance sequences.</p> <p>Perform expressively and hold a precise and strong body posture.</p> <p>Perform and create complex sequences.</p> <p>Express an idea in original and imaginative ways.</p> <p>Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>Perform complex moves that combine strength and stamina gained through gymnastics</p>	<p>Warm up: dynamic stretches. Watch the video from the previous week's lesson. Ask groups to identify 2 things that went well and 2 things they need to work on in today's lesson to improve the quality of their performance. Pupils have time to practice and improve their sequence. Perform and video dance routines and watch back.</p>
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		activities (such as cartwheels or handstands).	
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