

Dance

End of Unit Goal -Children will perform a simple dance using a range of basic movements.

	Objective (s)	Outcome	Session	Resources	Key Vocabulary
1	<p>Assessment: Cold Task</p> <p>Recognise that dances can have themes and stories</p> <p>Explore how to use different parts of the body.</p>	<p>Children will know how to move different part of their bodies.</p>	<p>Warm up-Using the space. Find a space not touching anyone, (pretend to be in a bubble) Move a round: Stop: sit down. Anyone too close pops bubble sits out. Change direction. Walk. Try other ways of moving using out feet. Hopping, skipping, running, side steps. Everyone sit down. 5 children to choose and demonstrate favourite way of moving around children sat down. Everyone choose ONE favourite way. Change speed. Fast. Slow.</p> <p>Assessment - Children to work in pairs to come up with their own dance to perform to the class. Record this on Swivl to play back to the children. What do they need to work on in order improve their dance? Explain that we will be working on Dance in PE this half term.</p> <p>Teach- Tell the children that dance is all about telling a story, or telling people watching what type of music it is. Think about how we get ready in the morning, can the children link movements together to show how they do this. Mime getting up, eating breakfast, getting washed, getting dressed, walking to school. Think about and practise actions and movements as a class. Look at making them big and elaborate e.g. huge stretch when they wake up.</p> <p>Apply-Link all the movements into a routine. Can the children remember the sequence and put them together to tell a story. Encourage them to move around the hall. Can they use their bodies in different ways?</p> <p>Cool Down Jump start Jonny- cool downs- can the children follow the routine and stay in tiime to the music. Share things we need to improve. Tell the children this will inform your planning so we can develop the skills together.</p>	<ul style="list-style-type: none"> • Laptop • Projector • Swivl 	<ul style="list-style-type: none"> • Dance • Movement • Story • Travel • Control • Routine • Music • Rhythm • Beat • Perform • Speed • Direction
2	<p>Move with control.</p>	<p>Children will move parts of</p>	<p>Warm Up- look at game from last week- Using the space. Find a space not touching anyone, (pretend to be in a bubble) Move a round: Stop: sit down.</p>	<ul style="list-style-type: none"> • https://www.youtube.com/watc 	<ul style="list-style-type: none"> • Dance • Movement

	<p>Explore how to use different parts of the body.</p>	<p>their body with some control.</p>	<p>Anyone too close pops bubble sits out. Change direction. Walk. Try other ways of moving using out feet. Ensure the children change speed and direction. Once children are doing this tell them to change to another movement when I shout change.</p> <p>Revisit- Recap that dance tells a story and can show a feeling. Dance circle- put on some happy music (Pharrell Williams- Happy). Children to stand in a circle. Children to take it in turns to dance in the middle of the circle. Children in the circle to copy. Can they use their bodies and faces to show that it is happy music?</p> <p>Teach- Listen to the music we will be learning a dance too. Can the children follow a routine, can they clap a basic rhythm? Watch the video and practise some of the movements in the dance.</p> <p>Apply- Children to copy the movements from the video. T to support where needed.</p> <p>Cool Down- Play Sleeping lions. Children to stretch each body part, lie and relax and slow breathing.</p>	<p>h?v=9sxifROLtgk</p> <ul style="list-style-type: none"> • Laptop • Projector 	<ul style="list-style-type: none"> • Story • Travel, • Control • Routine • Music • Rhythm • Beat • Perform • Speed • Direction
3	<p>Begin to move in time to music with the support of an adult clapping the beat.</p>	<p>Children will begin to move in time with music.</p>	<p>Warm Up- stretch as a class, Jump Start Johnny stamina class.</p> <p>Revist- Remind children that we are completing a dance unit and that dance is a way of epressing ourselves to music. How can we show how we feel. Ask the children to think about how they will move if they are happy, sad, grumpy etc and move like this around the hall. children to think about their facial expressions and the way the hold their body.</p> <p>Teach- Stand in a circle and listen to the music from our dance last week, how does it make us feel? Is it a slow/fast one? Can they clap the beat? Practise this together with the teacher counting in beats of 4. Can children then add in bending their knees at the same time?</p> <p>Apply- Look back at the routine from last week, explain to the class they were fantastic at doing the steps last week but this week we need to try and stay in time to the music. Teacher to lead the dance, Support them withing counting the steps for them in time to the beat.</p>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=9sxifROLtgk • Laptop • Projector 	<ul style="list-style-type: none"> • Dance • Movement • Story • Travel • Control • Routine • Music • Rhythm • Beat • Perform • Speed • Direction

			<p>Cool Down- Play cool down caterpillar - Children to follow the teacher in a line around the hall copying her stretches. Children to then practise deep breathing while they walk.</p>		
4	<p>Work with a partner</p> <p>With help, compose a simple dance routine</p>	<p>Children will move their arms to create a simple dance routine.</p>	<p>Warm Up- Children to play jelly bean game. When doing so, think about how they are holding their bodies when doing so, for example, for jelly bean is their body loose, jumping bean are they stretching their arms out.</p> <p>Revist- children to practise finding the beat to our dance music, count it in beats of 4. As a class revisit our dance and practise the routine we have been practising. Teacher to model and count in the steps to encourage the children to stay in time to the music.</p> <p>Teach- Children to work with a partner. Tell them they will be looking at adding their own dance moves to the end of the dance. Remind the children that it has to stay in time to the music. As a class think about dance moves we could use. Children to demonstrate while counting the beat of four out. All children then practise for a beat of 4. Repeat until this is secure. Children to then be placed in partners. Can they think of a dance move together to add to the end of the routine.</p> <p>Allow children to practise set routine if struggling</p> <p>Apply- Come back together as a class. Children to stand with their partner and complete the dance with their added dance move on the end. children to then discss what they cold ahve done better in their partner to set themselves a target for the next lesson. Share this target with the class.</p> <p>Cool Down- cool down caterpillar- children to follow the teacher in a line around the hall copying her stretches. children to then practise deep breathing while they walk.</p>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=9sxifROLtqk • Laptop • Projector 	<ul style="list-style-type: none"> • Dance. • Movement • Story • Travel • Control • Routine • Music • Rhythm • Beat • Perform • Speed • Direction
5	<p>With help, compose a simple dance routine</p>	<p>Children will move their arms and legs to create a simple dance</p>	<p>Warm Up- Play Musical Bumps. Children to dance in the hall. Can they use their own dance moves? Are they in time to the music? when the music stops, sit down.</p> <p>Revist- Dicuss what it means to combine leg and arm movements. practise</p>	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=9sxifROLtqk • Laptop 	<ul style="list-style-type: none"> • Dance • Movement • Story • Travel • Control

	<p>Combine leg and arm movements.</p>	<p>routine.</p>	<p>some of these moves as a class. can they do this in time to the teacher clapping a beat?</p> <p>Teach- Tell the children they are going to be building their own dance routines in partners. today, they ill be focusing on combining leg and arm movements. they are to think of different movements and practise them together. stop the class to share ideas, encourage them to magpie ideas off others.</p> <p>Apply- Listen to the chorus of Pharrell Williams- Happy. tell the children this will be what they will be using for their dance routine. ask the children to pick their two favourite dance moves. t to model how to rePEAT these dance moves over and over again to create a simple routine. Children to work in partners to practise their routine.</p> <p>Cool Down- Play sleeping lions- stretch each body part, lie and relax and slow breathing.</p>	<ul style="list-style-type: none"> • Projector 	<ul style="list-style-type: none"> • Routine • Music • Rhythm • Beat • Perform • Speed • Direction
<p>6</p>	<p>Assessment - Hot Task To perform a simple dance</p>	<p>End of Unit Goal - Children will perform a simple dance using a range of</p>	<p>Warm Up- Children to stand in a circle. Children to take it in turns to dance in the middle of the circle. Children in the circle to clap the beat. Can they use their bodies and faces to show how the music makes them feel. Use a range of classical music they may not have heard before. can you use slow/fast music. how do they move differently.</p> <p>Assessment - Children to work in pairs to come up with their own four sequence dance that they will then perform to the rest of the class. Record this on Swivl and playback to the children.</p> <p>Plenary - Watch the Swivl videos. What was good about each dance? What skills have been learning and applying this half term? Together ads a class make a mind map of this.</p>	<ul style="list-style-type: none"> • Swivl 	<ul style="list-style-type: none"> • Dance • Movement • Story • Travel • Control • Routine • Music • Rhythm • Beat • Perform • Speed • Direction

		<i>basic</i> <i>movements</i> !			
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