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| **Newquay Junior Academy – Physical Education** | |
| **Topic:** Dance | **Year:** 5 |
| **Composite: To explore ideas from stimuli, leading to choreographing a motif. Students should work towards performing in a fluid and confident manner. Evaluating; recognising strengths and suggesting areas for improvement should happen regularly.** | |

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| **What should they already know?** | **Assessment Criteria** |
| * Dance consists of movement, motifs and repeated sequences. * A dancer needs to be aware of posture, body shape and position and timing. * Movement is expressive and it can convey feeling and meaning. * There are many different styles of dance all over the world. For example: Bhangra from India. * How to create dance movements. * Be able to create a basic motif. * Be able to choreograph a dance sequence. * Be able to perform as part of a group to my peers and give and receive feedback**.** | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.  **SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.  **BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** | |
| **Overview of Knowledge** | **Overview of Skill** |
| * I understand the concept of rhythm and can clap the beats. * I know what ‘tempo’ and ‘motif’ mean. * I know what ‘canon’ and ‘unison’ mean. * I know how to give constructive feedback and identify strengths and areas of improvement. | * I can perform a basic sequence in time with the music. * I can create a 4 x 8 beat motif. * I can apply ‘canon’ and ‘unison’ into a sequence. * I can perform a dance sequence to my peers. * I can give constructive feedback and identify strengths and areas of improvement. |

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| **Key Vocabulary** | **Life Skills** |
| **Motif:** A simple movement pattern (perhaps 3 movements or a phrase) which is composed and remembered by the dancer.  **Rhythm:** The pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats.  **Tempo:** The speed or pace of the music.  **Canon:**  A section of movement that consists of one phrase that is performed at different times in either an overlapping or sequential relationship by two or more dancers.  **Unison:** When the dancers perform the same movement phrase at the same time.  **Sequence:** A series of dance movements that are usually repeated.  **Feedback:** Helpful information that is given to improve a performance i.e. 2 stars, 1 wish (2 strengths, 1 area for improvement. | Awareness posture to prevent injuries over time.  Importance of choosing an exercise you enjoy.  Improved flexibility and core strength. |

**Year 5 Dance**

***Composite:*** *To explore ideas from stimuli, leading to choreographing a motif. Students should work towards performing in a fluid and confident manner. Evaluating; recognising strengths and suggesting areas for improvement should happen regularly.*

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| **Stage** | **Focus** | **Learning Outcomes** | **Lesson** |
| A | BEAT AND RHYTHM | -To understand the stages of a Warm Up and why it is important.  -To understand the concept of rhythm.  -Explore types of dance from South America. | Intro and Expectations.  Intro to beat / rhythm. Sitting in a circle, count of 4. Send it round the circle, then children develop their own count of 4.  Listen to music and clap the rhythm.  SOUTH AMERICA? Do you know any types of dance that originate from there?  Watch video links below.  <https://www.youtube.com/watch?v=lImExAiyfu8>  <https://www.youtube.com/watch?v=wn-sdnDZ6gg>  Come up with 4 x 4 beat motif in pairs inspired by the YouTube videos. (No music)  If time – intro music. |
| B | INTRO TO MOTIF | -To do (by copying) a Zumba routine.  -To know what ‘tempo’ and ‘motif’ mean.  -Be able to perform in front of others. | WARM UP – Zumba routine. <https://www.youtube.com/watch?v=eIxWJ33VDIo>  Teacher Led Routine 4 x 8 beats  Introduce music, think about tempo of music and how you can apply sequence to the music.  Create, Practise, Perform, Evaluate, Improve.  Can you perform this motif (chorus) on different levels, different pathways?  ½ group perform, whilst ½ watch. Rotate! |
| C | CHOREOGRAPHY | -To explore ideas and create a motif inspired by South American culture / dance.  -Collaborate ideas within the group.  -Apply in time with the music | WARM UP – Teacher led warm up of motif from previous week.  In groups of 4-6, Students to choreograph their own 4 moves for 8 beats each (South American inspired).  Choreograph, refine, perform.  Apply student’s motif after teacher-led motif. (start to build up the dance). |
| D | CANON AND UNISON | -Understand the concept of ‘canon’ and ‘unison’ and apply in the routine.  -To be able to watch, evaluate; recognise strengths and suggest improvements. | WARM UP – Teacher-led motif, followed by students. Repeat with music to increase HR and muscle warmth.  Introduce Canon and Unison.  In their groups, 8 beats in canon, 8 in unison. Apply after their own motif.  Perform. Evaluate and feedback on other groups.  Apply in class dance – start to sort groups, so some are frozen whilst others perform, then vica versa. |
| E | FINAL PERFORMANCE | -To perform final sequence to the best of your ability.  -Evaluate module. | WARM UP: Motifs repeated.  CLASS PERFORMANCE:  Unison (teacher led motif) x 2  Groups divided, some groups perform whilst the others crouch down or freeze.  Canon / Unison 2 x 8 beats.  Unison (teacher led motif) x 2  Finish position. |