

Clapgate Primary School
Curriculum weekly plan - PE

Theme: Dance- focused on Key Attributes

Class: Year 4

Term:

Spring 2

Previous Learning	Learning Objective/Skill	Learning Activities and differentiation	Resources
<p>Children have basic understanding of movement and a number of dance elements and genres. This unit will focus upon finding the beat to music, explore different moves, looking at dance relationships and how to develop a routine. Alongside this children will develop their dances through looking at the various dance effects- height, level, formation, pathways. Social skills will be advanced through collaborative work- sharing ideas, respecting decisions and analysing performances throughout</p>	<p>Teamwork- Haka</p> <p>I can demonstrate precision, control and fluency in response to a stimulus</p> <p>I can add in different dance effects- formation and direction of moves</p>	<p>Intro- explain that we are going to be exploring dance and movement this half term. What types of dance do we know? What is a routine? What do we dance to? What can we show through dance? Explain that each lesson we will focus on a key attribute.</p> <p>Warm up- emotion travel-different emotion cards held up- when held up children are to move around in the way they think shows that emotion- sad, happy, excited, angry, cold, hot, sleepy Stretches done down the body</p> <p>Video of Haka shown- explain that this is a tribal dance done by the All Blacks in New Zealand. How do they perform this dance? All together (unison), one at a time or one after the other (cannon)? Which emotion do you think they are showing? Why do you think they are showing this?</p> <p>Learning the Haka- Children to spread out in lines and learn the Haka dance taught by myself. Taken through move by move and add one move on at a time. Encourage children to count the beat so all stay in time</p> <p>Developing the dance- Children to be split into groups of 5-6. Children to try and add moves onto the end of their dance. Encourage to have a change in direction & formation and a finish position. Video and pictures taken throughout practise time to allow children to watch back and evaluate performance. LA- 2 new moves- additional adult support where required HA- 4 new moves, with change of height</p> <p>Performing the dance- groups to come up one at a time to perform their dance. Rest of the children to watch and be mini teachers- what do you like about the dance? What could they do to make it even better? Did you feel scared when watching it? Feedback shared</p> <p>Plenary- What dance have we learnt today? Who performs it? What emotions did we show? Thumbs up if achieved LO1 and LO2. Discuss as appropriate. Stars of the day awarded and celebrated.</p>	<p>Dance cards, Haka video, emotion cards</p>

<p>Grit- Rocky</p> <p>I can vary dynamics and develop actions as part of a group-formation, height and speed</p> <p>I can demonstrate rhythm and spatial awareness</p>	<p>Intro- review the Haka dance. How did we develop this? What emotion were we wanting to show? Which key attribute did we focus upon? Explain that we are wanting to look at different dance effects and today we will focus on height and speed. Explain that dance effects are how we can alter and change a dance to develop it.</p> <p>Warm up- shape shout game. Stretches down the body.</p> <p>Rocky music video- what emotions can we see in this clip? What sort of movements can we see? What ideas could we magpie for our dance?</p> <p>Learning the Rocky dance- children to follow and learn the Rocky dance as a class. Will be taught step by step and moves repeated where necessary.</p> <p>Developing the dance- Children to be split into groups of 5-6. Children to try and add moves onto the end of their dance. Encourage to have a finish position. Video and pictures taken throughout practise time to allow children to watch back and evaluate performance.</p> <p>Groups to include a height and speed change</p> <p>LA- 2 new moves-include height change- additional staff support where needed</p> <p>HA- 4 new moves, with height, formation, direction and speed change</p> <p>Performing the dance- groups to come up one at a time to perform their dance. Rest of the children to watch and be mini teachers- what do you like about the dance? What could they do to make it even better? Did you feel scared when watching it? Feedback shared</p> <p>Plenary- What dance have we learnt today? Who performs it? What emotions did we show? Thumbs up if achieved LO1 and LO2. Discuss as appropriate. Stars of the day awarded and celebrated.</p>	<p>Dance cards, Rocky video</p>
<p>Humanity- The Greatest Showman</p> <p>I can demonstrate rhythm and spatial awareness</p>	<p>Intro- review what we did last week. Which key attribute did we focus upon? What dance elements did we focus on? How can we change the speed of the dance? What else can we change? Discuss pathways and what this means. How can we change our body shapes?</p> <p>Pathway explore- children to move around in different ways and different direction. They will be given a direction (forward, backwards, sideways, diagonal) and also a body part/ way of moving (stomach, back, tip toes, flat feet, stomping, hop, skip, hands and feet etc) and must mix these together to explore ways we can travel</p> <p>Video- children to watch the music video of "This is Me" from the film The Greatest Showman. What can see being shown in the video? Why are the characters outcast? What is this not showing? (humanity) How could humanity be shown? What message do we need to across in the song? (idea of not giving up regardless, fighting on, standing up for themselves and celebrating who they are)</p>	<p>This is me song, this is me video, tablet</p>

		<p>Learn the dance- as a whole class they will be start the This is Me dance- spread out in lines. Explain that this is a dance where we begin timid and then explode into stronger movements- building on the emotion throughout. There will be a mix of unison, cannon and group work.</p> <p>Peer analysis- line by line children will perform a part of the dance that we have learnt. They will be watched by the rest of the class. What have the line done well at overall? Any way they can improve? Remind the class that we have only just started learning the dance. Professional dancers practise the same dance over and over to learn and develop a dance</p> <p>Plenary- feedback given. What do you feel you have done well? What could you do better next time? How did you improve your performance? Did you achieve the LO's today? Share stars of the day and celebrate them</p>	
<p>Humanity- This is Me</p> <p>I can demonstrate precision, control and fluency in response to a stimulus</p> <p>I can modify my performance and that of others following observations</p>		<p>Intro- review what we did last week. Which key attribute did we focus upon? What are we wanting to show in our new dance? Why? Share LO's</p> <p>Warm up- Crabs and Scorpions- game played. Encourage children to use strength, especially core, to keep on hands and feet only. Repeat game with new scorpion. Stretches done down the body</p> <p>Learn the dance- as a whole class spread out in lines we will continue to learn the dance. Before adding on any extra moves, we will practise what we have already learnt. Then build on this until the full dance has been learnt.</p> <p>What emotions must we portray in this dance? Think about your facial expressions and body language.</p> <p>Peer analysis- one group will watch another groups dance. What are they doing well? What could they do to make it even better? Repeat so swap roles of being mini teachers and performers.</p> <p>Plenary- feedback given. What do you feel you have done well? What could you do better next time? How did you improve your performance? Did you achieve the LO's today? Share stars of the day and celebrate them</p>	<p>This is me song, this is me video, tablet</p>
<p>Humanity- This is Me</p> <p>I can vary dynamics and develop actions as part of a group</p>		<p>Intro- review what we did last lesson. How have we performed so far in the dance? (unison). Explain that we will now go onto working in groups and we will use freeze framing for this. Show class a video of freeze framing. https://www.youtube.com/watch?v=u.BS5lgp5Cv4- what do you see happening in the video? (goes round group by group, when not focused on the group- those unfocused groups are frozen in a position. Explain that this is what we will do in our dance. One</p>	<p>This is me song, this is me video, tablet, pencils and paper for</p>

<p>I can add in different dance effects such as height, speed, formation and direction of moves</p>	<p>group will perform and the rest will be still. Each group perform one at a time. Then all come back together as a group. Share LO's for the lesson</p> <p>Warm up- freeze pose- children to move around in various ways around the hall- sidestep, skip, hop, leap, jump, run, march, tip toe etc. When whistle goes must freeze in a pose position. Repeat a number of times. Stretches done down the body</p> <p>Practise dance- as a whole class practise the whole dance through that we have learnt so far. Repeat over any bits children are struggling with</p> <p>Group work- children split into 4 groups equal sized groups. Each group to be given a different part of the song. Listen to the song through. Assign a part of the song to each group. What words do you hear? What message do you get from your part of the song? What does your group need to portray in the dance? Children to note these down and use as prompts when designing their dances.</p> <p>Mixed ability groups. Additional support provided where required. Remind children of how to work together and share ideas in their groups. Try suggestions out and see what could work. HA- quality of moves, take more of a lead within the group, implement dance effects</p> <p>Videoing groups- groups to do a final run through of their dances and make additional notes if needed. Video each group so you have a copy and can remind them next week of what they have created.</p> <p>Plenary- reflect upon the lesson. What have you and your group done well? How did you work together? Can you give a shout out for anybody who impressed you in your group? Stars of the day awarded and celebrated</p>	<p>groups to make notes on their dances</p>
<p>I can bring together the various elements of dance we have focused upon- spatial awareness, formation, speed, height, direction</p> <p>I can modify my performance and that of others following observations</p>	<p>Intro- review what we have done so far in the unit and lessons. What key attributes have we focused upon? What did we explore last week? What is freeze framing?</p> <p>Warm up- musical groups- children to travel around the hall in various ways when the music stops. When it stops, a number will be shouted out and children must get into that size group as quick as they can. Change music and ask children to match their movement to the music. Stretches done down the body</p> <p>Group practise- children to practise in their groups. Remind children of their dances from last week by looking at the recordings. Do you need to add anything/ change anything? Groups to practise and continue to monitor until groups have their dances finalised.</p>	<p>This is me song, this is me video, tablet, pencils and paper for groups to make notes on their dances, videos of group dances</p>

		<p>Whole dance practise- practise the dance from the beginning up to when they go into their groups. Practise through with a group performing at a time one after the other. Teach the end of the dance- class to come back together.</p> <p>Practise the dance through from beginning to end as many times as possible. Practise parts that need practising.</p> <p>Performance- invite a member of SLT or other school staff to come and watch the performance of the dance. Video the final performance.</p> <p>Plenary- feedback to the class regarding progress across the unit. What have we focused upon? What are the different dance elements? What has been our stimuli? (key attributes and music) What have you been most proud of within this unit? What is something you would like to keep developing? Award stars of the day and celebrate</p>	
--	--	--	--

Notes

If it is a 7 or 8 week half term then spend longer on children developing the group dances for the This is Me dance. Allow more practise time when piecing the This is Me dance together. Make more of a performance out of the final This is Me dance performance with inviting a member of school staff/ SLT in to watch

Haka dance- <https://www.youtube.com/watch?v=yiKFYTFJkw>

Rocky video- <https://www.youtube.com/watch?v=27F46WPVJBs>

This is Me <https://www.youtube.com/watch?v=Rj4Yu9Utdw0>

Strictly example of freeze frame <https://www.youtube.com/watch?v=u.BS5lgp5Cv4->