

Dance KS3

- Explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning.
- Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences.
- Student will evaluate and assess movements to improve routines

Objectives of the Unit:

<p>Accurate Replication:</p> <p>Pupils will learn to select, combine and perform a range of movement patterns, dance ideas and dance styles to the set music.</p> <p>To apply movements based around a concept of football to a dance sequence. Accurate replication of developed movements showing creativity and fluency will be assessed.</p>	<p>Developing Physical and Mental Capacity:</p> <p>Pupils should take the responsibility for warming up and cooling down safely. Physical warm ups aid as a useful fitness tool in developing a pupils physical capacity. Use of video analysis to develop movements and techniques. To recognize and describe how regular involvement in dance activity affects their fitness, health and wellbeing. How to continue to improve their personal fitness for dance and through dance.</p>	<p>Developing Skills/Performance</p> <p>Pupils will develop the skills and use creativity to develop a fluent dance sequence. Pupils will learn to select and develop a range of compositional principles of there own. To perform a dance sequence showing an understanding of style, artistic intention and accompaniment. Body language, concept & movement will be developed through compositional ideas. Demonstrate high quality performances, techniques and sequences..</p>
<p>Making and Applying Decisions</p> <p>Pupils will develop and refine skills and compositional ideas based on decisions about movements, gestures and timing. Pupils will develop a full choreographed sequence as a group. Discussion and teamwork will allow for pupils to suggest, trail and refine ideas.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the benefits of dance based movements to flexibility and general suppleness. Understand the importance of heart rate and muscle group names. to Identify how and where they can get involved in dance. Suggest any dance clubs in the local area and promote community links.</p>	<p>Evaluating and Improving</p> <p>Appropriate questioning on teaching points of the skills and processes developed. Pupils will be able to evaluate their own and others strengths and weaknesses in a performance. Be able to suggest areas for improvement. Use of DARTFISH to observe and improve the performance of self and others.</p>
<p>Cross Curricular Links:</p> <p>Literacy: C4TEEP: Key word, group discussions, small white boards, written answers, work of the week, structuring sentences to answer questions.</p> <p>Maths: Scoring, beats/ timings, heart rates/pule</p>		<p>Assessment:</p> <p>Q & A</p> <p>Formative and summative assessment.</p> <p>Students assessment booklets</p> <p>Assessment criteria- name matching</p>
<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • join school or local dance clubs (information on local clubs can be found at www.english.sports.gov.uk) • organise dance displays or competitions for pupils to take part in and watch • watch high-quality performances live or on video 		

BRONZE LESSONS

<p>Dance Intro + timing (Warm up section of dance)</p> <ul style="list-style-type: none"> ○ To develop movements based on the football theme to create their own warm up section. ○ To be able to accurately replicate the basic abstract movements created in time to the music. ○ To organise and perform these movements in a 4 bar sequence. ○ To analyse each other work and suggest ways to improve. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. What is dance? Group brainstorm. 'movement to music', rhythm, timing, beats etc.. Watch clip of Nike Scorpion advert. Groups of 4. ○ Warm up section = 4 bars of 8 beats. Count beats to get rhythm of music. Brainstorm football warm up moves. Use pupil's ideas for 1 bar of 8 beats. Teacher led demo. ○ Groups to compose own warm up based movements. Groups have a battle off. ○ Show performance to class. ○ Pupils peer assess & suggest +/- of each group. 	<p>Use of formations (Attack section)</p> <ul style="list-style-type: none"> ○ To develop abstract movements based on Football attacks. ○ To be able to replicating movements in a small sequence. ○ To develop the use of formations and levels along with compositional ideas. ○ To organise and perform these movements in a 4 bar sequence. ○ To analyse each other work and suggest ways to improve. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Recap warm up section; timing and smoothly linked movements. ○ Discuss the use of formations and levels. ○ Brainstorm attack based movements a footballer might use. i.e. step over, fakes, heading, diagonal runs. ○ Use pupil's ideas for 1 bar of 8 beats. Teacher led demo. Groups to compose own attack movements added to warm up section. ○ Groups have a battle off. Show performance to class. Pupils peer assess & suggest +/- of each group. 	<p>Use of canon (Solo section)</p> <ul style="list-style-type: none"> ○ To develop abstract movements based on Football solo movements. ○ To be able to replicating movements in a small sequence. ○ To develop the gesture and mime and levels along with compositional ideas. ○ To organise and perform these movements in a 4 bar sequence. ○ To peer assessment each others performances. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Recap warm up section + attack section. ○ Discuss solo football moves i.e. kick ups, flicks. ○ Teacher led demo with whole class (use of canon- one performer solo skills for 1 bar of 8 beats). ○ Develop 4 bars of solo based movements. Link all 3 sections. ○ Ensure smooth transition of sections. Record performances with digital video camera. Show performance to class. ○ Pupils suggest +/- of each group.
<p>Development of 2nd attack section</p> <ul style="list-style-type: none"> ○ To develop varied abstract movements based on Football attacks. ○ To understand the importance of timing and beat recognition. ○ To develop the use of body language and expression to convey ideas. ○ To organise and perform these movements in a 4 bar sequence. ○ To develop self assessment and analyse own performance. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Recap warm up section, attack & solo section. ○ Discuss additional movements that could be used in another attack section. ○ Differentiation; less able could use same sequence as previous developed. i.e. step over, fakes & heading. ○ Develop 4 bars of attack based movements. ○ Link all 4 sections. Aesthetic awareness. Record performances with digital video camera. ○ Show performance to class. Pupils peer assess & suggest +/- of each group. 	<p>Celebration section</p> <ul style="list-style-type: none"> ○ To develop varied abstract movements based on Football celebrations. ○ To compose a 2 bar sequence expressing gestures and movements based on celebration. ○ To understand and appreciate the need to make decisions about choice of movements and refining ideas when unsuccessful. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Give pupils opportunity to practice the sequences they have previously composed. ○ Last section; celebration after scoring. Brainstorm ideas; slide, aeroplane, lifts etc. ○ Develop 2 bars of celebration based movements. ○ Link all sections together smoothly. ○ Record performances with digital video camera. ○ Show performance to class. Pupils peer assess & suggest +/- of each group. 	<p>Assessment</p> <ul style="list-style-type: none"> ○ To accurately replicate full dance sequence using style, fluency and control. ○ To improve pupils appreciation of performance and ways of improving. ○ To know their own KS3 level and ways of improving. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Give pupils opportunity to practice the sequences they have previously composed. ○ Develop compositional sequence; focus on timing and rhythm with music. ○ Record finished performances with digital video camera. ○ Show performance to class. Pupils self assess & suggest +/- of own final performance. ○ Teacher grades against NC levels + share with pupils.

SILVER LESSONS

<ul style="list-style-type: none"> ○ Dance Intro + Starting stretches ○ To develop movements based on the start of the grease lightning dance and to create own starting stretches. ○ To be able to accurately replicate movements created in time to the music. ○ To organise and perform these movements in a small sequence. ○ To analyse each other work and suggest ways to improve. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. What is dance? Group brainstorm. 'movement to music', rhythm, timing. ○ Watch clip of 'greased lightening' section from Grease. ○ Discuss style and nature of music and dance used. Groups of 4. Starting stretches. ○ Teacher led. Big bold movement to mimic Danny taking jacket off at the start. ○ Focus on timing and unison. ○ Groups have a battle off. Show performance to class. ○ Pupils peer assess & suggest +/- of each group. 	<p>Chorus formations/levels</p> <ul style="list-style-type: none"> ○ To accurately replicate chorus movements from the film. ○ To be able to perform skills in a small sequence + make decisions about how to improve. ○ Pupils explore the use of formations and levels. ○ Develop creativity within sequence using compositional ideas based on the film. ○ To peer assessment each others performances. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Recap starting stretches in groups. ○ Listen to music, how many choruses? (3), what actions are used? Arm movements. Accurately replicate the motif. ○ Make each chorus different in terms of formations, shapes and levels. ○ Work on timing and rhythm. ○ Record performances with digital video camera. Show performance to class – improvise on all other sections. ○ Pupils suggest +/- of each group. 	<p>Verse movements</p> <ul style="list-style-type: none"> ○ To develop & refine movements extracted from film. ○ To develop a choreographed sequence as a group. ○ To understand the importance of aesthetics and fluency in sequences. ○ To understand how aerobic fitness training to music can improve stamina and cardio vascular fitness, as well as improve flexibility, co-ordination and timing. ○ To peer assessment each other's performances. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Give pupils opportunity to practice the sequences they have previously composed. ○ Explore verse based movements through observation of Grease clip. ○ What movements are used by the dancers in the clip? Think about style and expression to suit era of music. ○ Record performances with digital video camera. ○ Show performance to class – improvise on other sections. ○ Pupils suggest +/- of each group.
<p>Interlude sections</p> <ul style="list-style-type: none"> ○ To develop & refine movements extracted from film. ○ To accurately replicate small interlude sequences created as a team. ○ To incorporate their own motifs and formations with union, canon, mirroring and levels when choreographing solo, duet and group routines. ○ To demonstrate leadership and teamwork when composing a routine. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Recap full sequence in groups. ○ Discuss the interlude sections (guitar section & clap break) What elements can be drawn and replicated. ○ Pupils will create interlude section based on teacher modelling. Aesthetic awareness. ○ Record performances with digital video camera. ○ Show performance to class. Pupils suggest +/- of each group. 	<p>Finish/finale</p> <ul style="list-style-type: none"> ○ To develop composition through the use of class and peer assessment. ○ To develop movements for finale of sequence. ○ To accurately replicate full routine focusing on timing and rhythm. ○ To develop aesthetic appreciation of dance <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Give pupils opportunity to practice the sequences they have previously composed. ○ Develop finale sequence. ○ Discuss dramatic, energetic & bold movements i.e. jazz hands, slides. ○ Link all choreographed sections together. ○ Record performances with digital video camera. ○ Show performance to class. Pupils suggest +/- of each group. 	<p>Assessment</p> <ul style="list-style-type: none"> ○ To accurately replicate full dance sequence using style, fluency and control. ○ To improve pupils appreciation of performance and ways of improving. ○ To know their own KS3 level and ways of improving. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Give pupils opportunity to practice the sequences they have previously composed. ○ Full routine run through. ○ Focus on timing and linking each section. Film final performance. ○ Self-assessment - level each performance. ○ Teacher grades against NC levels

GOLD LESSONS

<p>Dance Intro</p> <ul style="list-style-type: none"> ○ To develop movements based on the start of the YEAH X3 Chris Brown dance video and to create own starting moves ○ To be able to accurately replicate movements created in time to the music. ○ To organise and perform these movements in a small sequence. ○ To analyse each other work and suggest ways to improve. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Watch dance video of YEAH X3 (Chris Brown). ○ Discuss style and nature of music and dance used. ○ Focus on timing and unison. ○ Groups have a battle off. Show performance to class. ○ Pupils peer assess & suggest +/- of each group. 	<p>Chorus formations/levels</p> <ul style="list-style-type: none"> ○ Develop a small section of chorus moves. ○ To be able to perform skills in a small sequence + make decisions about how to improve. ○ Pupils explore the use of formations and levels. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Listen to music, how many choruses? (3), what moves are used? ○ Students to split into groups to devise 4 x beats for the chorus. ○ Make each chorus different in terms of formations, shapes and levels. ○ Work on timing and rhythm. ○ Record performances with digital video camera. ○ Show performance to class and add all sequences together – improvise on all other sections. ○ Pupils suggest +/- of each group. 	<p>Verse movements</p> <ul style="list-style-type: none"> ○ To develop & refine movements extracted from video. ○ To develop a choreographed sequence as a group. ○ To understand the importance of aesthetics and fluency in sequences. ○ To understand how aerobic fitness training to music can improve stamina and cardio vascular fitness, as well as improve flexibility, co-ordination and timing. ○ To peer assessment each other's performances. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Explore verse based movements through observation of video clip. ○ What movements are used by the dancers in the clip? Think about style and expression to suit era of music. ○ Students to choreograph a sequence of 8 beats. ○ These are then taught to the rest of the group. ○ Record performances with digital video camera. ○ Show performance to class – improvise on other sections. ○ Pupils suggest +/- of each group.
<p>Interlude Sections</p> <ul style="list-style-type: none"> ○ To accurately replicate small interlude sequences created as a team. ○ To incorporate their own motifs and formations with union, canon, mirroring and levels when choreographing solo, duet and group routines. ○ To demonstrate leadership and teamwork when composing a routine. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Recap full sequence in groups. ○ Discuss the interlude sections Pupil leaders will create interlude section and will team the whole group. ○ Aesthetic awareness. ○ Record performances with digital video camera. Show performance to class. ○ Pupils suggest +/- of each group. 	<p>Finish/finale</p> <ul style="list-style-type: none"> ○ To develop composition through the use of class and peer assessment. ○ To develop movements for finale of sequence. ○ To accurately replicate full routine focusing on timing and rhythm. ○ To develop aesthetic appreciation of dance <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Give pupils opportunity to practice the sequences they have previously composed. ○ Develop finale sequence. ○ Discuss dramatic, energetic & bold movements. ○ Record performances with digital video camera. ○ Show performance to class. ○ Pupils suggest +/- of each group. 	<p>Assessment</p> <ul style="list-style-type: none"> ○ To accurately replicate full dance sequence using style, fluency and control. ○ To improve pupils appreciation of performance and ways of improving. ○ To know their own KS3 level and ways of improving. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. Give pupils opportunity to practice the sequences they have previously composed. ○ Full routine run through. ○ Focus on timing and linking each sections. Film final performance. ○ Self assessment - level each performance. Teacher grades against NC levels

PLATINUM LESSONS

<p>Dance Intro</p> <ul style="list-style-type: none"> ○ To develop movements based on their own theme and to create own starting moves. ○ To be able to accurately replicate movements created in time to the music. ○ To organise and perform these movements in a whole class sequence. ○ To analyse each other work and suggest ways to improve. ○ Can lead a detailed warm up and explain why exercise is good for health and a sustainable life. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Watch a number of dance video from different genres. ○ Discuss style and nature of music and dance used. Focus on timing and unison. ○ Groups have a battle off. ○ Show performance to class. ○ Pupils peer assess & suggest +/- of each group. 	<p>Chorus formations/levels</p> <ul style="list-style-type: none"> ○ Develop a small section of chorus with outstanding range of choreographed movements showing accurate rhythm and timing ○ To be able to perform skills in a small sequence + make decisions about how to improve. ○ Pupils explore the use of formations and levels. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Listen to music, how many choruses? (3), what moves are used. ○ Students to split into group's to revise a short sequence for the chorus. ○ Make each chorus different in terms of formations, shapes and levels. ○ Work on timing and rhythm. ○ Record performances with digital video camera. ○ Show performance to class and add all sequences together – improvise on all other sections. ○ Pupils suggest +/- of each group. 	<p>Verse movements</p> <ul style="list-style-type: none"> ○ To develop & refine movements extracted from video. ○ To develop a choreographed sequence as a group. ○ To understand the importance of aesthetics and fluency in sequences. ○ To understand how aerobic fitness training to music can improve stamina and cardio vascular fitness, as well as improve flexibility, co-ordination and timing. ○ To peer assessment each other's performances. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Explore verse based movements through observation of video clip. ○ What movements are used by the dancers in the clip? Think about style and expression to suit era of music. ○ Students to choreograph a sequence of 8 beats. ○ These are then taught to the rest of the group. Record performances with digital video camera. Show performance to class – improvise on other sections. ○ Pupils suggest +/- of each group.
<p>Interlude sections</p> <ul style="list-style-type: none"> ○ To accurately replicate small interlude sequences created as a team. ○ To incorporate their own motifs and formations with union, canon, mirroring and levels when choreographing solo, duet and group routines. ○ Able and confident to lead groups making decision about content and artistic composition of a sequence. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Recap full sequence in groups. ○ Discuss the interlude sections Pupil leaders will create interlude section and will team the whole group. ○ Aesthetic awareness. ○ Record performances with digital video camera. ○ Show performance to class. ○ Pupils suggest +/- of each group. 	<p>Finish/finale</p> <ul style="list-style-type: none"> ○ To develop composition through the use of class and peer assessment. ○ To develop movements for finale of sequence. ○ To accurately replicate full routine focusing on timing and rhythm. ○ Can identify and improve performances with constructive and effective feedback. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Give pupils opportunity to practice the sequences they have previously composed. Develop finale sequence. ○ Discuss dramatic, energetic & bold movements. ○ Record performances with digital video camera. ○ Show performance to class. Pupils suggest +/- of each group. 	<p>Assessment</p> <ul style="list-style-type: none"> ○ To accurately replicate full dance sequence using style, fluency and control. ○ To improve pupils appreciation of performance and ways of improving. ○ To know their own KS3 level and ways of improving. <p>Task examples</p> <ul style="list-style-type: none"> ○ Student led; warm-up. ○ Give pupils opportunity to practice the sequences they have previously composed. Full routine run through. ○ Focus on timing and linking each section. ○ Film final performance. ○ Self-assessment - level each performance. ○ Teacher grades against NC levels