

Beaufort Community School Physical Education Department

Scheme of Work for Dance

Key Stage: 3	YEAR: 8	DURATION: 6 LESSONS
<p>AIM: In this unit pupils will 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.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced dances from other time and places ➤ Composed dance on their own and as part of a group ➤ Used basic compositional devices <p>Experienced a range of dance styles</p>	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to dance and movement. Eg dynamic, footwork, contact, lean, push, pull, unison, canon and style. ICT. Watch video/compare performance. Communication. Speaking and Listening. Cooperation. Working together. Problem solving</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Music – “Spy Playlist” ➤ Stereo player ➤ PC, projector ➤ Video camera <p>Video clip available to view at: http://www.youtube.com/watch?v=6oWeaujOWXc</p>
Key Concepts and Processes:		
<p style="text-align: center;">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. To apply movements based around greased lightening from the film ‘grease’ to a dance sequence. Accurate replication of developed movements showing creativity and fluency will be assessed.</p>	<p style="text-align: center;">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 style="text-align: center;">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 their 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 style="text-align: center;">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, trial and refine ideas.</p>	<p style="text-align: center;">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</p>	<p style="text-align: center;">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>

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	community links.	
Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Numeracy (counting beats in a bar), Science (muscle names, bodily functions <i>i.e. heart rate</i>)		Assessment: Q & A, Formative and summative assessment.

<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 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>most pupils will: select and apply actions, skills and movements; demonstrate control of their body when performing these with a good degree of gesture and expression; link movements effectively making use of compositional ideas and devices; identify and work on the fitness they need to perform with greater quality.</p> <p>some pupils will not have made so much progress and will: perform well developed skills, actions and movements with reasonable control; move into and out of actions with control, putting these into order within a sequence; with guidance, identify and carry out exercises that help dance fitness.</p> <p>some pupils will have progressed further and will: use complex combinations of skills, movements and actions with quality and dynamic control; devise a dance sequence which challenges their own abilities and incorporate those of others; make good use of compositional ideas and devices; uses good strength and suppleness to provide stability, tension and extension in their work.</p>
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • performance, <i>eg criteria for observing and judging, gesture, rhythm, unison, canon, principle of composition</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • discuss and respond to initial ideas and information, carry out the task and then review and refine ideas. 	

By the end of this unit a pupil will reach level:

4 Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm. Able to link various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels.

5 Able to perform an excellent range of choreographed movements smoothly and accurately. Shows a very good knowledge of rhythm and timing with

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little or no help. . Able to experiment and plan group sequences and help others with their work. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.

6 Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.

Week	Learning objectives	Task examples	Information/ Differentiation
1	<p>Dance Intro + Starting stretches To develop movements based on the start of the greased 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>	<p>Student led; warm-up. What is dance? Group brainstorm. 'movement to music', rhythm, timing. Use the resource sheets around the room to come up with 'movement' and 'stillness' choices. Pupils peer assess & suggest +/- of each group. Groups split into 2 separate groups, with two definite STOP points. <i>Resources:</i> movement and stillness resource cards <i>Music:</i> 'Mission Impossible' – TV Theme Tunes 'James Bond Theme (Dr. No)' – John Barry Orchestra</p>	<p>All lessons start with lesson related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p> <p>Give opportunities to plan compositional ideas</p> <p>Opportunity for Assessment for learning in all teaching activities through the use of ICT (Video to analyse performance)</p>
	<p>Sequence 2 To accurately The freeze-frame sections of the dance. Concepts of dance – partner work. Apply the partner work into the end of lesson performance</p>	<p>Student led; warm-up. Recap starting stretches in groups. Once dancer freezes in a crouched position while the others jump over. 'Knock-on' effect – one dance freezes with their arms to the side, other pushes arm to initiate a spin or a roll. Give one movement that must be included – one dancer sits down and extends arm, other holds wrists and pulls them to standing – possible with a jump. Show partner work.</p>	
2	<p>Sequence 3 and Final Performance Recap dance so far.</p> <p>Understand how speed can alter the effectiveness and control of the dance.</p> <p>Evaluate another groups performance.</p>	<p>Student led; warm-up. Give pupils opportunity to practice the sequences they have previously composed. Set space restriction (as if spies have been caught) – 2 meter imaginary cell which they are not allowed to leave at any time. Work together to escape as if someone is chasing them. Use cartwheels, spins, leap-frogs, dodge as if dodging bullets. Move from standing into a roll quickly to opposite sides to confuse chaser.</p>	<p>Peer assessment, modelling and self evaluation.</p>

Beaufort Community School Physical Education Department Scheme of Work for Dance

	To develop & refine movements extracted from film. Recap Sequence 1-3 for final filmed performance.	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 modeling. Aesthetic awareness. Record performances with digital video camera. Show performance to class. Pupils suggest +/- of each group.	
3	<p>Olympic Chance Dance</p> <p>Pupils identify images and words that are associated with the Olympics and in particular how the Olympics begins (torch and opening ceremony). Concept of 'Chance' used to formulate middle section of dance.</p>	<p>Pupil led warm-up. Pupils then discuss with their partners and identify key words and format of the Olympics. Words written on the white board. 5 group (countries) required to start at random points in the sports hall with designated flag-bearer. Timing of march in important. Once together the music dictates canon of countries running into space to create the Olympic rings. Pupils spin in ring and then find a space to experiment with the Chance element of the dance.</p> <p><i>Resources:</i> dice, task sheet, blank movement sheets.</p> <p><i>Music:</i> 'Olympic Theme' – L'Orchestra Cinematique 'Proud' – M People featuring Heather Small</p>	
4	<p>Assessment</p> <p>To accurately replicate full dance sequence for both dances 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>	<p>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</p>	