

2023/2024

## Planning Portfolio

Subject: Physical Education	Module Topic: Dance
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### Module overview:

Lesson number	Content of lesson <small>(Brief detail of the content of the lesson)</small>	Type of assessment used (See KPI map for assessment opportunities)
<b>1</b>	Introduction to Dance / <i>Gestures</i> and timing - Pupils will be introduced to the style of dance e.g. bhangra / capoeira. Pupils will be taught what is meant by the terms gestures and timing, and they will work on these in isolated practice before working on the set motif which will be applied into the routine.	Baseline teacher assessment. KPI = 1, 3, 5 and 9
<b>2</b>	Canon Vs. Unison - Pupils will look at the difference between canon and unison and add these skills into the teacher led set motif. Pupils will also work on demonstrating these skills into their own choreography as they start to build on their routine. Pupils will work on developing their confidence, timing and muscle memory.	KPI = 1, 3, 5 and 8
<b>3</b>	Travel and Formations - Pupils will look at what is meant by travel and formation and start to demonstrate these in isolated movements. They will start to demonstrate these skills in their routines whilst also working on confidence, facial expressions.	Peer assessment - coaching cards / success criteria provided for students. KPI = 1, 3, 5 and 8
<b>4</b>	Levels - Pupils will look at levels and start to incorporate different levels into the teacher led set motif and own routine. Pupils will demonstrate changes in levels in their routine showing control and fluency throughout.	Self-assessment - success criteria provided for students. KPI = 1, 3, 5 and 8

5	Dynamics - Pupils will look at dynamics and start to incorporate different dynamics into their routine. They will look at movements with teacher that differ in dynamics e.g. fast, slow, soft, sharp etc in order to develop their understanding further. Pupils will then look at altering the dynamics of movement in their already developing routine and/or add to their routine and incorporate changes in dynamics.	KPI = 1, 3, 5 and 8
6	Assessment - Students to utilise lesson time to practice their routine and assess that they have incorporated all the skills learned throughout the SOW, Students to perform routine in front of the class towards the end of the lesson and self-assess their abilities against the KPI's that they have been working towards. Teacher to assess students against KPI 1, 2, 5 and 8. -	Peer assessment - students to observe one student in group and give them 2 strengths and 1 area for development using success criteria provided. Self-assessment - students to RAG rate KPI's. Teacher to explain e.g. red - not achieved, yellow - working towards achieving, green - achieved.  Teacher final assessment using KPI's

**Resources (Where located?):**

- SharePoint - <https://sheffieldparkacademy.sharepoint.com/sites/BAPeandDance> - 23/24 - KS3 SOW's

## Lesson number 1: Introduction to Gestures / Timing

### Learning Outcomes:

- Students will **understand** what is meant by the key terms gestures and timing, and how these are implemented into a dance routine.
- Students will successfully **demonstrate** gestures with correct timing when performing the set motif.
- Students will successfully **apply** their chosen gestures into their own choreography, showing good timing, making their routine look fluent and aesthetic.

**Assessment** = KPI 1, 3, 5 and 8

**Key words (Components of fitness / dance skills)** = Coordination, Gestures, Timing, Aesthetic

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Starter	<ul style="list-style-type: none"> <li>• Differentiated learning outcomes given</li> <li>• <b>What is Bhangra dance?</b> – Q and A pupils on what comes to mind when we think of the style of dance being covered e.g. Bhangra / Capoeira (Make mind map on whiteboard)</li> <li>• <b>Brief history of chosen dance (Teacher led):</b> <ul style="list-style-type: none"> <li>- <b>Example</b> – Bhangra originated in the Punjab region of India. Traditionally a good harvest was celebrated by dancing and singing songs to the sound of the <b>dhol</b> drum.</li> <li>- Bhangra is danced at weddings, parties and family celebrations - uses a lot of hand, arm and shoulder movement also known as <b>Gestures!!</b></li> </ul> </li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Q and A - targeted Q's dependent on ability</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Definitions of key words made available for students to match up if struggling to attempt to define themselves</li> </ul> <p><b>Key words:</b></p> <ul style="list-style-type: none"> <li>• <b>Gesture</b> = A movement of part of the body such as a hand to express an idea or meaning</li> <li>• <b>Aesthetic</b> = Pleasing to the eye (link this to extension of limbs)</li> </ul>

	<p><b>Warm up: Aerobics</b></p>	<p><b>Teacher led aerobics warm up:</b></p> <ul style="list-style-type: none"> <li>• Grapevines</li> <li>• Bicep curl squats</li> <li>• Box</li> <li>• Punches high, medium and low</li> <li>• Ski jumps</li> <li>• Pull backs</li> <li>• Skipping (without rope)</li> <li>• Knee lift and twist</li> <li>• Body twists</li> <li>• Side punches to star</li> </ul> <p><b>Pupil led stretches and immobilisers</b> - Starting from head down to toe.</p> <p><b>Example task - Bhangra gestures / timing:</b></p> <ul style="list-style-type: none"> <li>• Watch Pussycat dolls video - Jai Ho</li> <li>• Pupils to pick out as many Bhangra movements as they have seen</li> <li>• Play Jai ho - Pussycat dolls <b>AGAIN</b> and get pupils to clap when they can hear the beat to ensure they understand the rhythm of the music</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• LA students = Count beat with pupils if necessary</li> <li>• LA students = Use easier movements / slower music</li> <li>• MA students = Use more complex movements e.g. double grapevine / Faster tempo of music</li> <li>• MA students to lead stretches and immobilisers</li> </ul> <p><b>Assessment - Q and A:</b></p> <ul style="list-style-type: none"> <li>- What types of movement have we seen?</li> <li>- What is a gesture?</li> <li>- How many beats do we count to in dance?</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment of pupils ability to time the music - clapping to beat (this will help determine whether teacher needs to slow tempo of movements down to <math>\frac{1}{2}</math> time during choreography)</li> </ul>
	<p><b>Development / Choreography</b></p>	<ul style="list-style-type: none"> <li>• <b>Teacher to lead set motif</b> - 3 counts of 8 <ul style="list-style-type: none"> <li>- <i>Teacher led x 3 practices</i></li> <li>- <i>Independently with teacher observing x 3 practices</i></li> </ul> </li> <li>• Pupils given gestures sheet and asked to choreograph 1-2 counts of 8 dependent on ability</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment of pupils ability to retain movements</li> <li>• Self-assessment - using the gestures sheet provided pupils pick gestures that they feel they would be confident and capable of performing in own choreography (gestures on sheet colour coordinated and linked to differentiated levels)</li> </ul>

			<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher to assign pupils to groups based on initial assessment during set motif (MA to work together and LA to work together)</li> <li>• Gestures sheet differentiated with levels and choreography ideas for all abilities</li> <li>• MA students to choreograph 2 counts of 8 / LA to choreograph 1 count of 8</li> <li>• LA students can choose 1-2 movements and repeat these movements / MA students can chose a variety of movements</li> </ul>
	<p><b>Performance / Plenary</b></p>	<ul style="list-style-type: none"> <li>• All groups assigned another group to peer assess</li> <li>• Half the class perform whilst the other half watch</li> <li>• Group observing to tick off on gestures sheet what movements the group have used in their own choreography and work out what skills they have achieved using success criteria (Peer assessment)</li> <li>• Once group have performed, hand success criteria on gestures sheet back to group they observed - teacher to ask whether they agree with the assessment they have been given and explain why</li> <li>• Q and A at the end of the lesson:</li> </ul> <p><b><u>Example questions if performing Bhangra dance (Q's to be changed dependent on style of dance teacher has chosen):</u></b></p>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Peer-assessment</u></b> - Groups to analyse peers dance and identify what level they think their peers are currently achieving by ticking off movements used in personal choreography</li> <li>• <b><u>Q and A</u></b> - What have you learnt in this lesson (Use Q's opposite)</li> <li>• <b><u>Self-assessment</u></b> - Do you agree with assessment given by peers (explain why)</li> <li>• <b><u>Teacher assessment</u></b> - KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Groups based on ability</li> <li>• Gestures sheet given to help LA students to identify movements / levels</li> <li>• MA students to choreograph 2 counts of 8 / LA to choreograph 1 count of 8</li> <li>• LA students can choose 1-2 movements and repeat these movements / MA students can chose a variety of movements</li> <li>• Students to perform as half a class to aid pupils who are less confident.</li> </ul>

		<ul style="list-style-type: none"><li>- What is Bhangra dance / Where does it come from?</li><li>- Where would we see Bhangra dance?</li><li>- What parts of the body are mostly used in Bhangra dance?</li><li>- How many beats do we count to in dance?</li><li>- What is meant by <i>gesture</i>?</li></ul>	
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## Lesson number 2: Canon and Unison

### Learning Outcomes:

- Students will **understand** what is meant by the key terms canon and unison, and how these are implemented into a dance routine.
- Students will successfully **demonstrate** canon and unison with correct timing when performing the teacher led set motif.
- Students will successfully **apply** canon and unison into their own choreography, showing good timing, making their routine look fluent and aesthetic.

**Assessment** = KPI 1, 3, 5 and 8

**Key words (Components of fitness / dance skills)** = Coordination, Gestures, Timing, Aesthetic, Canon, Unison

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	<b>Starter</b>	<ul style="list-style-type: none"> <li>Recap learning from last week - History of chosen dance style e.g. Bhangra / Capoeira and key words</li> </ul> <p><u>Key words used in week 1:</u></p> <ul style="list-style-type: none"> <li><b>Gesture</b> = A movement of part of the body such as a hand to express an idea or meaning</li> <li><b>Aesthetic</b> = Pleasing to the eye (link this to extension of limbs)</li> </ul>	<ul style="list-style-type: none"> <li>Q and A - targeted Q's dependent on ability</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>Differentiated questioning - Targeted Q's (Pose, Pause, Pounce and Bounce) E.g. Identify which key words we looked at...Describe what each key words means... Explain how these are applied into a dance routine...</li> </ul>
	<u>Warm up:</u> Aerobics	<p><u>Teacher led aerobics warm up:</u></p> <ul style="list-style-type: none"> <li>Grapevines</li> <li>Bicep curl squats</li> <li>Box</li> <li>Punches high, medium and low</li> <li>Ski jumps</li> <li>Pull backs</li> <li>Skipping (without rope)</li> </ul>	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>LA students = Count beat with pupils if necessary</li> <li>LA students = Use easier movements / slower music</li> <li>MA students = Use more complex movements e.g. double grapevine / Faster tempo of music</li> <li>Ask MA students to think of an aerobic movement to tell teacher to add onto warm up</li> </ul>

		<ul style="list-style-type: none"> <li>• Knee lift and twist</li> <li>• Body twists</li> <li>• Side punches to star</li> </ul> <p>- Begin to ask MA pupils to think of an aerobics movement to use in the warm up</p> <p><b><u>Student led stretches and immobilisers</u></b> - Starting from head down to toe.</p> <ul style="list-style-type: none"> <li>• Introduce new key word: Canon and Unison</li> </ul> <p><b><u>Key words - week 2:</u></b></p> <p><b>Canon</b> = All dancers performing a movement one after another</p> <p><b>Unison</b> = All dancers performing a movement at the same time</p> <ul style="list-style-type: none"> <li>• Get pupils to stand in a circle and demonstrate canon by getting pupils to squat down one after another on the beat/ Or ask pupils to perform a Mexican wave</li> </ul>	<ul style="list-style-type: none"> <li>• MA students to lead stretches and immobilisers</li> </ul>
	<p><b>Development / Choreography</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Teacher to recap set motif</u></b> - 3 counts of 8</li> </ul> <p>- <i>Teacher led x 2 practices</i></p> <p>- <i>Independently with teacher observing x 2 practices</i></p> <ul style="list-style-type: none"> <li>• <b><u>Teacher to add on to set motif</u></b> - using 1 - 2 movements to be performed as a class in canon (one after another)</li> </ul> <p>- <i>Teacher led x 2 practices</i></p>	<ul style="list-style-type: none"> <li>• Teacher assessment of whether students are understanding canon / unison concept</li> <li>• Q and A - What is canon / unison? How can we ensure movements are aesthetic? Ask group of 4 to come up and demonstrate how they think they can use a movement in canon during their own choreography (Ask MA groups to do the same using 2 movements)</li> <li>• <b><u>Teacher assessment</u></b> - KPI 1, 3, 5 and 8</li> </ul>



		<ul style="list-style-type: none"> <li>- <i>Independently with teacher observing x 2 practices</i></li> <li>• Students given gestures sheet and asked to choreograph a count of 8 using canon (using 1 - 2 movements)</li> <li>• Self-assessment using success criteria for developing routines e.g. have you included the skill canon into your routine? When have you included canon into your routine?</li> </ul>	<p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Students to work in assigned groups as per last week</li> <li>• Gestures sheet differentiated / choreography ideas for all abilities</li> <li>• MA students to choreograph more than 1 count of 8 / LA students to choreograph 1 count of 8</li> <li>• LA students can use 1 movement and repeat this for the count of 8 / MA students can choose more than 1 movement and work out how to make this last for a count of 8 with how many people are in their group</li> </ul>
	<p><b>Performance / Plenary</b></p>	<ul style="list-style-type: none"> <li>• All groups assigned another group to peer assess</li> <li>• Half the class perform whilst the other half watch</li> <li>• Group observing have 1 x whiteboard each and to give groups 2 strengths and 1 area for development using success criteria given by teacher. Students must use the key words in their evaluation that have been given to them so far (<i>canon, unison, gestures, aesthetic and timing</i>)</li> </ul> <p><b><u>Example questions if performing Bhangra dance (Q's to be changed dependent on style of dance teacher has chosen):</u></b></p> <ul style="list-style-type: none"> <li>- What is Bhangra dance / Where does it come from?</li> <li>- Where would we see Bhangra dance?</li> <li>- What parts of the body are mostly used in Bhangra dance?</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Peer-assessment</u></b> - Groups to analyse peers dance and identify what level they think their peers are currently achieving by ticking off movements used in personal choreography</li> <li>• <b><u>Q and A</u></b> - What have you learnt in this lesson (Use Q's opposite)</li> <li>• <b><u>Self-assessment</u></b> - Do you agree with assessment given by peers (explain why)</li> <li>• <b><u>Teacher assessment</u></b> - KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Groups based on ability</li> <li>• Gestures sheet given to help LA students to identify movements / levels</li> <li>• MA students to choreograph 2 counts of 8 / LA to choreograph 1 count of 8</li> <li>• LA students can choose 1-2 movements and repeat these movements / MA students can chose a variety of movements</li> <li>• Students to perform as half a class to aid pupils who are less confident.</li> </ul>

		<ul style="list-style-type: none"><li>- How many beats do we count to in dance?</li><li>- What is meant by <i>gesture</i>?</li><li>- What does the word <i>canon</i> mean? What does the word <i>unison</i> mean? Explain how these skills can be applied into choreography.</li></ul>	
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## Lesson number 3: Travel and formation / Interim assessment

### Learning Outcomes:

- Students will **understand** what is meant by the key terms travel and formation, and how these are implemented into a dance routine.
- Students will successfully **demonstrate** different modes of travel and formations with correct timing when performing the teacher led set motif.
- Students will successfully **apply** different modes of travel and formations into their own choreography, showing good timing, making their routine look fluent and aesthetic.

**Assessment** = KPI 1, 3, 5 and 8

**Key words (Components of fitness / dance skills)** = Coordination, Gestures, Timing, Aesthetic, Canon, Unison, Travel, Formation

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	<b>Starter</b>	<ul style="list-style-type: none"> <li>Recap learning from last week - Key words + examples</li> </ul> <p><u>Key words used in week 1/ 2:</u></p> <ul style="list-style-type: none"> <li><b>Gesture</b> = A movement of part of the body such as a hand to express an idea or meaning</li> <li><b>Aesthetic</b> = Pleasing to the eye (link this to extension of limbs)</li> <li><b>Canon</b> = All dancers performing a movement one after another</li> <li><b>Unison</b> = All dancers performing a movement at the same time</li> </ul>	<ul style="list-style-type: none"> <li>Q and A - targeted Q's dependent on ability</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>Differentiated questioning - Targeted Q's (Pose, Pause, Pounce and Bounce) E.g. Identify which key words we looked at... Describe what each key words means... Explain how these are applied into a dance routine...</li> </ul>
	<u>Warm up:</u> Zumba	<p><u>Teacher led Zumba warm up:</u></p> <ul style="list-style-type: none"> <li>Zumba routine example = <a href="http://www.youtube.com/watch?v=TAUky6higNU">http://www.youtube.com/watch?v=TAUky6higNU</a></li> </ul>	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>LA students = Count beat with pupils if necessary</li> </ul>

		<p><b><u>Pupil led stretches and immobilisers</u></b> - Starting from head down to toe.</p> <ul style="list-style-type: none"> <li>• Introduce new key word: Formation</li> </ul> <p><b><u>Key words - week 3:</u></b></p> <p><b>Formation</b> = Where you are in a space in relation to everyone else in your group e.g. square / diamond</p> <p><b>Travel</b> = Any movement of the body to get from one position into another</p> <ul style="list-style-type: none"> <li>• Get 4 pupils to stand in a square and demonstrate how to change formation e.g. square to diamond / line / diagonal etc.</li> </ul>	<ul style="list-style-type: none"> <li>• LA students = Use easier movements / slower music</li> <li>• MA students = Use more complex movements / Faster tempo of music</li> <li>• MA students to lead stretches and immobilisers</li> </ul>
	<p><b>Development / Choreography</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Teacher to recap set motif</u></b> - 3 counts of 8 plus canon beginning from week 2</li> <li>- <i>Teacher led x 2 practices</i></li> <li>- <i>Independently with teacher observing x 2 practices</i></li> <li>• Pupils given gestures sheet and asked to choreograph at least another count of 8 either changing formation within that count or within the whole of their choreography (3-4 counts of 8)</li> <li>• Self assessment - linked to success criteria e.g. Have you changed formation at least once within your own choreography? Have you use different modes of travel to link one movement to the</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of whether students are understanding canon / unison concept</li> <li>• Q and A - What is canon / unison? How can we ensure movements are aesthetic? Ask group of 4 to come up and demonstrate how they think they can use a movement in canon during their own choreography (Ask MA groups to do the same using 2 movements)</li> <li>• <b><u>Teacher assessment</u></b> - KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Students to work in assigned groups as per last week</li> <li>• Gestures sheet differentiated / choreography ideas for all abilities</li> </ul>

		<p>next e.g. twirl / side step etc? How many modes of travel have you used?</p>	<ul style="list-style-type: none"> <li>• MA students to choreograph more than 1 count of 8 / LA students to choreograph 1 count of 8</li> <li>• LA students can use 1 movement and repeat this for the count of 8 / MA students can choose more than 1 movement and work out how to make this last for a count of 8 with how many people are in their group</li> </ul>
	<p><b>Performance / Plenary</b></p>	<ul style="list-style-type: none"> <li>• All groups assigned another group to peer assess</li> <li>• Half the class perform whilst the other half watch</li> <li>• Groups must also identify 2 things that they think worked well and 1 thing that they think needs improving using the key words that have been given to them so far (<i>canon, unison, gestures, aesthetic, timing, travel and formation</i>)</li> </ul> <p><u>Example questions if performing Bhangra dance (Q's to be changed dependent on style of dance teacher has chosen):</u></p> <ul style="list-style-type: none"> <li>- What is Bhangra dance / Where does it come from?</li> <li>- Where would we see Bhangra dance?</li> <li>- How many beats do we count to in dance?</li> <li>- What is meant by gesture / aesthetic / canon / unison travel / formation?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer-assessment</b> – Groups to analyse peers dance and identify what level they think their peers are currently achieving and identifying strengths and weaknesses.</li> <li>• <b>Q and A</b> – What have you learnt in this lesson (Use Q's opposite)</li> <li>• <b>Teacher assessment</b> – KPI 1, 3, 5 and 8</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>• Groups based on ability</li> <li>• Key words on board for LA students to use as a prompt</li> <li>• MA students to choreograph more than 1 count of 8 / LA students to choreograph 1 count of 8</li> <li>• LA students can use 1 movement and repeat this for the count of 8 / MA students can choose more than 1 movement and work out how to make this last for a count of 8 with how many people are in their group</li> <li>• Students to perform as half a class to aid pupils who are less confident.</li> </ul>

## Lesson number 4: Introduction to second dance style e.g. Rock "n" Roll dance / levels

### Learning Outcomes:

- Students will **understand** what the new dance style entails and where it originated from / what is meant by the key terms levels, and how these are implemented into a dance routine.
- Students will successfully **demonstrate** different levels with correct timing when performing the teacher led set motif.
- Students will successfully **apply** different levels into their own choreography, showing good timing, making their routine look fluent and aesthetic.

**Assessment** = KPI 1, 3, 5 and 8

**Key words (Components of fitness / dance skills)** = Coordination, Gestures, Timing, Aesthetic, Canon, Unison, Travel, Formation, Levels

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Starter	<ul style="list-style-type: none"> <li>- Literacy starter activity to complete matching the key words used in previous lessons to the correct definition from the word wall</li> </ul> <p><u>Key words used in week 1, 2 and 3:</u></p> <ul style="list-style-type: none"> <li>• <b>Gesture</b> = A movement of part of the body such as a hand to express an idea or meaning</li> <li>• <b>Aesthetic</b> = Pleasing to the eye (link this to extension of limbs)</li> <li>• <b>Canon</b> = All dancers performing a movement one after another</li> <li>• <b>Unison</b> = All dancers performing a movement at the same time</li> <li>• <b>Formation</b> = Where you are in a space in relation to everyone else in your group e.g. square / diamond</li> <li>• <b>Travel</b> = Any movement of the body to get from one position into another</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Q and A / Matching task - targeted Q's dependent on ability</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• Differentiated questioning - Targeted Q's (Pose, Pause, Pounce and Bounce)</li> <li>• LA students can have access to both the definition and the key word to match them up / MA students will be given just the definition and will have to remember what key word would link up with that particular definition / Some students will be given just the key word and will have to remember what the definition is of that word.</li> </ul>

	<p><b>Warm up:</b> Zumba</p>	<p><b>Teacher led Zumba warm up:</b></p> <ul style="list-style-type: none"> <li>Zumba routine example =</li> <li><a href="https://www.youtube.com/watch?v=YKQIGAv7qb4">https://www.youtube.com/watch?v=YKQIGAv7qb4</a></li> </ul> <p><b>Student led stretches and immobilisers</b> - Starting from head down to toe.</p> <ul style="list-style-type: none"> <li><b>What is Rock "n" Roll dance?</b> - Q and A pupils on what comes to mind when we think of Rock "n" Roll / Swing dancing (Make mind map on whiteboard)</li> <li><b>Brief history of Rock "n" Roll (Teacher led):</b> <ul style="list-style-type: none"> <li>Rock "n" Roll is a form of dance that originated from the Lindy Hop during the 1950's.</li> <li>It is a choreographed dance performed by couples and includes a variety of kicks, flicks, turns and acrobatic movements</li> <li>Was the first partner dance ever to feature acrobatic elements - performed without tension, so that the body and legs are flexible</li> </ul> </li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Q and A - What do we think Rock "n" Roll dance is?</li> <li>Where do we think Rock "n" Roll dance originated from?</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>Targeted Q's - (Pose, Pause Pounce and Bounce)</li> <li>LA students = Count beat with pupils if necessary</li> <li>LA students = Use easier movements / slower music</li> <li>MA students = Use more complex movements / Faster tempo of music</li> <li>MA students to lead stretches and immobilisers</li> </ul>
	<p><b>Development / Choreography</b></p>	<ul style="list-style-type: none"> <li><b>Teacher to lead set motif</b> - 3 counts of 8           <ul style="list-style-type: none"> <li>Teacher led x 3 practices</li> <li>Independently with teacher observing x 3 practices</li> </ul> </li> </ul> <p><b>Songs to choose from:</b></p>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Teacher assessment of students from previous lessons - put into pairs</li> <li>Self-assessment - using the lifts sheet provided pupils pick lifts that they feel they would be confident and capable of</li> </ul>

		<p><a href="http://www.youtube.com/watch?v=9fIAgzMBY70">http://www.youtube.com/watch?v=9fIAgzMBY70</a>  <a href="http://www.youtube.com/watch?v=lzQ8GDBA8Is">http://www.youtube.com/watch?v=lzQ8GDBA8Is</a>  <a href="http://www.youtube.com/watch?v=gjORz-uP4Mk">http://www.youtube.com/watch?v=gjORz-uP4Mk</a></p> <p><b><u>Key words:</u></b>  <b>Levels</b> = The level at which a dancer performs a move e.g. crouched down, standing or on tip toes</p> <ul style="list-style-type: none"> <li>• Self-assessment linked to learning outcomes and levels</li> <li>• Students put into pairs dependent on ability - teacher to pick</li> <li>• Students asked to choreograph 1-2 counts of 8 dependent on ability - must include at least 1 change in levels (differentiated lifts sheet provided)</li> </ul>	<p>performing (lifts on sheet linked to differentiated levels)</p> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher to assign students to groups based on initial assessment from interim (MA to work together and LA to work together)</li> <li>• Lifts sheet differentiated with choreography ideas for all abilities</li> <li>• MA students to choreograph 2 counts of 8 / LA students to choreograph 1 count of 8</li> <li>• LA students can choose 1-2 movements from teacher motif repeat these movements / MA students can chose a variety of movements that they create</li> </ul>
	<p><b>Performance / Plenary</b></p>	<ul style="list-style-type: none"> <li>• All groups assigned another group to peer assess</li> <li>• Half the class perform whilst the other half watch</li> <li>• Groups must also identify 2 things that they think worked well and 1 thing that they think needs improving using the key words that have been given to them so far (<i>canon, unison, gestures, aesthetic, timing, travel, formation and levels</i>)</li> </ul> <p><b><u>Example questions if performing Rock "n" Roll dance (Q's to be changed dependent on style of dance teacher has chosen):</u></b></p> <ul style="list-style-type: none"> <li>- What is Rock "n" roll dance? / Where does it come from?</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Peer-assessment</u></b> - Groups to analyse peers dance and identify what level they think their peers are currently achieving and identifying strengths and weaknesses.</li> <li>• <b><u>Q and A</u></b> - What have you learnt in this lesson (Use Q's opposite)</li> <li>• <b><u>Teacher assessment</u></b> - KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Groups based on ability.</li> <li>• Key words on board for LA students to use as a prompt</li> <li>• MA students to choreograph more than 1 count of 8 / LA students to choreograph 1 count of 8</li> </ul>



		<ul style="list-style-type: none"><li>- Where would we see Rock "n" roll dance?</li><li>- How many beats do we count to in dance?</li></ul> <p>What is meant by gesture / aesthetic / canon / unison travel / formation / levels?</p>	<ul style="list-style-type: none"><li>• LA students can use 1 movement and repeat this for the count of 8 / MA students can choose more than 1 movement and work out how to make this last for a count of 8 with how many people are in their group</li><li>• Students to perform as half a class to aid pupils who are less confident.</li></ul>
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## Lesson number 5: Dynamics

### Learning Outcomes:

- Students will **understand** what is meant by the key term dynamics, and how these are implemented into a dance routine.
- Students will successfully **demonstrate** different changes in dynamics with correct timing when performing the teacher led set motif.
- Students will successfully **apply** different changes of dynamics into their own choreography, showing good timing, making their routine look fluent and aesthetic.

**Assessment** = KPI 1, 3, 5 and 8

**Key words (Components of fitness / dance skills)** = Coordination, Gestures, Timing, Aesthetic, Canon, Unison, Travel, Formation, Levels, Dynamics

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Starter	<ul style="list-style-type: none"> <li>• Q and A of key words used throughout SOW</li> </ul> <p><b><u>Recap of key words used in week 1, 2, 3 and 4:</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Gesture</i></b> = A movement of part of the body such as a hand to express an idea or meaning</li> <li>• <b><i>Aesthetic</i></b> = Pleasing to the eye (link this to extension of limbs)</li> <li>• <b><i>Canon</i></b> = All dancers performing a movement one after another</li> <li>• <b><i>Unison</i></b> = All dancers performing a movement at the same time</li> <li>• <b><i>Formation</i></b> = Where you are in a space in relation to everyone else in your group e.g. square / diamond</li> <li>• <b><i>Travel</i></b> = Any movement of the body to get from one position into another</li> <li>• <b><i>Levels</i></b> = The level at which a dancer performs a move e.g. crouched down, standing or on tip toes</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• Q and A / targeted Q's dependent on ability</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Differentiated questioning - Targeted Q's (Pose, Pause, Pounce and Bounce)</li> <li>• LA students can have access to both the definition and the key word to match them up / MA students will be given just the definition and will have to remember what key word would link up with that particular definition / Some students will be given just the key word and will have to remember what the definition is of that word.</li> </ul>

	<p><b>Warm up: Aerobics (Student led)</b></p>	<p><b><u>Student led aerobics warm up:</u></b></p> <ul style="list-style-type: none"> <li>In groups pupils must lead the warm up - help cards provided. New pupil to lead every 2 movements</li> </ul> <p><b><u>Pupil led stretches and immobilisers:</u></b></p> <ul style="list-style-type: none"> <li>Starting from head down to toe - cards provided for LA students.</li> <li>Teacher to introduce final key word for the unit = Dynamics</li> </ul> <p><b><u>Key word:</u></b></p> <p><b>Dynamics</b> = How energetic a movement is performed e.g. sharp / fast / soft / slow</p> <ul style="list-style-type: none"> <li>Teacher to perform a movement and ask pupils to volunteer how the dynamics of this movement could be changed - Q and A</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li><b>Q and A</b> - Students asked Q's about new key word</li> <li>Teacher assessment of student's ability to lead warm ups independently</li> <li><b>Teacher assessment</b> - KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>Groups differentiated from previous week (MA to work together / LA to work together)</li> <li>LA students = Count beat with students if necessary to warm up song</li> <li>LA students = Use easier movements from help sheet</li> <li>MA students = Use more complex movements from help sheet / create own aerobic movements</li> <li>Targeted Q's - (Ask MA students to come and change the dynamics of the movement / Ask LA to describe what the movement looks like e.g. soft / abrupt)</li> </ul>
	<p><b>Development / Choreography</b></p>	<ul style="list-style-type: none"> <li><b><u>Teacher to recap set motif</u></b> - 3 counts of 8 <ul style="list-style-type: none"> <li>Teacher led x 2 practices</li> <li>Independently with teacher observing x 2 practices</li> </ul> </li> <li><b><u>Teacher to add on to set motif</u></b> - 1 - 2 counts of 8 (1 performed soft and slow / 1 performed double time and sharp) <ul style="list-style-type: none"> <li>Teacher led x 2 practices</li> <li>Independently with teacher observing x 2 practices</li> </ul> </li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li><b>Teacher assessment</b> - KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>Groups differentiated from previous week (MA to work together and LA to work together)</li> <li>Lifts sheet differentiated with levels and choreography ideas for all abilities</li> <li>MA students to choreograph 2 counts of 8 / LA students to choreograph 1 count of 8</li> <li>LA students can change dynamics once within their choreography / MA students can change</li> </ul>

		<ul style="list-style-type: none"> <li>Students asked to choreograph a further 1-2 counts of 8 dependent on ability - must include at least 1 change in dynamics (differentiated lifts sheet provided)</li> </ul>	<p>dynamics several times within their choreography.</p>
	<p><b>Performance / Plenary</b></p>	<ul style="list-style-type: none"> <li>All groups assigned another group to peer assess</li> <li>Half the class perform whilst the other half watch</li> <li>Groups must also identify 2 things that they think worked well and 1 thing that they think needs improving using the key words that have been given to them so far (<i>canon, unison, gestures, aesthetic, timing, travel, formation, levels and dynamics</i>)</li> </ul> <p><u>Example questions if performing Rock "n" Roll dance (Q's to be changed dependent on style of dance teacher has chosen):</u></p> <ul style="list-style-type: none"> <li>What is Rock "n" roll dance? / Where does it come from?</li> <li>Where would we see Rock "n" roll dance?</li> <li>How many beats do we count to in dance? What is meant by gesture / aesthetic / canon / unison travel / formation / levels / dynamics?</li> </ul>	<ul style="list-style-type: none"> <li><b>Peer-assessment</b> - Groups to analyse peers dance and identify what level they think their peers are currently achieving and identifying strengths and weaknesses.</li> <li><b>Q and A</b> - What have you learnt in this lesson (Use Q's opposite)</li> <li><b>Teacher assessment</b> - KPI 1, 3, 5 and 8</li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>Groups based on ability.</li> <li>Key words on board for LA students to use as a prompt.</li> <li>MA students to choreograph more than 1 count of 8 / LA students to choreograph 1 count of 8</li> <li>LA students can use 1 movement and repeat this for the count of 8 / MA students can choose more than 1 movement and work out how to make this last for a count of 8 with how many people are in their group Students to perform as half a class to aid pupils who are less confident.</li> </ul>

## Lesson number 6: Performance Skills / Assessment

### Learning Outcomes:

- Students will **understand** what is meant by performance skills e.g. facial expressions, eye contact, posture etc. and how these are implemented into a dance routine to make it look more aesthetic.
- Students will successfully **demonstrate** different performance skills into their routine showing correct timing when performing the teacher led set motif.
- Students will successfully **apply** different performance skills into their own choreography, showing good timing, making their routine look fluent and aesthetic.

**Assessment** = KPI 1, 3, 5 and 8

**Key words (Components of fitness / dance skills)** = Coordination, Gestures, Timing, Aesthetic, Canon, Unison, Travel, Formation, Levels, Dynamics, Performance skills

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	<u>Warm up:</u> Aerobics (Student led)	<p><u>Student led Aerobics warm up:</u></p> <ul style="list-style-type: none"> <li>• In groups students must lead the warm up - help cards provided. New student to lead every 2 movements</li> </ul> <p><u>Pupil led stretches and immobilisers:</u></p> <ul style="list-style-type: none"> <li>• Starting from head down to toe - cards provided for LA.</li> <li>• Teacher to introduce final key word for the unit = Performance skills: Facial Expressions, Eye contact and Posture</li> </ul>	<p><u>Assessment:</u></p> <ul style="list-style-type: none"> <li>• <u>Teacher assessment</u> - KPI 1, 3, 5 and 8</li> </ul> <p><u>Differentiation:</u></p> <ul style="list-style-type: none"> <li>• Groups differentiated from previous week (MA students to work together / LA students to work together)</li> <li>• LA students = Count beat with students if necessary to warm up song</li> <li>• LA students = Use easier movements from help sheet</li> <li>• MA students = Use more complex movements from help sheet / create own aerobic movements</li> <li>• Targeted Q's</li> </ul>

	<p><b>Development / Choreography</b></p>	<ul style="list-style-type: none"> <li>• <b><u>Teacher to recap set motif</u></b> – 3 counts of 8 <ul style="list-style-type: none"> <li>- <i>Teacher led x 2 practices</i></li> <li>- <i>Independently with teacher observing x 2 practices</i></li> </ul> </li> <li>• <b><u>Teacher to add on to set motif</u></b> – 1 - 2 counts of 8 (1 performed soft and slow / 1 performed double time and sharp) <ul style="list-style-type: none"> <li>- <i>Teacher led x 2 practices</i></li> <li>- <i>Independently with teacher observing x 2 practices</i></li> </ul> </li> <li>• Students asked to choreograph a further 1-2 counts of 8 dependent on ability - must include at least 1 change in dynamics (differentiated lifts sheet provided)</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Teacher assessment</u></b> – KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Groups differentiated from previous week (MA to work together and LA to work together)</li> <li>• Lifts sheet differentiated with levels and choreography ideas for all abilities</li> <li>• MA students to choreograph 2 counts of 8 / LA students to choreograph 1 count of 8</li> <li>• LA students can change dynamics once within their choreography / MA students can change dynamics several times within their choreography.</li> </ul>
	<p><b>Performance / Plenary</b></p>	<ul style="list-style-type: none"> <li>• All groups to perform independently - teacher can help LA groups with set motif</li> <li>• Groups observing have an assessment sheet in which they must watch 1 person from each group and complete the success criteria checklist giving them 2 strengths and 1 area for development - They must also use key words on sheet to identify strengths in performance skills / areas for improvement.</li> <li>• At the end of performance pupils must complete a RAG self-assessment linked to KPI's / Steps to Success / Teacher may ask pupil to justify why they have given themselves each grading.</li> </ul>	<p><b><u>Assessment:</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Peer assessment using success criteria provided</u></b></li> <li>• <b><u>Self assessment linked to KPI 1, 3, 5 and 8. Students to RAG rate each KPI.</u></b></li> <li>• <b><u>Teacher assessment</u></b> – KPI 1, 3, 5 and 8</li> </ul> <p><b><u>Differentiation:</u></b></p> <ul style="list-style-type: none"> <li>• Groups based on ability from previous week (MA to work together and LA to work together)</li> <li>• MA students will have choreographed more / LA will have choreographed less</li> <li>• Prompt sheet for peer assessment linked with performance skills accessible for LA students</li> <li>• Teacher to assist LA groups with timing / set motif</li> </ul>

