

Dance



Inspiring PE

Rain forest Y4

Music

I like to use the sound track from Moana

Track no 22, as it changes between a fast and slow pace.

Title; Dance

Year; 4



Inspiring PE

Learning outcomes

Students will develop confidence when performing, they will learn to work with other students and explore the jungle theme, they should express emotions and link actions together using varied speed, level and direction

Assessment criteria

Physical skills

- * Learn to change speed, level and direction.
- * Learn to perform showing emotion.
- * Develop partner balances and moving around, over and under a partner.
- * Combine actions together using control and accuracy.
- * Develop travelling at different levels, speeds and directions
- * Perform with; control, co-ordination, timing and emotion.

Use of cognitive skills

Can the students:

- * Learn how to evaluate and recognise their own success and the success of others.
- * Use key words when reflecting on own and other work.

Use of social and emotional skills

Can the students:

- * Express appropriate feeling and emotions to the stimulus.
- * Trust self and others to achieve challenges.
- * Describe the effects exercise has on the body and its relation to fitness and health.
- * Develop confidence and self-esteem, students will both see and feel the improvement made. Therefore helping students feel good about themselves.

Questioning

What do you know about this theme?

What skills, techniques and ideas do other performers use that you might be able to include in your own performance?

Could you use the music better?

How can you perform well with a partner?

Do you express feelings or tell a story with your actions?

Key words

Fluency

Rain forest

Quality

Smooth

Reflect

Collaborate

Unit of work : Dance year: 4 Lesson: 1

Lesson objective – Explore travelling at different levels, speed and direction.

Steps to success

- 1) Explore travelling through a forest
- 2) Create own travelling actions at differing speed, level and direction
- 3) Collaborate with a partner to create a dance phrase



Inspiring PE

Starter activity -

Introduction to the unit of work, watch a short video clip of a forest dance, look at pictures of different forests. On the white board brain storm with the students.

What is a forest?

What comes to mind—light forest

What comes to mind—dark forest

What colours do you see?

What emotions do you feel?

What shapes did we see?

Warm-up

Ask the students to travel around the room whilst listening to the music. Can the students

Walk on tip toes to the music

skip in time to the music

Side step to the music

Remind the students that we are looking for controlled action, can they travel around changing direction, keeping quiet feet and quiet mouths.

Mobilise the joints

Start with the head and move down to the feet, see warm-up sheet attached for help.

Construct learning challenge

How can we travel, how can we move from one place to another? Watch a short clip to give ideas.

Jump, step, slide, crawl, turn, twist

Imagine you are in a dark forest, how would you move, how would you feel?

Ask the children to listen to the music and travel around the room, imagining they are travelling around a forest, they do not want to be seen or heard. They may have to climb over or under trees.

How can we make that travel better? Change speed

Travel around the room again but this time try to be very slow, try and blend in with the rain forest.

Progress

This time ask the student to travel but when the teacher says freeze, they must hold a shape that resembles the rain forest, repeat this several times. Model good work to other students explaining why.

Application of skill

Ask the students to develop their own dance routine, which must include

Shape

Travel

Shape

Travel

Shape

The travels can be slow, fast or a mix of both.

Try to tell a story with the shapes and travels, they are lost in a dark forest and are trying to find their way out. Can they express feeling through their dance.

Repeat and refine the actions

Progress

Ask the students to perform in time to the music, can the students respond to different sounds of the music.

Differentiation

Haps

Perform different actions, with a change in dynamics (speed, level).

Express emotion

Laps

Focus on simple actions and shapes they can hold well

Performance

Pair students together and label them 1 and 2. All 1's will perform and 2's will be the audience. 2 must watch 1, once all 1's have performed, 2's must give them feedback, what did they see that was good, what could be improved.

Repeat this process with 2's performing and 1's being the audience.

Ask a student or the teacher to record the performances on an iPad.

The performers must only perform their 4 actions, tell the students you are looking for control and therefore students should only do practiced actions and then stop. **STUDENTS MUST NOT KEEP MAKING UP ACTIONS, Quality over quantity.**

The audience must watch in silence and look out for good actions and think about why they are good. The performers must perform in silence and think about performing quality clear actions.

Review

Think were you able to create and link counter actions together?

Pair talk to a partner, what did you do well today? What could you improve?

Share who would like to share ideas with the group. Pick out children to give suggestions or demonstrations.

Save the recording in a secure place, you can use this to show progression on the last week.

Stretching and mobilising the joints

These are just suggestions, you should not do all of them in each lesson, I advise the pizza as students of all ages enjoy making their own pizza and picking their own toppings. Stretching should be done after the cardio.

Create a pizza



Ask the students to sit in a straddle position, legs straight and knees on the floor. In the middle of the legs is our dough.

- * Ask the students to need the dough to the left foot then the right. Push the dough as far forward as possible.
- * Reach up to the left to get the tomato sauce, spread the source all over the dough
- * Reach up to the right to get the chees. Spread this all over the dough
- * Reach left and down for pineapple and spread all over the dough
- * Reach right and down for mushrooms and spread all over the dough.
- * Pick up the finished pizza and push as far forward as possible, to put the

Rotating at the joints

Rotate the major joints being used in gymnastics

Rotate at the wrists

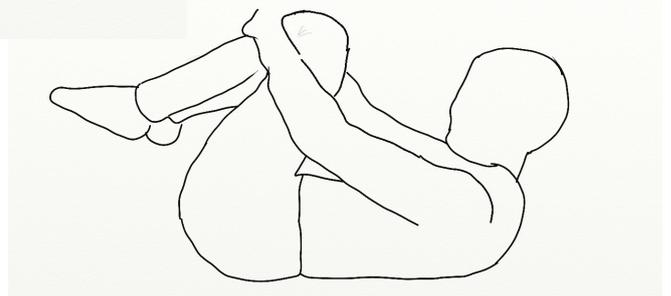
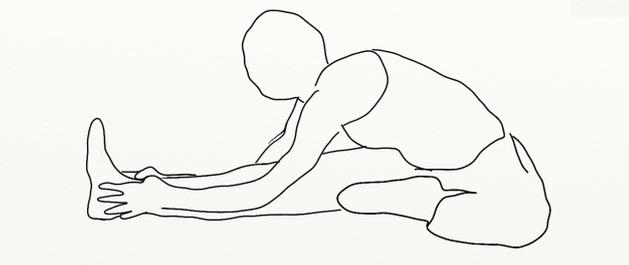
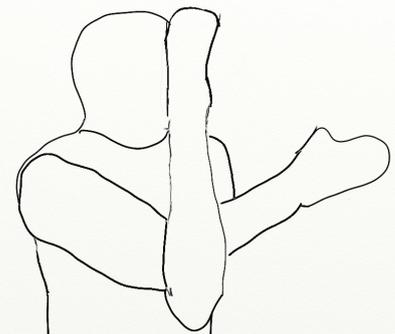
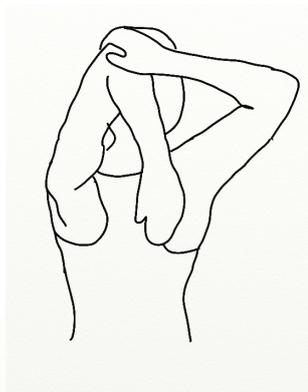
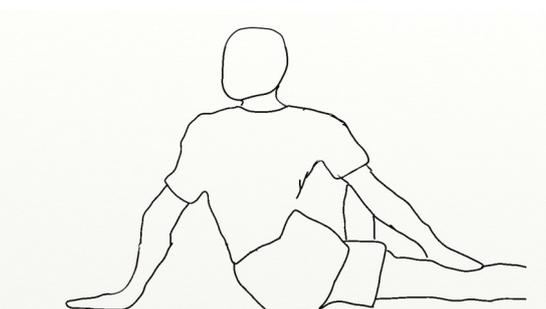
Rotate at the shoulders

Rotate at the hips

Move the ankles left and right up and down

Look left and right, look up and down

You may wish to do the following stretches with older students perhaps before and after the exercise



Copyright © 2016 Angela Oatley

All rights reserved. No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the publisher, addressed "Attention: Permissions Coordinator," at the address below.