

Dance



Inspiring PE

Hakka Y5

Links

Music; Radio active by imagine dragons

Kiwis & the Doncaster Haka

<https://www.youtube.com/watch?v=1bru-HNjwwg&t=3s>

Jason Robinson | TOP5 Tries | Billy Whizz

<https://www.youtube.com/watch?v=kODxRwznhul&t=9s>

Title; Dance

Year; 5



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Learning outcomes

The students will develop a partner and group dance, they will collaborate and perform showing the emotions of the Hakka and the game of rugby.

Physical skills

- * Use a stimulus to create a storey of actions.
- * Be able to move using rhythm and timing.
- * Link and adapt actions to best suit the music and stimulus.
- * Master group freeze frames, again using these to tell a story.
- * Make good use of change of speed/levels, change of formation and pathways.
- * Students will show both unison and canon.

Use of cognitive skills

Can the students:

- * Students should explore and improvise dance movements inspired by pictures and video
- * Lead a small group of students during the warm-up.
- * Students will develop the use of dance terminology to describe performances
- * Be able to spot success in students and explain why.
- * Be able to set future targets and explain areas of improvement.

Use of social and emotional skills

Can the students:

- * Collaborate successfully with a partner/ group to create a dance phrase
- * Evaluate the body's reaction to different methods of exercise.
- * Express the emotions of the stimulus through actions.

Questioning

Can you describe the structure of your Hakka dance?

Do you use compositional devices such as unison, canon and repetition well?

Is your dance expressive – does it show the feeling of the Hakka

How could you improve your performance?

Key words

Fluency

Control

Quality

Emotion

Reflect

Collaborate

Unit of work : Dance year: 5 Lesson: 1

Lesson objective – Introduce the Hakka

Steps to success

- 1) Replicate basic Hakka actions
- 2) With a partner create own actions
- 3) Reflect on own and others performance



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Starter activity -

Introduction to the unit of work, tell a simple story where the Hakka came from (story sheet), watch a short video clip showing the Hakka performed by a class of school children and the New Zealand team.

On the white board brain storm with the students.

- What is the Hakka theme?
- How does the music make you feel?
- What colours do you see?
- What emotions do you see/feel?
- What actions or 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

As a class learn some basic actions of the class Hakka (see information sheet).

Box step for 4

Squat and hold left hand to right elbow

Squat and hold right hand to left elbow

Squat elbow out and hands to chest roar to right

Squat elbows out and hands to chest roar to left

Still squatting 4 slaps to thigh

Still squatting 4 claps above the head

Jump and fist punch into the air, land one foot one knee, fist on the floor other fist up to the sky.

Differentiation

Haps

Express facial emotion, keep the body tense and use large actions.

Laps

Focus on keeping in time to the beat. Place next to students can perform well.

Application of skill

Listen to the music roughly 16 counts after the end of the Hakka dance actions, there is a "BOOM". When the students hear that noise they need to jump and throw both arms up into the air, the aim is for all students to do that at the same time (in unison).

Progress

Pair the students up.

They must create their own Hakka that fills the gap between the class Hakka and the "BOOM". The music should be played on repeat so the students can practice being in time to the music (preferable just the start of the song, this is a good job for a none doer).

Differentiation

Haps

Create emotional actions, keep to a steady beat.

Laps

Repeat the actions from the class Hakka, make sure they are in time with the "BOOM".

Performance

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

Repeat this process with pair 2 performing and pair 1 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 role and think about performing quality clear actions.

Review

Think were you able to replicate and create Hakka actions?

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.