

Dance activities: Adapted from QCA PHE Unit 9 and 21

ABOUT THE UNIT

In this unit children learn different styles of dance and focus on dancing with other people. They create, perform and watch dances, working with partners and groups.

In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

VOCABULARY

In this unit children will have an opportunity to use a range of words and phrases, such as:

- dance style, technique
- formation, pattern, gesture, rhythm
- language specific to particular dance styles, *eg pavane, haka*
- motif, variation

RESOURCES

- a cassette or CD player
- a video camera

EXPECTATIONS

When carrying out the type of activities and tasks in this unit

<i>most children will be able to:</i>	compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cool-down exercises; show an understanding of safe exercising; recognise and comment on dances, showing an understanding of style; suggest ways to improve their own and other people's work
<i>some children will not have made so much progress. They will be able to:</i>	create and perform simple dances that attempt to focus on the style of the dance; take part in group dances; take part in discussions about the structure of the dance or final performance; with help, choose exercises to warm up and cool down; show some understanding of how to exercise safely in dance; use simple words to talk about their own and other people's work
<i>some children will have progressed further. They will be able to:</i>	plan and perform dances confidently; use their understanding of composition to create dance phrases for themselves and others in their group; use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles; show expression in their dances and sensitivity to music; organise their own warm-up and cool-down exercises; show that they understand why warming up is important for a good performance; identify the form and structure of a dance; make imaginative suggestions on how to improve their own and other people's work

LEARNING OBJECTIVES
CHILDREN SHOULD LEARN

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
CHILDREN

POINTS TO NOTE

CORE TASKS

Following are core tasks the children could be asked to carry out.

Task 1

In groups, learn the patterns and structure for some square dances and then perform them to others.

Task 2

As a class, create and perform a series of square dances.

Working with your teacher, decide how individuals and groups will take on different roles/sections of the dances.

Children will take on their partner's role in the dance.

Children will try being the choreographer for a short dance.

EXTENSION AND ENRICHMENT

Creating a dance for the Christmas production.

LEARNING OBJECTIVES
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POINTS TO NOTE

ACQUIRING AND DEVELOPING SKILLS		
<ul style="list-style-type: none"> to explore and improvise ideas for dances, working on their own, with a partner and in a group 	<ul style="list-style-type: none"> Show the children pictures, videos, music, art objects and dress or costume from the “wild west” or the “deep south”. Ask them to respond to the stimuli, and to explore ideas and improvise movements imaginatively. Ask the children to explore actions, gestures, body shapes, rhythms and travelling patterns that suit the style, <i>eg clapping, foot tapping, the different steps and their names.</i> Help the children to create motifs and develop phrases in the style, <i>eg how they move in relation to their “set”, their “partner”, their “corner”.</i> Encourage the children to develop their dance phrases by varying how frequently the call changes, whether all the partners participate in a move etc. 	<ul style="list-style-type: none"> explore, improvise and choose appropriate material to create new motifs/steps in a chosen dance style perform specific skills and movement patterns for different dance styles with accuracy
SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS		
<ul style="list-style-type: none"> to compose dances by using, adapting and developing steps, formations and patterning from different dance styles to perform dances expressively, using a range of performance skills 	<ul style="list-style-type: none"> Show the children how to create and develop dance phrases with a partner and in sets. Within the constraints of the style, ask them to change, vary and develop actions, space, dynamics and relationships (how partners and groups position themselves), and to look at shape and patterning. Help them to copy and adapt different step patterns and gestures. Help the children to identify and make clear the dynamics of the movement, <i>eg the speed and weight</i>, and the spatial qualities of the movement, the way they fill space around them with their bodies, that are specific to the dance style. Teach the children to perform with clear starting and finishing positions. Encourage them to convey the mood and feeling of the dance. Help them to be sensitive to the musical accompaniment and to keep in time with it when performing. 	<ul style="list-style-type: none"> compose, develop and adapt motifs to make dance phrases and use these in longer dances

- In every lesson, most of the children’s learning should take place through physical activity relating to the core tasks.**
- Most lessons should start with short warm-up activities that help the children remember what they did in the last lesson and prepare them for what they will learn next. Most lessons should end with cool-down activities.
- Give the children enough time to practise and develop their movements and ideas. They should also have opportunities to talk about, explore and play with dance and movement ideas.

- Make sure the children have an opportunity to watch and talk about examples of professional dance, *eg ‘Making of Maps’ (Shobana Jeyasingh Dance Company), ‘Coming Home’ (Adzido Dance Company), ‘Tennis Dance from Late Flowering Lust’ (Adventures in Motion Pictures), ‘Stamp Out Loud’ (Stomp), ‘Sportsbank’ (BBC Schools Publications).*
- Give children opportunities to watch and work with different partners and groups.
- Give the children specific guidance on what to do and how to do it, as well as general feedback and praise. Make sure you give them information that they can use to improve the quality of their performance.

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KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH

<ul style="list-style-type: none"> to know and describe what you need to do to warm up and cool down for dance 	<ul style="list-style-type: none"> Ask the children to show you different activities that will warm the body, mobilise the joints and stretch the muscles, raising the heart rate slowly. Talk to them about why they need to get warm, mobilise joints and stretch muscles before dancing, and why they need to stretch, relax and breathe slowly to gradually calm the body down after dancing. 	<ul style="list-style-type: none"> show understanding of warming up and cooling down, and choose appropriate activities to do on their own
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- The children could put together a database of visual images, sounds and actions that they could link to music. They could use a tape recorder to record different sounds then store, repeat and reorganise these to accompany their dance phrases. They could also use a video camera to record, compare and contrast their own variations of motifs.
- Engaging with the specialist vocabulary of dance would reinforce children's investigations of technical language when carrying out literacy work.

EVALUATING AND IMPROVING PERFORMANCE

<ul style="list-style-type: none"> to describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context 	<ul style="list-style-type: none"> Ask the children to think about the effectiveness of the movements they have used, and the way they have ordered them, for a particular dance. Talk to the children about the clothing or costume worn for the dance, and about its social and historical context. Ask them to think about how this might affect the way they perform the dance. Encourage the children to talk about what the dance means to them and how to develop their technique and composition. 	<ul style="list-style-type: none"> use appropriate dance terminology to identify and describe different styles in their own and others' dances talk about the relationship between the dance and its accompaniment suggest ways to develop their technique and composition
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HEALTH AND SAFETY

- Are the children wearing footwear and clothing that are safe and help their learning?
- Is the space safe and clear enough to work in?
- Are the children aware of others in the class when they are moving around?
- Have all the children warmed up and cooled down properly?

