

KS 1 & 2
Dance in Education

Tutor
Donna Ramus
donna@ramus.uk.com

KS1 & 2 Dance

HANDY HINTS!

CHANGE ATTITUDES! - TRUE OR FALSE?

- Dancers are all girls. F
Dancers all wear pink tutus. F
Some of the world's fittest people are dancers. T
International rugby players are currently being trained in dance. T
Dance incorporates more fitness components / qualities than any other sport. T

FOCUS

At KS1 encourage co - ordination and creativity.

At KS2 the focus of the lesson should be on 'Rhythm and Timing'. Try to get the pupils to use the count of 8.

MUSIC

The main objective at KS1 & 2 is to ensure that the pupils enjoy the lesson. Wherever possible use funky music!

WARM UP IDEAS

HOKEY COKEY

FOLLOW MY LEADER

ISOLATIONS

PATHWAYS

COMMAND STYLE (Teacher led movements relating to chosen theme)

DISCOVERY - Find 3 ways to travel around the room using two feet /no hands or feet

- Change the speed
- Change the direction

STUCK IN THE MUD

TRIO FLOW

TRAFFIC LIGHTS

FRIEND & ENEMY (relate to a cartoon/topic etc)

RECAP MOVEMENT PHASE / SEQUENCE FROM PREVIOUS LESSON

IDEAS / THEMES

TOP DANCE CARDS

- ◆ Weather Forecast
- ◆ Lottery
- ◆ Machines
- ◆ Game, Set and Match
- ◆ Dancing Dice
- ◆ Zigger Zagger
- ◆ Power of the circle
- ◆ Yin and Yang
- ◆ Work, Rest and Play
- ◆ Read All About it
- ◆ Shadows
- ◆ Shoreline
- ◆ Dot, Squiggle , Dash
- ◆ Exploration
- ◆ Body Talk
- ◆ In The Beginning
- ◆ Penguin small Visits
- ◆ What's The Time?

ALTERNATIVE IDEAS

- ◆ Mirroring
- ◆ African Tribal Dance
- ◆ Street Dance
- ◆ Extreme Sport
- ◆ Chance choreography
- ◆ Gestures
- ◆ Shapes
- ◆ Brazilian Carnival samba

MOTIF DEVELOPMENT

Increase numbers -

Introduce basic choreographic Devices

Clear start and finish position.

Solo - Pair - Small Group.

Unison, Cannon, Levels, Direction, Speed.

Change formation /space

KEY WORDS

AESTHETIC

JUMP

RHYTHM

TIMING

UNISON

TURN

LEVELS

START

Travel

GESTURE

CANON

FINISH

STILLNESS

DIRECTION

KEY STAGE 1

Pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups.

By watching, listening and experimenting they develop their skills in movement and co-ordination, and enjoy expressing and testing themselves in a variety of situations.

Dance

Pupils should be taught to:

- A use movement imaginatively, responding to stimuli, including music, and performing basic skills (eg) travelling, being still, making a shape, jumping, turning and gesturing)
- B change the rhythm and speed, level and direction of their movements
- C create and perform dances using simple movement patterns, including those from different times and cultures
- D express and communicate ideas and feelings

KEY STAGE 2

During key stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make different actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Dance

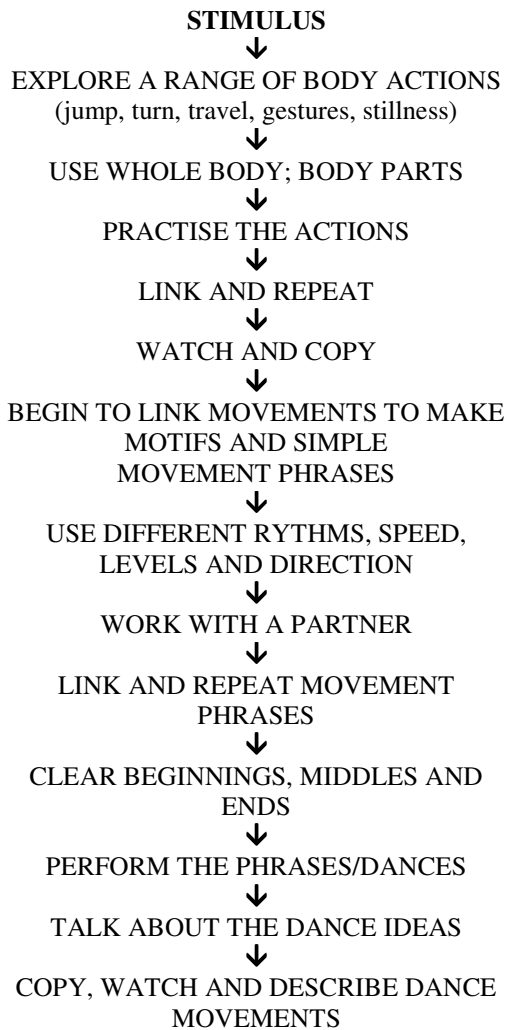
Pupils should be taught to:

- A create and perform dances using a range of movement patterns, including those from different times, places and cultures
- B respond to a range of stimuli and accompaniment

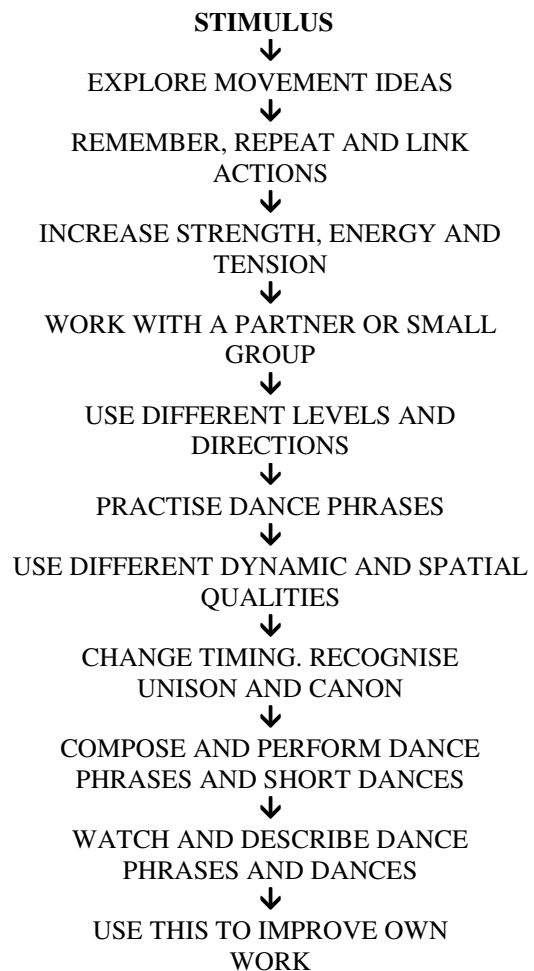
DANCE AT KEY STAGE 1 & 2

TEACHING AND LEARNING MODELS KS1 AND KS2

KEY STAGE 1



KEY STAGE 2



Lesson Plan

**Yr R/1 Dance
Mixed Ability
No of Pupils:**

Lesson: Gestures (KS1 Topics – Man on the Moon / Animals / Nursery Rhymes)
Main Focus: To move in time with a partner
Learning Objectives: 1) To recognise the effects of a warm up on the body
 2) To perform a series of gestures in pairs.
 3) To observe and describe what other dancers have performed.

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
<p>1) Intro – Explain how dance can benefit other sports such as football netball horse riding etc</p> <p>2) Warm up -Follow my leader. -Isolations – Pupils copy a teacher led warm up. From head down to toe, isolate body parts and move them to music.</p> <p>3) Discuss the effects on the body after the warm up</p> <p>4) Morning Mirrors In pairs (A&B) the pupils mirror each other. They are to imagine that they are getting up in the morning.</p> <p>5) Gestures Explain the word gesture (an every day movement performed with the upper body) List as many as possible.</p>	<p>Dance involves lots of fitness components that can be related to other sports. People are trained in dance to aid other sports (eg England rugby team.</p> <p>Q: Why do you think that this warm up is known as 'Isolation'.</p> <p>A: Isolate body parts</p> <p>Pink face Sweaty Heavy breathing Fast heart beat</p> <p>A's and B's take it in turn to mime getting out of bed, cleaning teeth, washing face, getting dressed etc. The other copies. So that the pupils do not move to fast for the other to follow, tell them to imagine that they are on the moon!</p> <p>Wave Thumbs up / down Blowing a kiss Point "Stop"</p>	<p>Pupils sit facing the teacher.</p> <p>Sound System Suggested music – anything good fun with a strong beat.</p> <p>Flip Chart / board / interactive whiteboard Pupils sit close to the board</p>

<p>6) Pupils copy the teacher. Run through the list of movements to music.</p> <p>7) Pupils choose 4 gestures from the board and perform them with a partner.</p> <p>8) Perform, observe and describe.</p> <ul style="list-style-type: none"> • Each pair performs their movement phrase. • The audience identifies their favourite pair or gesture 	<p>“Come here”</p> <p>Ask the pupils to try to stay in time with each other.</p> <p>EXTENSION – Pupils can add a start and finish position</p> <p>Performance rules.</p> <ul style="list-style-type: none"> • No talking or giggling • Hold the finish position until everyone has finished • The audience always comment on the GOOD things that they have seen. <p>Split the class into two groups. One group performs, the other observes. Then change over.</p> <p>Always give the audience and opportunity to comment on what they have seen.</p> <p>EXTENSION – question the pupils why?</p>	<p>Ensure that the pupils are in a space when performing.</p>
---	---	---

Lesson Plan

Yr R/1 Dance
Mixed Ability
No of Pupils:

Lesson: Shapes (KS1 Topics – Fireworks/ Patterns)
Main Focus: To move in time with a partner
Learning Objectives: 1) To recognise the effects of a warm up on the body
 2) To create shapes using different parts of the body.
 3) To observe and describe what other dancers have performed.

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
1) Intro – Explain how dance can benefit other sports such as football netball horse riding etc 2) Warm up -Follow my leader. -Isolations – Pupils copy a teacher led warm up. From head down to toe, isolate body parts and move them to music. 3) Discuss the effects on the body after the warm up. 4) Discuss the various shapes that there are and draw them on a flip chart 5) (Command Style) Pupils copy the teacher as they create shapes using the body (eg) Circle the foot, Spiral the arm, draw a triangle with elbow, Roll in a straight line etc	Dance involves lots of fitness components that can be related to other sports. People are trained in dance to aid other sports (eg) England rugby team. Q: Why do you think that this warm up is known as ‘Isolation’. A: Isolate body parts Pink face Sweaty Heavy breathing Fast heart beat Circle, Square, Triangle, Hexagon, Line, Spiral, Rectangle etc	Pupils sit facing the teacher. Sound System Suggested music – anything good fun with a strong beat. Flip Chart and pen,/interactive white board/board

<p>6) Mirrors In pairs (A&B) the pupils mirror each other. The teacher shouts out a shape and the pupils are to create that shape with as many different parts of their body.</p> <p>7) Independant performance. Without the aid of the teacher telling the class what shapes to perform, let the pupils perform their favourites. Still use the mirroring technique</p> <p>EXTENTION – Join another pair to create a group of 4. Experiment with patterns and shapes created by the group using the floor.</p> <p>8) Perform, observe and describe.</p> <ul style="list-style-type: none"> • Each pair performs their movement phrase. • The audience identifies their favourite sequence of movements 	<p>A's and B's take it in turn to create shapes. One performs, the other copies. So that the pupils do not move to fast for the others to follow, tell them to imagine that they are on the moon!</p> <p>Ask the pupils to try to stay in time with eachother.</p> <p>EXTENSION – Pupils can add a start and finish position</p> <p>Performance rules.</p> <ul style="list-style-type: none"> • No talking or giggling • Hold the finish position until everyone has finished • The audience always comment on the GOOD things that they have seen. <p>Split the class into two groups. One group performs, the other observes. Then change over. Always give the audience and opportunity to comment on what they have seen.</p> <p>EXTENSION – question the pupils why?</p>	<p>Ensure that the pupils are in a space when performing.</p> <p>Pupils perform in group sizes depending on time and level of confidence. High in confidence and loads of time = 1 –3 pairs at a time Low in confidence and little time = Half class performances</p>
---	--	---

Lesson Plan

Yr 2 Dance
Mixed Ability
No of Pupils:

Lesson: Machines (KS1 Topics – Sound and Hearing/ Action / Reaction)
Main Focus: To explore the use of energy and speed.
Learning Objectives: 1) To identify the effect of a warm up on the body
 2) To respond appropriately to music.
 3) To perform a movement phrase with a partner
 4) To identify and appreciate movements used by other dancers.

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
<p>8) Introduction. True or False?</p> <p>9) Warm Up activities. Discovery Travel in any space on; 2 feet, 1 foot, 2 feet and 1 hand, 2 feet and 2 hands, no hands or feet.</p> <p>3) Discuss the effects on the body</p> <p>4) Pupils choose their favourite travelling movement. Ask them to perform it to 2 different pieces of music. A slow track and a fast track.</p> <p>5) Ask the pupils to close their eyes and listen to 'Machines' (Top Dance CD track 2). Ask them to tell you what they imagine when listening to it.</p> <p>6) Read the pupils a poem (Machines – Top Dance card) Ask them to listen for words that they could perform through movement. Write them on the flip chart / board.</p> <p style="text-align: center;">Extract from 'The Secret of Machines'. By Rudyard Kipling</p> <p style="text-align: center;">“ We can pull and haul and push and lift and drive, We can print and plough and weave and heat and light,</p>	<p>All Dancers wear Pink Tutu's. F Some of the fittest people in the world are dancers. T The England Rugby team is trained in Dance. T All dancer's are girls F</p> <p>Encourage pupils to move in any direction, not just in circles around the room.</p> <p>Pink face Sweaty Heavy breathing Fast heart beat</p> <p>Discuss the difference in movement in relation to energy and speed.</p> <p>Comments such as; war, battle, banging metal etc are usual</p> <p>You are looking for words such as; bang, clash, crash, pull, push, turn, twist etc.</p>	<p>Pupils sit facing teacher</p> <p>Sound System and music with a strong beat. Encourage the pupils to use the whole dance space</p> <p>Ask pupils to Listen to their breathing and to feel their face and heart beat.</p> <p>Music: Moby Play track 3 (slow and heavy) Music Run DMC 'Its like that' (fast and ridged)</p> <p>CD Top Play Track 2 Machines Pupils to sit in front of board or flip chart</p>

We can run and race and swim and fly and dive,

We can see and hear and count and read and write!"

7) To music, pupils and teacher perform a movement to each word written on the board. Discuss the energy and speed of some chosen movements.

8) In pairs, pupils choose 4 words on the board. Each pair creates a short sequence of movements based on those words.

9) Pupils perform, observe and describe.

EXTENSION – Encourage the pupils to use counts of 8, pupils can create a start and finish position and change levels and direction.

Performance Rules

- No talking or giggling
- Hold the finish position until everyone has finished
- The audience always comment on the GOOD things that they have seen.

Split the class into two groups. One group performs, the other observes. Then change over.

Always give the audience and opportunity to comment on what they have seen.

EXTENSION – question the pupils why, how?

The audience sit up straight and to one side of the dance space

Lesson Plan

Yr 2 Dance
Mixed Ability
No of Pupils:

Lesson: Extreme Sports (KS1 Topics – Most can be covered)
Main Focus: To express and communicate ideas through movement
Learning Objectives: 1) Pupils understand why we warm up
 2) Pupils work in pairs and small groups effectively
 3) Pupils link movements together in sequence
 4) Pupils perform and appreciate others work (ICT)

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
<p>Introduction – Through movement we can communicate ideas and feelings E.g. – Happy / Sad.</p> <p>1) Warm up – Traffic lights Discuss why we warm up.</p> <p>2) List any extreme sports on the flip chart / board</p> <p>3) In pairs choose two extreme sports and make a freeze frame of them.</p> <p>4) Join two pairs together to make a group of four. Ask each pair to demonstrate their freeze frames to the other. Each group of four should create 4 freeze frames.</p> <p>5) Using music, ask pupils to perform freeze frame 1,2, 3&4 one after the other without talking.</p> <p>6) Discuss what would make the performance better.</p>	<p>Demonstrate to the pupils a happy walk and a sad walk. Ask them to explain the difference.</p> <p>Green = jogging around the room in any direction Amber = Walking around d the room in any direction Red = stop The teacher can then give a challenge (e.g.) Travel across the room turning / rolling / jumping etc</p> <p>Sky Diving, Bungee Jumping, Snow Boarding, White Water Rafting, Surfing etc.</p> <p>The teacher should try to guess what sport the pupils are trying to communicate.</p> <p>Pupils should exaggerate movements</p> <p>Insist that it is a performance and there is to be no talking.</p> <p>All pupils will be walking or shuffling into their next freeze-frame. It will look messy and u choreographed.</p>	<p>Pupils sit facing the teacher.</p> <p>Pupils use all the space.</p> <p>Pupils sit in front of board / flip chart.</p> <p>Ensure that pupils are spread out and not too close to walls or chairs etc.</p> <p>Music System Music: Chemical brothers – Block Rockin Beat.</p> <p>Sit pupils down where they are.</p>

<p>7) Introduce the word 'transition' or 'link'. Tell the pupils to use a variety of travelling movements (some from the warm up) in order to link their freeze frames together.</p>	<p>Twisting Turning Jumping Rolling</p>	
<p>8) Perform and Appreciate</p>	<p>Performance Rules</p> <ul style="list-style-type: none"> • No talking or giggling • Hold the finish position until everyone has finished • The audience always comment on the GOOD things that they have seen. <p>Split the class into two groups. One group performs, the other observes. Then change over. Always give the audience and opportunity to comment on what they have seen. EXTENSION – question the pupils why? / Promote key words. EXTENTION – Video analysis</p>	<p>Sit pupils against one side of the room. Ensure that they are sat upright and not leaning against anything. This is to increase their strength and posture.</p>

Lesson Plan

Yr ? Dance
Mixed Ability
No of Pupils:

Lesson: Street Dance (Cultural dance ideas – African Tribal/Bollywood/ Irish)
Main Focus: To introduce basic choreographic devices
Learning Objectives: 1) Pupils warm up in a safe and effective manner
 2) Pupils use the correct keywords to describe street dance
 3) Pupils perform a short sequence of movements
 4) Pupils identify choreographic devices used within other sequences (ICT)

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
<p>Introduction – discuss dance styles. Introduce recent up to date dance artists that the pupils will know. Justin Timberlake, Britney Spears – dance style = Street / Hip-hop.</p> <p>1) Warm ups Steal the shoe! 'words and numbers'</p> <p>2) Command style. Pupils copy teacher through 4 movements. Marching / side step and clap / 3 jumps (180o) and hold a shape / BirdSeed (Upper Torso dips to the left and right).</p> <p>3) In pairs ask pupils to choreograph a sequence using those 4 movements in any order.</p> <p>4) Ask pupils to try to change the structure of their routine without changing the movements. Lead them into changing levels, direction, timing (canon).</p>	<p>Ballroom / Country dancing / Tap / Ballet / etc Ask the pupils to describe the movements that Justin and Britney use. Key words = Sharp / Bold / Rigid / strong / Rhythmic</p> <p>Steal The Shoe - In pairs, without pushing or pulling your partner, try to steal their shoe / tap the back of their knees! Construct a point system e.g. 1 point per tap / shoe. Words and Numbers – pupils jog around the room, teacher shouts number (e.g. 3) pupils have to get into groups of that size. Teacher then shouts a word or number (e.g. CAT or 103) pupils have to use their bodies to create that shape.</p> <p>Reinforce Street dance key words.</p> <p>Choreograph – To make up a dance / sequence of movements. Suggest using counts 8 or 16</p> <p>Change direction – faced away or towards each other Change levels – one pupils in knees or floor the other standing</p>	<p>Pupils sit facing the teacher</p> <p>“Shake hands with the person next to you, that is your partner” Ensure that the pupils understand the safety rules within steal the shoe.</p> <p>Pupils spread out facing the teacher. Ensure that they stand ready with their tummies in, shoulders back and arms by their side. Music System Music: (anything up to date) – Labrinth, Earthquake, Rhianna etc</p>

<p>5) Add a start and a finish position.</p> <p>6) Performance and appreciation</p>	<p>Change timing - Unison = together in time - Canon = one after the other.</p> <p>EXTENSIONS – Change speed and add movements of their own.</p> <p>These should be held still.</p> <p>Performance Rules</p> <ul style="list-style-type: none">• No talking or giggling• Hold the finish position until everyone has finished• The audience always comment on the GOOD things that they have seen. <p>Split the class into two groups. One group performs, the other observes. Then change over.</p> <p>Always give the audience and opportunity to comment on what they have seen. Ask them to identify the choreographic devises used within another pair's dance.</p> <p>EXTENTION – Video analysis</p>	<p>Split the class into two groups. One group performs, the other observes. Then change over.</p>
---	--	---

Lesson Plan

Yr ? Dance
Mixed Ability
No of Pupils:

Lesson: Choreography
Main Focus: Chance Choreography
Learning Objectives: 1) To create and perform and solo motif.
 2) To perform duo movement phrase.
 3) To show knowledge and understanding of choreographic devises.
 4) To appreciate and identify Ch Dev's used by other dancers.

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
<p>1) Intro – Mind Map Dance keywords. (Lit)</p> <p>Q: What is choreography?</p> <p>2) Warm Up activities.</p> <ul style="list-style-type: none"> • Traffic Lights • Isolations <p>3) Create a Solo Motif.</p> <ul style="list-style-type: none"> • Pupils pick 6 actions at random • Create a movement for each and attach a number • A dice is thrown 4 times, the action that matches the dice number is selected. (Num) • The chosen actions are linked together and a solo motif is created <p>4) Create a Movement Phrase.</p> <ul style="list-style-type: none"> • Pair up with another dancer (Cit) • Teach eachother solo motifs to create movement phrase <p>5) Using previous knowledge, recap Choreographic Devices. (Lit)</p> <ul style="list-style-type: none"> • Incorporate choreographic principles into movement phrase. <p>6) Performance and appreciation.</p> <ul style="list-style-type: none"> • Each group performs their choreographed movement phrase. 	<p>1) Movement, music, jumping, rolling, turning, twisting etc</p> <ul style="list-style-type: none"> - A: Creating a dance <p>2) Green – jogging using all of the space</p> <ul style="list-style-type: none"> - Amber – Walking changing direction - Red – Freeze - Incorporate stretching through body shapes - Q: Why do you think that this warm up is known as 'Isolation' A: Isolate body parts - Q: What part of a warm up does it include? A: Mobilisation <p>3) D – When picking cards let the less able pupils choose actions that they know they can perform.</p> <p>4) D – Refrain from putting less able into large groups as there is more material to learn. If a group of three is necessary create it from the more able pupils.</p> <ul style="list-style-type: none"> - Ensure that the more able pupils are being stretched with the material that they use. Ensure that their movements are exaggerated. <p>5) D – State a minimum requirement (E.g.) Include a minimum of 3 Ch Dev's</p> <p>6) Pupils should be aware of what they are appreciating. Give a clear structure.</p> <p>8) Pupils are given the opportunity to write about an</p>	<p>Overhead Projector / OHP Pen / Interactive whiteboard</p> <p>Music: Daft Punk Track 4</p> <p>Action cards Music – Lemon jelly Track 1 Giant Dice</p> <p>Music: Lemon Jelly Track 2</p> <p>Interactive whiteboard / flip chart / whiteboard</p> <p>Audience sits along one wall. Performing pair remain on stage during appreciation</p>

<ul style="list-style-type: none">• The audience identifies Ch Dev's used. <p>7) Discuss the development of the original actions.</p> <p>8) Pupil evaluation of lesson</p>	<p>aspect of the lesson that they enjoyed/ found easy/ found difficult</p>	<p>Pupils sit facing teacher</p> <p>Pupils can write comments on post – it notes around room</p>
--	--	--

Lesson Plan

Yr 6 Dance
Mixed Ability
No of Pupils:

Lesson Graffiti
Main Focus: To gain a greater understanding of Dynamics in performance.
Learning Objectives: 1) To create and perform solo and duo motif.
 2) To show knowledge and understanding of dynamics
 4) To perform a cotemporary movement phrase
 3) To appreciate own and others work using the correct terminology and video analysis

Main Tasks	Teaching Points / Differentiation	Organisation / Resources
1) Warm Up - Friend and enemy 2) Introduction – Q: What 3 components make up the dynamics of a piece? Q: What can dynamics bring to a dance.(Lit) 3) Graffiti motif – Pupils are to use imagery and imagine that white walls surround them. Their task is to graffiti their names on the wall by using a different body part for each letter. 4) Observation of motifs 5) Add dynamics - Fast <ul style="list-style-type: none"> - Slow - On fire - Trampoline - Drama queen - 	1) This will get pupils used to working within each other’s personal space. 2) A: Speed / Energy / Continuity A: Emotion, feeling, a story 3) - Give examples of differentiated ways to make the task easier for those lacking in imagination. Count to 10 and point in any direction, count to 10 and point at body parts. 4)Teacher to use voice to create the energy of the dynamics required	1) Music – Daft punk track 3 2) Pupils sit in a circle facing teacher 3) Music - Lemon Jelly track 1

<p>6) Using the pupil's favourite dynamics, adapt and refine graffiti motif.</p> <p>7) Pupils work in pairs. (Led by teacher demonstration) Each pupil must perform their motif within the personal space of their partner. If they get in each others way they must overcome this problem without restricting or cutting out any actions from their original motif. (Cit)</p> <p>8) Practice and refine the paired sequence and incorporate the original dynamics</p> <p>9) Performance and appreciation (ICT)</p>	<p>6) Reduce the changes in dynamics for the less able. Increase the changes in dynamics for the more able.</p> <p>8) Pair up pupils according to their performance ability. Use the more able as a guide to the less able.</p> <p>9) Challenge the difference between the original graffiti motif and the new motif with added dynamics. What does it add to the dance?</p>	<p>7) Pupils work in pairs</p> <p>9) Video final piece for analysis next lesson</p>
---	--	---

Notes

Accompaniment / Music

