

Approach to Teaching Dance

Overview

Combat!

By the end of this unit pupils will be able to:

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Work co-operatively with others to solve problems
- Create and perform a duo that uses a story board approach and includes action and reaction
- Begin to recognise the basic principles underpinning creative activities
- Ask relevant questions in order to improve and make progress

Outcomes Lesson 1

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Create and perform a duo that demonstrates a variety of contrasting actions.

Outcomes Lesson 2

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Work co-operatively with others to solve problems
- Create and perform a duo that demonstrates action and reaction

Outcomes Lesson 3

- Develop a range of contrasting actions that demonstrate variety
- Create and perform a duo that demonstrates contrasting actions
- Ask relevant questions in order to improve and make progress

Outcomes Lesson 4

- Work co-operatively with others to solve problems
- Create and perform a duo that demonstrates action and reaction
- Begin to recognise the basic principles underpinning creative activities

Outcomes Lesson 5

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Create and perform a duo that demonstrates action and reaction
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Outcomes Lesson 6

- Work with a partner sharing ideas about what to include in a duo
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Outcomes Lesson 1

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Create and perform a duo that demonstrates a variety of contrasting actions.

Recap

Arm up. Instead of pupils giving a physical response that communicates the word used by the teacher, pupils respond by doing something different or opposite to the cue given by the teacher. For example, if the teacher says 'Fast forward' the pupils could perform something on the spot, or in reverse, etc.

Explore

Show the class the visual images of the western world soldiers. Ask the pupils to give you words to describe the pictures, use these to create flash cards. For example: strong, fierce, drilled, regimental, aggressive, precise, angular, etc. **Ask the pupils to explore making still, clear shapes with their bodies in response to the visual images.** Encourage the pupils to be as creative as possible. **Can you make a shape lying down, kneeling or standing up? Can you take a shape and make it with your legs or your arms or with your whole body?**

Also explore movements which could lead into and out of the still shapes (for example turns/rolls/steps/jumps).

Can you move into the shape slowly? Can you move out of it quickly?

Look for contrast in the levels and speed of the movements - discuss ideas of how to change speed and level. Teacher to identify good practice whilst pupils are working and share with the whole class - so they can all experience the movements themselves. Share your ideas with a partner. Explore one pupil being at a high level while the other is at a low level, one pupil moving slowly while one moves quickly, one pupil holding an open shape while the other is holding a closed shape. Discuss contrasting actions. See Contrasting Actions Resource Card.

Create

Create a phrase in small groups that links together 6-12 western soldier movements and includes a variety of contrasting actions.. Ensure both pupils are contributing ideas to the phrase.

Intervene

Refer to visual resources of soldiers and identify the shapes. **Ask pupils to describe some of the shapes.** Use these observations and apply to the movements they have used in their dance to emphasise quality and how to make their moves link to the theme of western soldiers preparing for combat. Ask pupils what they have suggested to their partner they might include. Ask pupils to describe contrasting actions. **Highlight creative use of contrasting actions.** Why are these actions effective? **What could you do to make your actions more effective?** Pupils have opportunity to continue to refine actions in line with the class discussion.

Perform

Everyone performs at once, teacher creates sense of performance.

Evaluate

Teacher-led questioning. Which part of the dance did you like best and why did you like it? Describe the actions you think demonstrate contrasting actions most effectively. What was it about the actions that made them effective? Could you make them more effective? What will you do next time to make your actions more contrasting? Which areas of the hall did you visit? Did you keep control right to the end of your phrase? If not what do you need to do?

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Outcomes Lesson 2

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Work co-operatively with others to solve problems
- Create and perform a duo that demonstrates action and reaction

Recap

Recap the theme from last week- western combat soldiers. Recap the phrase created last lesson focussing on improved body tension, fluency of movements and contrasting actions. Warm up using the 123 puzzle Demo this puzzle first. In pairs, standing opposite one another, the teacher tells the pupils to take it in turns to count to 3. So, partner A says 1, partner B says 2 and partner A says 3. Repeat this several times so it goes A=1, B=2, A=3, B=1, A=2, B=3 etc. Identify PSE skills this uses/develops. Then change the spoken numbers for different actions. Introduce one action at a time: 1 becomes a clap, 2 becomes a jump, 3 becomes a turn. Encourage pupils to feed back as to whether this was hard/easy and why they think it was so. Discuss action and reaction. Discuss how the 123 puzzle game could relate to action and reaction.

Explore

Explore ideas from your phrase last week and work with your partner to identify how you could **amend some of your ideas to include action and reaction**. **Discuss the use of stillness**. You will need to think carefully about how you can use your contrasting actions from last week and develop them to demonstrate action and reaction. **Encourage the class to travel as well as remain on the spot**. Remind the class to demonstrate changes of level and speed and to follow clear pathways around the space. **Encourage clarity of shape**.

Create

Create a 'Western soldier' duo of between 6 and 12 movements that demonstrates action and reaction. Encourage pupils to think about change of level, a change of speed and clear pathways around the room.

Intervene

Highlight pupils working effectively together. Ask pupils to share what they have contributed. Discuss action and reaction again. **Highlight effective contrasting actions and effective action and reaction**. What is the difference? Select pupils to talk about how they planned and practised their duo and praise effective use of appropriate terminology.

Perform

Pupils perform to another pair. Observing pair to capture still images using digital cameras.

Evaluate

Which parts did you like and why did you like them? Describe a part of the duo that demonstrated action and reaction. Describe a part of the duo that demonstrated contrasting actions. Were these actions effective? And if yes, why were they effective? What did the pair do? How could their actions be made more effective? Introduce the concept of the story board approach. Home learning: ask pupils to create a story board for this 'Western soldier' phrase. Allow pupils to use photographs, images and key words.

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Outcomes Lesson 3

- Develop a range of contrasting actions that demonstrate variety
- Create and perform a duo that demonstrates contrasting actions
- Ask relevant questions in order to improve and make progress

Recap

Recap duo dance from last lesson. Pupils refine their work in line with the comments they received last lesson. Pupils to have their story board presentations displayed so they can refer to them. Play 123 puzzle using 3 images/held shapes from the 'Western soldier' duo. Pupils decide which shape they use.

Explore

Show Martial Arts images and video. Ask the pupils to describe these images. Use words to create flash cards. Encourage pupils to make still, clear shapes with their bodies in response to the Martial Arts images. Encourage the pupils to be as creative as possible - can you make a shape lying down, kneeling, standing up? Can you take a shape and make it with your legs or your arms or with your whole body? Also explore movements which could lead into and out of the still shapes (for example turns/rolls/steps/jumps). **Can you move into the shape slowly? Can you move out of it quickly?**

Look for contrast in the levels and speed of the movements - discuss ideas of how to change speed and level. Teacher to identify good practice whilst pupils are working and share with the whole class - so they can all experience the movements themselves. Share your ideas with a partner. Explore one pupil being at a high level while the other is at a low level, one pupil moving slowly while one moves quickly. Discuss contrasting travelling, turning, jumping, gesture and stillness. Same action but contrasting aspects or different action with contrasting aspects. Encourage pupils to use as many of these as they can. Discuss how these actions and shapes differ from the 'Western soldier' duo. How can pupils reflect this in their actions?

Create

Create an 'Eastern Warrior' duo inspired by the eastern Martial Arts images that links 6- 12 movements together and includes a variety of contrasting actions.

Intervene

Teacher to highlight creative use of moments of contrasting stillness. Discuss the strength required to hold some of these still shapes. Highlight good use of body tension, control and strength. What do these still shapes add to a dance? Hand out some questions for pupils to ask each another or of the teacher. Use Questioning Resource Card. Allow pupils to refer to key words in order to answer questions. Ask how you can use all the basic dance actions to show contrast.

Perform

Perform to another pair. Observing pair to capture still images using a digital camera.

Evaluate

Teacher to hand out question cards. Pupils who have performed ask questions of the observers to help them identify which aspects are good and what they need to do to improve. Observers to be given key words to help use correct terminology when responding to questions. Pupils to observe digital images to identify strong clear shapes and how these shapes could be improved. Pupils practise both their 'Western soldier' duo and their 'Eastern warrior' phrase.

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Outcomes Lesson 4

- Work co-operatively with others to solve problems
- Create and perform a duo that demonstrates action and reaction
- Begin to recognise the basic principles underpinning creative activities

Recap

Recap by practising and refining their 'Western soldier' and 'Eastern warrior' phrases. Warm up by performing 123 puzzle. Encourage pupils to use still shapes from the 'Eastern warrior' phrases initially and then develop these into two linked actions that are contrasting - for example, a fast kick followed by a slow spin. Encourage the class to suggest different movements which can be used for longer phrases - e.g. a turn and a stretch, a roll to the floor, a jump and still position. Recap 'action and reaction' and contrasting actions in dance.

Explore

Explore ideas from your eastern warrior phrase and work with your partner to identify how you could amend some of your ideas to include action and reaction. Discuss the use of stillness. Encourage pupils to travel as well as remain on the spot. Encourage clear shapes.

Create

Create an 'Eastern warrior' duo of between 6 and 12 actions that demonstrates action and reaction. Movements should flow smoothly and have moments of stillness, changes of speed and level.

Intervene

Highlight pupils who have worked well together. Discuss what pupils need to do to work co-operatively. Ask pupils to describe action and reaction. Highlight effective use of action and reaction. Discuss what should be included a good dance - starting position and finishing position, linked actions that communicate a theme, idea or emotion, variety of dance actions, travel, jump, turn, stillness, gesture, changes in speed, changes in level, changes in shape, changes in direction, changes in pathway, change actions, change the order of the actions. Discuss how these things are related to creativity. Highlight pupils who have interpreted the stimulus creatively.

Perform

Perform 'Eastern warrior' duo to another pair

Evaluate

Peer evaluation. What did you like most about the other pair's phrase? And why? What did they do that you thought was creative? Why did you consider it to be creative? Can you suggest how they could be more creative? How else might they improve their phrase? How did the pair demonstrate action and reaction? How effective was their action and reaction? Pupils swap over. Once both pairs have received feed back pupils practise both their "Western soldier' duo and their 'Eastern warrior' duo. Home learning - pupils should complete a storyboard of their 'Eastern warrior' duo. Pupils should be allowed to use photographs, images and key words. Pupils could complete this using ICT.

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Outcomes Lesson 5

- Work with a partner sharing ideas about what to include in a duo
- Develop a range of contrasting actions that demonstrate variety
- Create and perform a duo that demonstrates action and reaction
- Ask relevant questions in order to improve and make progress

Recap

Recap 'Western soldier' and 'Eastern warrior' phrases. Recap action and reaction. Recap contrasting actions.

Explore

Explore contrasting actions and action and reaction with one pupil using actions from the 'Western soldier' phrase and the other pupil using actions from the 'Eastern warrior' phrase. Ensure both pupils get an opportunity to explore both western and eastern actions. Ask pupils to discuss how they can ensure that they continue to convey the appropriate qualities. Ask pupils to explore the two styles in hand to hand combat. **Ensure that there is no contact between pupils.** Pupils explore other actions that they think might be included like bowing from eastern Martial Arts, saluting from western soldier, etc.

Create

Create a 'West meets east combat' duo that demonstrates contrasting actions as well as action and reaction. Pupils must take either west or east and remain in that style throughout the duo.

Intervene

Ask pupils to share their ideas about what to include in their duo. Highlight effective use of contrasting actions and action and reaction. Encourage pupils to ask questions of one another and of the teacher by using part-formed questions from the [Questioning Resource Cards](#), so that pupils either start the question or finish the question.

Perform

Perform your 'West meets east combat' duo to another pair

Evaluate

Teacher-led evaluation initially. How effectively did you remain in style for the whole duo? What could you do to improve this? Which part did you like best and why did you like it? Describe your use of action and reaction. Then encourage pupils to ask questions of one another. Ask pupils what questions they have asked. What would you like to improve about your duo? Home learning - pupils create a story board for their 'West meets east combat' duo. Allow pupils to use photographs, words, images, drawings, etc. Pupils could use ICT.

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- Ask relevant questions in order to improve and make progress

Outcomes Lesson 6

- Work with a partner sharing ideas about what to include in a duo
- Create and perform a duo that uses a story board approach and includes action and reaction
- Begin to recognise the basic principles underpinning creative activities
- Ask relevant questions in order to improve and make progress

Recap

Recap 'Western soldier', 'Eastern warrior' and 'West meets east combat' duos. Pupils to display all their story boards.

Explore

Explore linking the three duos - 'Western soldier', 'Eastern warrior' and 'West meets east combat' in different orders. Use story boards to help pupils decide the story for their dance. Pupils explore how each section can be linked smoothly to the next. Pupils discuss their story to structure the complete combat dance.

Create

Create a combat duo that uses a story board approach and includes action and reaction.

Intervene

Ask pupils to share their ideas about how they might link the three phrases. Ask pupils to describe how they using the story board approach. Ask pupils to describe how using the storyboard approach develops creativity. Ask pupils to ask one another questions to help them improve and make progress.

Perform

Pupils perform their duo to another pair.

Evaluate

Peer-evaluation after the performance, Encourage performers to ask questions of the observers in order to improve and make progress. For example: How did we use action and reaction? Which contrasting action did you like best and why? In which order did we complete our dance? Describe my actions during the combat phrase. How effective were we at keeping in our style during the combat phrase? How could we improve our action and reaction? Home Learning - Pupils to complete a piece of creative writing inspired by their combat dance.