



Year 6 – Dance

Key Focus of the Unit

About This Unit

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- Pupils should be taught to perform dances using a range of movement patterns as well as comparing their performances with previous ones and demonstrate improvement to achieve their personal best.

Linking to Class Topics

- The opportunities to link to different topics should be utilised through movements, balances and actions where possible.

Health and Safety

- All children to be in full PE kit throughout the lesson.

Progressions

- All abilities should be given the opportunities for progression as well as deeper learning and understanding where necessary.

Objectives

- Able to move with a range of dynamics to express different emotions.
- Able to execute jitterbug actions.
- Able to develop relationships – leading and following.
- Able to demonstrate unison as a group.
- Able to demonstrate and create shapes representing unity.

Vocabulary

Dance style
Technique
Pattern
Rhythm
Variation
Unison
Canon
Action
Reaction
Rondo
Phase
Augmentation
Pathway
Shape
Unison
Dynamics
Partner

<p>Prior learning/Understanding</p> <p>Future learning/Understanding</p>	<p>In Year 5 the children worked to be able to move with low and high-status dynamics. They executed actions representing manual labour and developed relationships with dance partner. Children explored the space around them in straight pathways and created straight lines and geometric shapes.</p> <p>As children progress through KS3, they will be expected to develop their technique and improve their performance in other competitive sports [for example, athletics, dance and gymnastics]. They will perform dances using advanced dance techniques in a range of dance styles and forms. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p>	<p>Key Local Links for Extra Curricular Sporting Opportunities:</p> <p>Safety Points and Common Misconceptions:</p>	<p>Disco Divas RGA Dance Academy Cowper School of Dance</p> <p>Before any session commences ensure all equipment and area is checked and safe to use. All children should be wearing suitable PE kit and appropriate footwear in accordance with your school's PE Policy. Work in bare feet if possible.</p> <p>It is often essential to dance in pairs and groups. Working with others requires a combination of ideas, to create an outstanding performance. Participants will need to include some or all of the following ideas:</p> <ul style="list-style-type: none"> • mirroring – this technique requires dancers to do the same travel, jump, shape or balance at exactly the same time • leading and following – these movements require one dancer to lead and the other partners to follow • meeting, avoiding or passing by – these movements require dancers to travel towards each other and then move right or left to avoid and pass • meeting and parting – these movements require dancers to meet, turn and travel away • canon – this technique requires dancers to take it in turns to perform a movement that is then identically copied and performed by others • unison – this technique requires dancers to move at the same time as each other
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			<ul style="list-style-type: none"> • contrasting – this technique requires dance partners to perform contrasting movements to each other
<p>Suggested Activities</p>	<p>Ask the children to walk around the room. Call out 'person to person' which is their cue to find a partner as quickly as possible. Then call out a part of their body that has to join with their partner's (such as shoulder, knee, back). After a few goes, call 'partner to partner' again to re-start the game in new pairs.</p> <p>Teacher Tips Ensure children are gentle and are using appropriate touch.</p> <p>Music: 'Pack Up' Eliza Doolittle</p> <p>Teaching Points The children need to be as quick as they can and not to discuss it with their partner.</p> <p>Progression Call out a number from 1-4. The children have to make this number of connections with their partner's body.</p> <p>Discuss WWII evacuees and the different emotions they must have experienced when they were sent away. Ask the children to choose 3 contrasting emotions and improvise actions to represent each emotion. Teacher Tips Some emotions will be harder to convey than others – if they are struggling, they could change their choice of emotions. Teaching Points Use some of the ideas from the previous improvisations to help them. Progression Share their ideas with a partner – can they guess what emotions they are expressing?</p> <p>Listen to the 'Never Surrender' speech by Winston Churchill. Pick out some of the key words and ask the children to improvise actions in response.</p>	<p>Assessment</p>	<p>LA- Learn and perform the Jitterbug with some elements of leading and following. Choreograph a group dance communicating a basic understanding of unity. Create a solo dance demonstrating 2 different emotions and perform with focus and commitment.</p> <p>MA- Learn and perform the Jitterbug with clear leading and following relationship. Choreograph a group dance communicating a sound understanding of unity. Create a solo dance demonstrating 3 different emotions and perform focus, commitment and confidence.</p> <p>HA- Learn and perform the Jitterbug demonstrating an excellent leading and following relationship. Choreograph a group dance communicating an excellent understanding of unity. Create a solo dance demonstrating varied emotions and perform with focus, commitment confidence and integrity.</p>

Teacher Tips

Play the speech several times, or hand out a paper version to the class.

Teaching Points

Choose key words such as 'fight', 'strengthen' 'never surrender'.

Progression

Observe the children and select 2 or 3 that have created interesting movements for the key words. Ask them to share back to the class.