

WOOLGROVE SCHOOL

MEDIUM TERM PLAN FOR **PE: COUNTRY DANCE** CLASS; **Y5**
DATES: **SPRING 2**

<p>LEARNING OBJECTIVES + P of S</p>	<p style="text-align: center;"><u>QCA DANCE UNIT 2:</u></p> <p style="text-align: center;"><u>FOCUS: TRADITIONAL COUNTRY DANCE</u></p> <ul style="list-style-type: none">• to explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance• to compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas• to recognise and describe how different dance activities make them feel• to understand the importance of warming up and cooling down• to watch and describe dance phrases and dances, and use what they learn to improve their own work
<p>ACTIVITIES AND RESOURCES (inc. staff)</p>	<p>All lessons will begin with body awareness and warm up activities and conclude with cool down session</p> <ul style="list-style-type: none">• Lessons to incorporate a range of traditional dances developing individual, paired and group skills <p><u>SYVSPRING/ Clapping Song</u> Show the children pictures, videos, music, art objects and dress or costume from the time and place of the chosen dance style. Ask them to respond to the stimuli, and to explore ideas and improvise movements imaginatively.</p> <ul style="list-style-type: none">• Model dance; following sequence of movements/linking different actions; walking/skipping/high/low body movements• Whole class dance <p><u>CUMBERLAND SQUARE 8</u> Ask the children to explore actions, gestures, body shapes, rhythms and travelling patterns that suit the style</p> <ul style="list-style-type: none">• Dance to develop individual movements/ working towards paired work

	<ul style="list-style-type: none"> • Paired work to encourage movement and cooperation • Movement working on expressive quality, body positioning/stance etc <p><u>FLYING SCOTSMAN/Thady You Gander</u></p> <ul style="list-style-type: none"> • 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. <p><u>MILITARY 2 STEP/ST BERNARDS WALTZ</u></p> <ul style="list-style-type: none"> • 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.
LINKS WITH OTHER SUBJECT	<p>history – exploring the historical origins of dance</p> <ul style="list-style-type: none"> • ICT – designing stage sets • music – learning about different styles of world music • PSHE – developing awareness of relaxation and stress management through dance • • spiritual, moral, social and cultural work – developing understanding of beliefs, values and attitudes <p>SDP LINK: NUMERACY – COUNTING SEQUENCES/ COUNTING RHYTHM</p>
EXPECTED OUTCOMES	<p><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</p>

	<p><i>some children will not have made so much progress. They will be able to:</i></p> <p><i>some children will have progressed further. They will be able to:</i></p>	<p>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</p> <p>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</p>
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