

WOOLGROVE SCHOOL

MEDIUM TERM PLAN FOR **SPRING 2 PE: COUNTRY DANCE** CLASS; Y6
DATES: **SPRING 2**

<p>LEARNING OBJECTIVES + P of S</p>	<p style="text-align: center;"><u>QCA DANCE UNIT 3:</u></p> <p style="text-align: center;"><u>FOCUS: TRADITIONAL COUNTRY DANCE</u></p> <ul style="list-style-type: none">• to create and link dance phrases using a simple dance structure or motif• to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups• to keep up activity over a period of time and know they need to warm up and cool down for dance• to describe and evaluate some of the compositional features of dances performed with a partner and in a group• to talk about how they might improve their dances
<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/LUCKY 7</u> <u>CUMBERLAND SQUARE 8</u> <u>FLYING SCOTSMAN/</u> <u>THADY YOU GANDER</u> <u>MILITARY 2 STEP</u> <u>ST BERNARDS WALTZ</u></p> <p>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

	<ul style="list-style-type: none"> • Whole class dance <p>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/group work • Paired work to encourage movement and cooperation • Movement working on expressive quality, body positioning/stance etc • 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>LINKS WITH OTHER SUBJECT</p>	<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>
<p>EXPECTED OUTCOMES</p>	<p><i>most children will be able to:</i> improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people’s dances</p> <p><i>some children will not have made so much progress. They</i> demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of a dance; come up with basic responses to a stimulus; show some understanding of why they need to warm up and cool down; use simple words to describe and interpret</p>

	<p><i>will be able to:</i> dance</p> <p><i>some children will have progressed further. They will be able to:</i> use a wide range of movements when improvising; choose appropriate movements to express the idea, mood and feeling of a dance; take the lead when creating dances with a partner or in a group; show a greater understanding of how to compose dance phrases; show greater fluency and control in their movements; interpret rhythm well, using a range of musical accompaniments; interpret and express their thoughts clearly when talking about dance; make appropriate suggestions about how work could be improved</p>
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