

Under the Sea

Week One

Main focus – To teach a set motif based on ‘under the sea’/set standards/build trust and confidence.

Wellbeing focus – Confidence!!!! “Show me you are number one!”

Creativity focus – Create movement for a partner to follow, reflecting mirror imagining.

Misconceptions – Pupils will forget about spacing, draw bubbles throughout the lesson. They will get in a space away from other pupils but not necessarily away from objects.

Assessment focus – Can they perform the set motif? (-/=/+) (Further aims – spatial awareness, mirror image, dance appreciation – in reflection section).

I can copy movement based on a theme.

I can remember and dance the movement.

I know the movement and dance with confidence.

- (5mins) Shoes off / Introduction – what can you find under the sea? Class discussion.
- (5 mins) Bubble idea based on spatial awareness. Draw a bubble around your body: push forward, push back, to the sides of the body and above the head. Pupils need to understand that a space means all around them.
- (3 mins) Superstar position – how to stand/mirror image.
- (12 mins) Warm up= 3 sections cardio, rotation and stretching.
- (10 mins) Set motif.
- (5 mins) Play the music – what are the lyrics in the song mean? Rehearse to the music.
- (5 mins) What skills are needed to perform? (Facial expressions – how do you reflect happy under the sea and

Week Two – You will need your AWL Grid!

Main focus – To recap movement, teach motif 2 – the first verse, apply expression.

Wellbeing focus – You’re never fully dressed without a smile!

Creativity focus – Create movement based on playing a musical instrument – supporting independent learning through solos.

Misconceptions – Pupils will copy each other in creative task, support them in thinking of their own idea by giving examples.

Assessment focus – Can they perform the set motif? (-/=/+) (Use the assessment grid)

I can recap some dance movement.

I can remember the movement.

I can perform with confidence.

- (5mins) Shoes off / Introduction – recap the theme. Wellbeing concept explained – if you smile at someone they will smile back – try and make someone’s day by smiling – being positive.
- (5 mins) Recap bubble idea, recap positions – ‘show me you are number one’, ‘superstar dancer’.
- (12 mins) Warm-up – 3 sections.
- (10 mins) Set motif 2 – verse based on expression. Then try to the music.
- (5 mins) Introduction to facial expressions – as a group – “show me your sad/happy/excited/shocked/grumpy faces”.
- (5 mins) Go through movement highlighting when their facial expressions change.
- (5 mins) **AWL grid needed** – watch the chorus x2, mark on the grid + if the pupils dance to the correct timing, know the

sad or tired when working on land?) Happy when under the sea, tired when working). Perform the teacher to stand at front and watch for the pupil who is using facial expressions – choose 5ish and reward.

- (5 mins) Recap and praise for the group to develop confidence.
 1. Can they demonstrate mirror imaging with a partner? (Creative task based on spontaneous improvisation).
 2. Can they get in a space using the bubble idea?
 3. Can they reflect movement memory? Ask the pupils what move comes next.
- (5 mins) Cool down/prepare to leave.

Evaluation of lesson -

Do they understand the following skills? Can they demonstrate the following skills?

Movement memory/mirror image/bubble space.

Keywords

Motif – a series of movements which can be developed.

Facial expression – reflect a feeling/emotion to support the theme.

Members of staff to prepare AFL grid for next lesson.

movement, have energy (they will stand out) = know the movement but may copy others at times, - may know some movement, copy it all, could struggle with focus. If the group struggle to dance without you, use the clip of me dancing with music.

- Creative task – You will be an under the sea ‘fishy’ musician – what instrument could you play? Show examples to help. Each pupil will create their own – try and guess what they are playing. (They can reflect their movement one by one, you can select examples to show the class, or guess a partner’s movement).
- (Recap and praise the group.
 1. Can they show facial expressions?
 2. Can they create their own movement? (They have their own musical instrument idea)
 3. Can they reflect movement memory? Ask the pupils what move comes next.
- (5 mins) Cool down/prepare to leave.

Evaluation of lesson -

Do they understand the following skills? Can they demonstrate the following skills?

Facial expressions/movement memory/creativity.

Keywords

Motif – a series of movements which can be developed.

Facial expression – reflect a feeling/emotion to support the theme.

Choreography – Creating their own movement.

Spatial awareness – Knowing what is around us.

Week Three

Main focus – To apply partner work.

Wellbeing focus – Teamwork, makes the dream work.

Creativity focus – Recap ‘fishy musicians’, develop independent learning skills from rehearsing with a partner.

Misconceptions – Pupils may get confused with all they are working with when the piece is danced, as a whole piece. Please remember based on attendance, partners can change every week. You may have to adapt to a trio is an odd number or use a member of staff to dance with a pupil.

When working with a partner pupils may turn more than once – please **highlight one turn only.**

Assessment focus – Can the students work with a partner and recreate a motif together? (-/=/+)

I can work with a partner.

I can use mirror image with a partner.

I can confidently work with a partner to perform the movement accurately.

- (5mins) Shoes off / Introduction – recap the theme. Wellbeing concept explained.
- (5 mins) Recap bubble idea, recap positions – ‘show me you are number one’, ‘superstar dancer’.
- (12 mins) Warm-up – 3 sections – can use clip if you want to.
- (10 mins) Using the AWL grid from last week set three lines (washing machines at the front). Recap whole piece – music on, dance straight away.
- (5 mins) Partner motif – set pairs first. **PLEASE NOTE:** The lines will change based on partner – higher ability with lower ability.
- Creative task – You will be an under the sea ‘fishy’ musician – what instrument could you play? Show examples to help.

Week Four

Main focus – To apply canon and unison.

Wellbeing focus – Anything is possible if you WANT to achieve it.

Creativity focus – Recap ‘fishy musicians’, develop independent learning skills. Apply canon to the task.

Misconceptions – Partners may change. The pupils may not apply canon to their movement. You may need to use spots this week to help with spacing in a line.

Assessment focus – Can the students create their own fishy musician to perform in addition? (-/=/+)

I can copy a fishy musician example.

I can create my own fishy musician.

I can confidently create a fishy musician and apply addition to my work.

- (5mins) Shoes off / Introduction – recap the theme. Wellbeing concept explained.
- (10 mins) Warm-up – circle to teach Mexican wave, circle warm-up. Apply invisible magic wand to support timing – point at the individual pupil.
- (5 mins) Set lines from partner work last week – on AWL grid. Recap with music movement so far.
- (5 mins) Listen to the new section of music – what fish play what? Discuss.
- (5 mins) Recap different ‘fishy’ characters and what they could play. Pupils to create their own character choosing their own musical instrument- mime only.
- (5 mins) Perform with a use of an invisible magic wand – canon teacher led through pointing. 4 counts per group.

Each pupil will create their own. Go down lines from a crouch position, point an invisible magic wand down the line for the pupil to know when to stand.

- (Recap and praise the group.
 1. Can they show facial expressions?
 2. Can they create their own movement? (They have their own musical instrument idea)
 3. Can they reflect movement memory? Ask the pupils what move comes next.
- (5 mins) Cool down/prepare to leave.

Evaluation of lesson -

Do they understand the following skills? Can they demonstrate the following skills?

Partner work/changing facings/timing.

Keywords

Motif – a series of movements which can be developed.

Partner work.

Timing – moving to the beats of the music.

Musicality – To link the movement to the music.

- (5 mins) Perform the section with music.
- (5 mins) Recap and praise the group.
 1. Can they apply canon?
 2. Can they create their own movement?
 3. Can they reflect movement memory? Ask the pupils what move comes next.
- (5 mins) Cool down/prepare to leave.

Evaluation of lesson -

Do they understand the following skills? Can they demonstrate the following skills?

Addition/unison/timing.

Keywords

Timing – moving to the beats of the music.

Musicality – To link the movement to the music.

Canon – Move one after another.

Unison – Same movement at the same time.

Addition – Add more people or movement.

Week Five/Six

Main focus – To create movement based on the theme.

Wellbeing focus – “You are powerful, you are strong!”

Creativity focus – Choreograph own movement and an ending position based on levels.

Misconceptions – Partners may change. The pupils may struggle with focus as the piece is over 3 mins long.

Assessment focus – Can the students create an ending position using levels? (-/=/+)

I can create a freeze position.

I can choreograph a freeze which uses a level.

I can choreograph a freeze using levels to show the theme.

- (5 mins) Introduction – what are the three dance levels?
- (10 mins) Teacher led. 3 sections in a circle. Recap unison and canon.
- (5 mins) What under the sea movement could you create? One at a time show their movement – like the Mexican wave. Choose 5 movements – 8 counts per movement. Get the class to copy each movement in the circle.
- (5 mins) Set position based on AFL grid – use spots to help. Recap pupils’ movement you have just created in their performance place. 5 sets of 8 counts.

Week Seven/Eight

Main focus – To apply transitions to the piece.

Wellbeing focus – “Believe in yourself”

Creativity focus - Recap the ending created last week – teacher to select movements from suggestions for the final position.

Misconceptions – Pupils may copy movements from others around them rather than remembering their final position.

Assessments focus – Can the students link the ending to the piece? Remember where to move to? Freeze their own position? (-/=/+)

I can freeze in an ending position.

I can move to a new position and freeze.

I can confidently change formation and freeze my position.

- (10 mins) Introduction – What is formation? Groups of 4/5 make the shapes with your group – circle, line, triangle, square.
- (10 mins) Teacher led. 3 sections.
- (10 mins) Set position based on AFL grid – use spots to help. Recap set motifs, including partner work – remember the transitions used.
- (5 mins) Recap end positions, 3 different freezes on 3 different levels.

- (10 mins) Give each pupil a level – consider the individual pupil – high level (-), low level (=) middle level (+). Create a freeze position which reflects something from under the sea.
- (5 mins) Choose 3 examples one from each level to use. Get the pupil to face the group and show their freeze. The class to reflect through mirror image. Give each line the level freeze to use 1st line low, 2nd medium, 3rd high.
- (15mins) Set the end position as a whole group freeze ... warning – this will take some time!!!!
- (5mins) If time add the transition from end of piece to final freeze, if not do this next week. Perform the whole piece (only if there is time).
- (5 mins) Plenary – cool down with praise.

Evaluation of lesson -

Do they understand the following skills? Can they demonstrate the following skills?

Levels/end position/8 counts to freeze.

Keywords

Levels – high, medium, low.

Timing – moving to the beats of the music.

Musicality – To link the movement to the music.

IF YOU DON'T GET TO END FREEZES, DO IT AT THE START OF LESSON 6.

- Recap pupils' own motif from last week which leads in to freeze, hold 'superstar dancer' position until they are ALL ready to freeze.
- (10mins) Perform the whole piece.
- (5 mins) Plenary – cool down with praise.

Evaluation of lesson -

Do they understand the following skills? Can they demonstrate the following skills?

Change direction/change formation/remember own freeze on their set level.

Keywords

Levels – high, medium, low.

Formation – where you stand.

Transition – moving from one section to another smoothly.

Week Nine

Main focus – To teach performance skills and build confidence. It's all about the praise!

Wellbeing focus – Superstars!!!

Creativity focus – Choreograph an ending position based on levels.

Misconceptions – Film the dress rehearsal as this may go better than the final performance.

Assessment focus – Can they perform throughout? (-/=/+)

I can perform.

I can perform with confidence and focus throughout.

I can identify and apply performance skills. (I can perform with energy, focus and expression).

- Warm-up – teacher led.
- What are performance skills? Which performance skills are needed to reflect this piece? Discuss the 3 E's – energy, expression, extension.
- Revise the whole piece focusing on performance skills.
- Emoji faces – show the cards and get the students to show the facial expression.
- Add emoji faces to the piece and perform a dress rehearsal. (Film from the corner of the room).

Give feedback and praise the film final performance from the other corner.

After the lesson -

1. Watch both the dress rehearsal and final performance.

Week Ten – Record.

2. Ask what makes you a superstar? Discuss – use 3 E's, praise with feedback.
3. Create a Mexican wave of answers. Why are you a superstar?
The class to answer in canon.
4. Assess performance – only watch twice, fill in AWL grid.

Keywords

Focus – looking straight ahead, remembering, or copying the movement.

Energy – like a bottle of pop that has been shaken.

Extension – imagine touching the sides of the room.

Expression – emoji faces.