

Reflect a theme – working together.

Week One

Main Focus – To build positive relationships, confidence to perform and develop knowledge of warm-up criteria.

Assessment Focus – Can they reflect the three aspects of a warm-up? (-/=/+)

I understand the three aspects of a warm-up.

I can reflect two or more aspects of a warm-up.

I can reflect the different aspects of a warm-up and apply it to a specific sport.

- Intro – What is the meaning of the song? How can you reflect this in your dance?
- Aim of scheme – to understand different aspects of performance and genre through movement.
- Warm-up – Teacher led – cardio/stretching/rotation of limbs.
- Set motif based on chorus. Highlight left and right sides to support movement.
- What skills are needed to perform? (Confidence, attitude, energy, extension). Discuss. Perform as a whole group.
- Using AFL grid assess the set motif -/+/= . This will be used next week.
- Rewards and praise for the group to develop confidence.
- Plenary – Reflect on warm-up context.

Week Two

Main focus – To teach choreographic development – addition.

Assessment focus – Can the students apply addition to their movement? (-/=/+)

I can follow the movement.

I can apply addition to my work.

I can apply addition through a confident performance.

- Warm-up. Teacher led based on 3 sections.
- Recap set motif in group.
- What is addition? How is it applied in dance?
- Set 3 lines based on last week's AFL grid + front, = middle, - back line. Apply addition to motif 1 – the beginning of the piece.
- Recap performance skills from last week – apply.
- Plenary – praise, rewards, feedback.

Keywords – Extension, energy, confidence, addition, timing, set motif.

Week Three/Four**Main focus** – To work with a partner.**Assessment Focus** – Can they work independently with a partner using change of direction and timing? (-/=/+)

I can work with a partner.

I can work with a partner to change direction with a prop.

I can work with a partner and use a prop confidently.

- Recap – Aims of schemes/code of conduct/what are the three aspects of a warm-up.
- Group warm-up teacher led based on 3 sections.
- Recap piece applying retrieval skills for addition/formation/set motif.
- Set partners – teach partner motif.
- Highlight counts of partner work.
- Independent learning tasks – rehearse.
- Set to music.
- What makes a strong partnership? Discuss.
- Perform whole piece
- Plenary – reward and praise!

Keywords – duet, change of direction, focus.

Week Five**Main focus** – To teach structure.**Assessment focus** – Can they apply dance structure? (-/=/+)

I can remember different set motifs.

I can change formation in between set motifs.

I can apply movement memory and reflect structure through a change of direction and formation.

- Warm-up – three sections.
- What are the three stages of a story? Explaining it is the same in dance.
- Recap three different sections – link them together with a change of formation.
- Rehearse, add music, work as a team.
- Plenary – Test the group on their movement memory. Praise/rewards/feedback.

Keywords – formation, fluency, teamwork, timing, energy.

Week Five/Six

Main Focus – To choregraph a set motif based on the genre.

Assessment focus – Can they create movement based on the style?
Can they work/support others? (-/=/+)

I can listen to others and learn movement.

I can work as a team and create movement.

I can suggest movement ideas and support others within my group.

- Introduction – what is a motif? Class discussion.
- Warm-up – teacher led.
- Recap whole piece with music.
- Add a semi-circle to the end of the piece so far.
- Creative task – with a group create 8 counts of movement – this needs to be broken down in step-by-step tasks. 1. Create movement based on the style. 2. Consider formation of the group. 3. Use 8 counts to come on the stage and 8 counts to get back off the stage.
- Perform to the whole group, emphasising the timing and confidence. Discuss WWW/EBI.
- Plenary - rewards and praise for the group to develop confidence.

Motif – a series of movements which can be developed.

Week Seven/Eight

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

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

I can perform.

I can perform with confidence.

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

- Warm-up – set motif recapping performance qualities (whole group not individual groups).
- What are performance skills? Which performance skills are needed to reflect the theme?
- Revise the whole piece focusing on performance skills.
- Each group perform with feedback based on performance skills.
- Plenary – feedback based on group performance.

Week seven – feedback from others/week eight record, watch back and give self-feedback.

Performance Feedback.

	Red – I need to do this!	Amber – I do this!	Green – Wow! Amazing!!!
Focus			
Energy			
Confidence			
Movement memory			
Teamwork			

