

Area of Learning: Physical Education, Health and Well-being
Scheme of Work: Dance – Machines

Key Stage: 1	Year: 1	Duration: 6 Lessons
<p>Intent: To explore simple body movements and actions using different parts of their bodies. To understand how to match movements to different stimuli and remember and repeat sequences. To understand the relationship between exercise and being healthy. To develop turn taking skills and working as a team.</p>		
<p>Knowledge</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance:</p> <ul style="list-style-type: none"> • Replication of movements to music. • Using simple actions as part of a set sequence that is repeated and committed to memory. • Understanding of turn taking and sharing. 	<p>Skills</p> <ul style="list-style-type: none"> • Gestures • Expression • Travel • Jumps • Turns 	<p>Sequencing</p> <p>Learning should:</p> <ul style="list-style-type: none"> • Build on basic movements and gestures to music. • Involve repetition of a small sequences of movement. • Used music as a stimulus to create simple actions. • Develop listening and following instructions.
<p>Curriculum Key Concepts and Processes:</p>		
<p>Accurate Replication</p> <p>Pupils will to explore the use of movement and dance to music using a variety of different actions. Pupils will explore the use of different parts of the body and the use of space around them. To apply movements based around the 'machine' into a dance sequence. Accurate replication of developed movements showing creativity, style and artistic intention will be assessed.</p>	<p>Developing Physical and Mental Capacity</p> <p>Pupils should be lead through a safe warm up and cool down through engaging games. To comment about dance using appropriate vocabulary and carry out suggestions about how to develop their work. To utilize video recording as a way to develop movements and sequences. Begin to understand how dance can contribute to their personal fitness.</p>	<p>Developing Skills/Performances/Actions</p> <p>Pupils will develop the skills and use creativity to develop and refine a short dance sequence. To perform a dance sequence showing different levels in space, (high, low), and different strengths (heavy, light) using simple steps and movements to given rhythms and musical phrases. Body language, emotions and tension will be developed through compositional ideas with final performances being assessed.</p>
<p>Decision Making and Problem Solving</p> <p>Pupils will develop and refine skills based on decisions about movements and gestures in a controlled manner, at different speeds and in different directions. Pupils will listen and develop a sequence as a group to and move in response to different stimuli i.e. <i>voice, music, stories, and art work</i>. Discussion and teamwork will allow for pupils to trial and refine ideas.</p>	<p>Personal Development</p> <p>To understand the importance of turn taking and supporting each other. Encourage repetition to improve outcomes and develop a positive mindset towards sport. Understand why exercise is good for us and what being healthy means. Promote enrichment opportunities within the school timetable and beyond.</p>	<p>Evaluating and Improving</p> <p>Pupils to identify good points in their own work. Appropriate questioning on the groups sequences and movement patterns. Be able to suggest things they may do better next time.</p>
<p>Cross Curricular Links: Literacy (key words), Numeracy (counting beats)</p> <p>Assessment opportunities: Q & A, formative feedback (do pupils replicate technique effectively?), discussion (Can the pupils explain what skills they are doing and why?) and summative assessment.</p> <p>Resources: Machine music - http://www.youtube.com/watch?v=-lFwchGSkes http://www.youtube.com/watch?v=vjGqZfIH7x0</p>		
<p>Impact:</p>		
<p>Beginning:</p> <ul style="list-style-type: none"> • Will observe and copy basic body patterns and movements. • Will perform simple dance steps to musical stimuli. 	<p>Developing:</p> <ul style="list-style-type: none"> • Can improvise freely and complete movements as part of a partner sequence. • Will remember small sequences and repeated them to music. • Will use space effectively and a wider range of techniques. 	<p>Exceeding:</p> <ul style="list-style-type: none"> • Will create motifs and repeat to a range of stimulus. • Will use changes in levels, speeds and direction effectively. • Is aware of the audience and will make adjustments to performances to improve the overall composition.

Implementation:		
Week	Learning objectives	Task examples
1	<p>Building the machine To understand the concept of the dance based on machines. To perform and replicate simple movements to create a sequence within a group. To produce a creative response to a change in stimulus or music type.</p>	<p>Warm up- Use a lively piece of music. (<i>Black eyed peas – “Pump it”</i>) How does it make you feel? What movements match the mood of the music? Group stretches. Focus of this dance is interpreting the concept of 'machines'. Break down pieces of music into quarters. Take first part – building the machine. Can they think of four actions to relate to this? In groups of four children pass the action along so they are all doing same in different order. Look at piece of music where machine goes wrong – add actions. Create a sequence using a range of movement patterns Exploring how to choose and apply skills and actions in sequence and in combination. Do the pupils produce simple actions that relate to the theme of the music? Discussion – can the pupils explain what action they are doing and why? Show performance to class. Pupils suggest +/- points.</p>
2	<p>Conveyer belt To replicate movement patterns using a variation of speeds and action to show the making of toys. To incorporate simple actions that get increasingly complex in relation to the music. To appreciate the importance of listening and reflecting on own performances.</p>	<p>Warm up – ‘Follow the leader’. Pairs, 1 travels around the space in a particular way (slow, fast, hands and knees, sideways), partner follows path and actions. Swap roles. Group stretches. Pupils to be making toys on a conveyor belt. There are three levels. First - painting parts using flowing actions. The second are screwing on arms and legs and the third carrying a tall pile of boxes to the lorry. Change rhythm, speed, level and direction of their movements. Watch pupil’s performances and reflect. Discussion – can the children explain what is happening throughout piece of movement?</p>
3	<p>Hiccup To develop and replicate movements that use a variety of actions to represent the stimuli of the piece of music. To develop a dance sequences using fluency while showing imagination and creativity. To reflect on how well the performance went.</p>	<p>Warm up – ‘traffic lights’. Pupils move around the space. Commands: Red – Stop, Yellow - Run on the spot, Green – sprint for 3 secs, Roundabout - turn round once. This section has three parts for the pupils to work on in pairs. One must be the machine and the other the work person. First part is the oiling of the machine, second checking the parts are moving and thirdly running the machine. Use movement imaginatively, responding to stimuli including music, and performing basic skills. Use video recording facilities to record and self reflect during a classroom session.</p>
4	<p>Team work To explore movement patterns in a small logical sequence. To produce a dance with clear sections in relation to levels and speed. To work as a small group taking on different roles within it.</p>	<p>Warm up- ‘up, down, stop, go’. Pupils must listen carefully. On GO - children must stop still. On STOP - children must move around the space either walking or running. On UP - children must sit or lay down. On DOWN - children must stretch up to the ceiling. Discuss what teamwork means. What does it involve? Split the class into 6 groups (3 groups to work together). One group is the machine another the product and another the workpeople. The product gets stuck in the machine and the workers have to mend it using stylised movements. Create and perform short, linked sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed. Observation – Are the children working well together as members of a group?</p>
5	<p>Party time To accurately replicate movements in response to a different actions and movement. To develop the skills to work co-operatively with a group. To understand why exercise is important and changes in heart rate.</p>	<p>Warm up- ‘Bop it’. Call out the actions to which the pupils respond: Kick it - kick in front of them, Twist it - twist bodies half way around then back, feet remaining in same place on the floor, Spin it - turn around 360 degrees, Pull it - imagine they are pulling two levers down from above their heads, Bop it - jump in the air. Highlight why pupil’s heart rate is beating rapidly. Discuss any thoughts from the pupils about fitness. Split class into four groups. They are all toys which have come to life in the factory. Give each group the name of a party game such as pass the parcel. When you say change they dance with a partner to the next party game. Apply rules and conventions for different activities. Discussion – Can the children explain what is happening throughout their piece of movement</p>
6	<p>Machine dance & assessment To perform and replicate a dance sequence as a small group. To use simple actions that get increasingly complex in relation to the music. To discuss areas of improvement for their dance.</p>	<p>Warm up – ‘Shark and fish’. Pairs. 1 is the shark, the other is the fish. The fish follows the shark around and must imitate everything the shark does. Call out ‘swim’ backwards, move slowly, rest on the floor for added commands. Pupils to make their own dances in small groups based on the same concept of machines. Recap: What kind of movements do machines make? What do you think the machine is making? Is the machine working well or does it keep breaking? Use changes in rhythm, speed, level and direction of their movements. Allow pupils time to practice their sequence. Show to the class as part of ‘final show’. Pupil progress to be assessed.</p>