

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

Key Stage: 1	Year: 2	Duration: 6 Lessons
<p><b>Intent:</b> To explore basic body movements and actions using different parts of the body. To understand how to match movements to different types of music and using a range of gestures. Repeat a small sequence and perform to others. To understand feelings during exercise and link to activity intensity. To develop the ability follow instructions and activity rules fully.</p>		
<p><b>Knowledge</b></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"> <li>Replication of movements to music with changes in tempo.</li> <li>Using simple actions as part of a set sequence that is rehearsed and performed to an audience.</li> <li>Importance of timing with music.</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Gestures</li> <li>Expression</li> <li>Travel</li> <li>Jumps</li> <li>Turns</li> </ul>	<p><b>Sequencing</b></p> <p>Learning should:</p> <ul style="list-style-type: none"> <li>Build on basic movements and gestures to express feelings and moods.</li> <li>Involve individual replication to create a small sequences of movement</li> <li>Used music as a stimulus to create simple actions.</li> </ul>
<p><b>Curriculum Key Concepts and Processes:</b></p>		
<p><b>Accurate Replication:</b></p> <p>Pupils will learn to select and perform a range of movement patterns using different parts of the body to explore the space around them and to move using simple actions, for example, <i>walking, running, hopping and creeping</i>. To apply movements based around the 'the circus' into a dance sequence. Accurate replication of developed movements showing creativity, style and artistic intention will be assessed.</p>	<p><b>Developing Physical and Mental Capacity</b></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><b>Developing Skills/Performances/Actions</b></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><b>Decision Making and Problem Solving</b></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><b>Personal Development</b></p> <p>To understand the importance of listening and supporting each other. Encourage resilience to failure and use set tasks to contribute to character education. Discuss the benefits of exercise and establish an awareness of the relationship between movement and well-being. Promote enrichment opportunities within the school timetable and beyond.</p>	<p><b>Evaluating and Improving</b></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. Possible use of video recorder to observe and comment on own performances.</p>
<p><b>Cross Curricular Links:</b> Literacy (key words), Numeracy (counting beats)</p> <p><b>Assessment opportunities:</b> Q &amp; 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><b>Resources:</b> Circus music: <a href="http://www.youtube.com/watch?v=1D5Sa2Yq-2q">http://www.youtube.com/watch?v=1D5Sa2Yq-2q</a> / <a href="http://www.youtube.com/watch?v=g094B573iWI">http://www.youtube.com/watch?v=g094B573iWI</a> / <a href="http://www.youtube.com/watch?v=8LQftYK2n8o">http://www.youtube.com/watch?v=8LQftYK2n8o</a></p>		
<p><b>Impact:</b></p>		
<p><b>Beginning:</b></p> <ul style="list-style-type: none"> <li>Will observe and copy basic body patterns and movements.</li> <li>Will perform simple dance steps to musical stimuli.</li> </ul>	<p><b>Developing:</b></p> <ul style="list-style-type: none"> <li>Can improvise freely and complete movements as part of a partner sequence.</li> <li>Will remember small sequences and repeat them to music.</li> <li>Will use space effectively and a wider range of techniques.</li> </ul>	<p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>Will create motifs and repeat to a range of stimulus.</li> <li>Will use changes in levels, speeds and direction effectively.</li> <li>Is aware of the audience and will make adjustments to performances to improve the overall composition.</li> </ul>

Implementation:		
Week	Learning objectives	Task examples
1	<p><b>Clowning about</b> To understand the concept of the dance based on a clown theme. To perform and replicate movement patterns imaginatively to the music using their whole body and surrounding space. To produce a small sequence using change in rhythm, speed, level and direction.</p>	<p>Warm up – Butterflies. Pupils make butterflies with their hands. Ask them to make butterflies fly up high into the sky and fly out wide away from each other. Now fly low to the ground as close as they can be. Change directions constantly &amp; vary the speeds. Discuss the focus of the dance, the circus. What does it mean? Working in pairs the children take on the role of clowns. Think about their facial expression and their feet. What pranks can they think of playing? Can you tell what they are? When they fall over how do they get up? Pairs - create a small simple sequence using a range of movement patterns based on a clown. Show the class and highlight +/- points.</p>
2	<p><b>Elephants</b> To communicate using body language and facial expression a range of feelings such as happy, nervous, apprehensive. To replicate movement patterns related to elephants and their handlers. To appreciate the importance of listening and giving others constructive evaluation.</p>	<p>Warm up- Bean bags. 4 teams. Each team goes in a corner of the room. In the middle place a bucket full of beanbags. Each team forms a line. Pupils run to the bucket and picks up a beanbag and runs back to their team tagging the next person in the line. Group stretches. Discuss the elephant and associated movements- slow and graceful movements, swinging change of direction. Place children into pairs. A and B. A is the elephant handler, B is the elephant. Coming into the big top. First in are the handlers – big movements. Followed by the elephants. How do they move? What kinds of things do they do there? Tricks or movement patterns. Show performance to class. Pupils peer assess others' performance.</p>
3	<p><b>Flying high</b> To respond to a changing stimulus and the type of moves that shows this. To develop a small sequences using fluency and creativity. Replicate movements that use a wide variety of movements such as swooping, bending, jumping and balance.</p>	<p>Warm up – on the spot movements. Star jumps, knees up and large floor movements. Pupils to be trapeze artists. How do they think they would move? Say you want them to show moving through the air through diving and swooping with their bodies in time to the music. Use movement imaginatively, responding to stimuli, including music, and performing basic skills. Encourage a change of direction and get pupils to show feelings through movement. Discussion – Can the children explain what they are doing? – do both of the pair know? Observations – Are the children making full use of their bodies? Do they use their bodies in time with the music?</p>

4	<p><b>Animal parade</b> To explore movements and pattern in developing a small sequence using an animal parade as a concept. To work as a pair to create a range of emotions. To communicate using body language and facial expression a range of feelings such as happy, nervous, apprehensive.</p>	<p>Warm up- In the hall pupils to find space and travel around the hall. As they travel call out an animal and pupils need to repeat the actions of that animal. No sounds. On whistle, create a freeze frame for that animal. Discuss the thoughts of movements associated to an animal parade. There are three animals in this piece of music. Prancing horses, seals with a ball and a lion. Pupils work in pairs and can either use these or suggest their own. Pupils to move around the ring taking on characteristics as they go. Remind children you want them to remain upright. Explore how to choose and apply skills and actions in sequence and in combination. Show pairs performance to class. Discussion – are pupils able to suggest their own animals?</p>
5	<p><b>Shutting down</b> To accurately replicate movements in response to a stimulus (Dismantling a big top tent) Pupils to use a set amount of actions to communicate a story. To develop the skills to work co-operatively with a partner. To suggest ways for improvement by using skills of observation.</p>	<p>Warm up- use any piece of music to understand and depict mood. Build in different actions for different music played (fast, slow, loud, quiet). Pupils to be split into four groups. Each group has a job to aid the clean up/ dismantling of the tent. Each has four set moves designed by them and twirl after the four moves. Create and perform dances using simple movement patterns, including those from different times and cultures. Work in pairs. T.P's: very fast twisting and turning movement. Practice performance and show class. Are the pupils able to perform and maintain the four moves depicting their job? Ask pupils to comment.</p>
6	<p><b>Load them up &amp; final assessment</b> To perform the last section in the sequence as a small group with creativity and purpose. To suggest areas of improvement and be able to identify key aspects of what makes a performance effective.</p>	<p>Warm up – Domes and dishes. Split class into 2. 1 team to turn all cones into dishes and the other to make domes. 1 minute game, then count each groups cones. Small groups - identify 2 or 3 things that they need to work on in today's lesson to improve the quality of their performance. <u>Loading up the van</u>. Pupils are given set jobs. Firstly opening all the vans (pupils are van doors) Next loading the horses, elephants, and lions, then closing and securing the cages. Children to discuss style and order in which this happened. Pupil progress to be assessed.</p>