

Dance – Weather

Lesson sequence

- 1 The weather
- 2 Extreme weather
- 3 Developing thematic dance into a motif
- 4 Extending dance to create and develop sequences with a partner
- 5 Finalising our performance and performing

Concept Links/Prior Knowledge

Reception: To know how to explore the floor and find a space. To know how to extend the body through movement and work in small groups.

Year 1: To know how to move from one level to another. To know how to think about how another person is moving. Know that the body changes after exercise and why.

Year 2: To know how to link more than one motif together. To know how to make changes with your body and control them.

Vocabulary revision (vocabulary I have been taught before)

Control: To perform movements and skills without losing your balance, change the speed and direction you move.

Pathway: Straight and curved designs made in the air or on the floor by a person's movements.

Speed: To go fast or slow with control.

Mirror: To copy your partners movements.

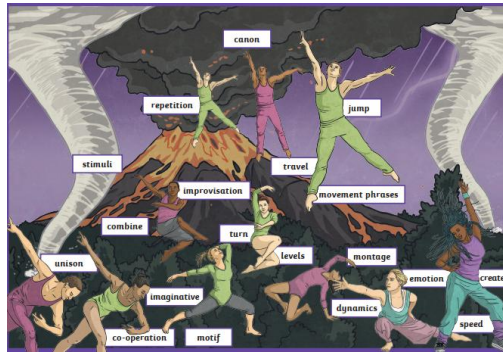
Sticky learning

New Knowledge

- *To know how to change the dynamics in a motif.*
- *To know how to move with fluency from one level to another changing the dynamics.*
- *To know what is meant by cooperation and what it might look like in dance.*
- *To know the possible impact of props in dance.*
- *Know what makes an effective sequence*
- *Know what an effective dance routine entails*
- *Know and understand the process of breathing in oxygen, travelling to the lungs – heart and working muscles.*

New Skills

- *To explore dance movements individually and in small groups.*
- *To develop emotion and expression to music.*
- *To use knowledge of dance to create a story board in small groups.*
- *To work cooperatively within a group to create a dance routine.*
- *To perform in front of others with confidence*



New vocabulary I will learn

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters' thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Rhythm: is a repeated pattern of movements or sounds.

Timing: in dance, timing refers to moving to the beat of the music.

Stage presence: is the ability of a dancer to capture and command the attention of an audience's attention.

Motif: is a series of movements that are repeated.

Health and Safety:

Check the area/hall for any hazards before beginning the lesson.

Ensure all equipment used is child safe and age appropriate.

Make sure that all children are appropriately dressed and have the correct footwear/no jewellery.

Follow school's risk assessment at all times when teaching PE.