

**Resources:**

Blackboard and chalk (or similar); Resource Dance 34 TOP  
Dance 'Visual Image – Dot, Squiggle, Dash'. Music cd track 33.

**Lessons 16+**

**Year 6**

Learning Objectives	Suggested Series of Activities - RED & CREAM	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> <li>■ to combine a range of actions and dynamics, and relationships and pathways in a whole group dance</li> <li>■ to contrast actions and dynamics</li> </ul> <p>Selecting and Applying</p> <ul style="list-style-type: none"> <li>■ to select and link a variety of contrasting actions and dynamics to communicate the 'artistic intention'</li> </ul> <p>Improving and Evaluating to assess their work</p> <ul style="list-style-type: none"> <li>■ to assess their work</li> <li>■ to identify a focus for improvement individually and as a group</li> </ul> <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> <li>■ to lead a warm up routine</li> <li>■ to lead a cool down routine</li> </ul>	<p><b>Warm up</b></p> <p>Ask individual children:</p> <ul style="list-style-type: none"> <li>■ To lead the whole group through sections of the warm up</li> <li>Ask the group how effective they thought the activities were</li> </ul> <p><b>Composition</b></p> <p>Explain to the children that they are going to spend the next lessons working on a whole group dance. Tell them that the dance will create two different moods based on the colours 'Red' and 'Cream'.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> <li>■ To explore, through movement, ideas and feelings suggested by the colour Red</li> <li>Talk with them about hot, vibrant, explosive qualities</li> <li>■ To explore, through movement, ideas and feelings suggested by the colour Cream</li> <li>Talk with them about calm, restful, serene qualities</li> <li>■ Talk to the children about where the audience will be positioned and how this might affect the way they construct the dance</li> <li>■ Which structure shall we use e.g. ABA, AB?</li> <li>■ How will we group at the start of the dance?</li> <li>■ To consider: <ul style="list-style-type: none"> <li>- working in unison and canon</li> <li>- the effectiveness of moments of stillness</li> <li>- working alone, in pairs, in small groups within the whole group</li> <li>- symmetrical and asymmetrical body shapes and pathways</li> <li>- wearing simple costumes</li> <li>- the use of simple props e.g. ribbons; chairs</li> </ul> </li> <li>■ To create, practise and refine the dance</li> <li>■ To continually consider what makes a good composition; to assess the degree of variation within their dance and the quality of their movements</li> <li>■ To identify a focus for improvement – individually and as a group</li> <li>■ To practise moving into and out of the performing space so that the whole presentation runs smoothly and looks polished</li> <li>■ To perform the dance in assembly or in front of another class</li> </ul> <p><b>Cool down and concluding activity</b></p> <p>Ask individual children:</p> <ul style="list-style-type: none"> <li>■ To lead the whole group in cooling down activities</li> </ul>	<ul style="list-style-type: none"> <li>■ show the children pictures and paintings which are predominantly red or cream</li> <li>■ the music accompanies the Red colour; the Cream is performed in silence</li> <li>■ remind the children of different actions and dynamics they can use (see Resource Dance 34)</li> <li>■ talk to the children about the dance's 'artistic intention' – about expressing the mood of the colour and communicating the colour's qualities through movement</li> </ul>