

Resources:

Blackboard and chalk (or similar); Resource Dance 20; adapted from TOP Dance 'Words, Words, Words' – Read All About It'. Music cd track 22.

Lesson 12**Year 4**

Learning Objectives	Suggested Series of Activities - TOGETHER AND APART	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ in whole and part groups, to perform actions, dynamics and use compositional strategies developed in previous lessons <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to suggest, select and link ideas in response to a dramatic stimulus <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to observe and describe ■ to assess their own and others' work and use their assessments to improve their performance <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ that mobility/suppleness is important in dance ■ to lead a simple stretching routine 	<p>Warm up</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To lead a partner through a simple stretching routine ■ To travel slowly; quickly; high; low; in pin shape; in star shape ■ To suggest activities for warming up certain joints e.g. shoulders; fingers <p>Why mobility exercises are important in the warm up Why mobility is important in dance</p> <hr/> <p>Development</p> <p>Remind the children what they have developed in recent lessons e.g. 'in canon'; 'in unison'; 'shadowing'; 'contrasting'; 'partner relationships'</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ In pairs, to show you examples of the above ■ In small groups to show you examples of 'in canon'; 'in unison' ■ In small groups, to explore ideas of 'shadowing' and 'contrasting' ■ To observe other groups and describe what they are doing <hr/> <p>Composition</p> <p>Explain to the children that they are going to work on a whole group dance based on some of the ideas they have explored (see Resource Dance 20) called The Journey. Organise the group, allowing sub-groups and individuals to create their own movement phrases at appropriate points within the composition. Let the children listen to the music and talk about their ideas for the dance.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To determine what they need to practise individually, within their sub-group and as a whole group ■ To practise and refine their work <p>Highlight 'action and reaction' situations and how they are using gestures within the dance</p> <ul style="list-style-type: none"> ■ To perform a last 'perfect presentation' <hr/> <p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To run; jog; walk ■ To swing both arms gently in one direction, then another ■ What they enjoyed most about the dance 	<ul style="list-style-type: none"> ■ talk the children through the different parts of the body they need to stretch as they lead their partner through the routine <hr/> <ul style="list-style-type: none"> ■ write key words on the blackboard <hr/> <ul style="list-style-type: none"> ■ Resource Dance 20 provides a basic structure for the dance which can be adapted or changed to incorporate the children's ideas or your own <hr/> <ul style="list-style-type: none"> ■ highlight that this part of the lesson is called the cool down