

Resources:

Blackboard and chalk (or similar); Resource Dance 13. Music cd track 27

Lesson 13**Year 5**

Learning Objectives	Suggested Series of Activities - FLAMING FIRE	Points to Note
<p>Pupils should learn:-</p> <p>Acquiring and Developing</p> <ul style="list-style-type: none"> ■ to perform movements with 'twisted shapes' <p>Selecting and Applying</p> <ul style="list-style-type: none"> ■ to select and combine 'twisted shapes' and actions in response to a dramatic stimulus <p>Improving and Evaluating</p> <ul style="list-style-type: none"> ■ to assess others' work using simple and specific criteria ■ to identify their own focus for improvement <p>K and U of Fitness and Health</p> <ul style="list-style-type: none"> ■ to lead a simple warm up routine ■ the elements of fitness and that fitness affects dance performance 	<p>Warm up</p> <p>Group the children in groups of 3-4; with one child leading the others</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To take their group through a simple warm up routine How increased stamina can improve their dance performance <p>Development</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To twist different parts of the body e.g. hand; arm; leg; trunk Explain to them that a 'twist' is a rotation from a fixed point (unlike a turn) ■ To explore 'twisted shapes' in different actions e.g. travelling; jumping; balancing Encourage them to change the level, weight, direction and speed of their movements ■ To use very small 'twisting' movements and gradually make them bigger and bigger 	<ul style="list-style-type: none"> ■ reinforce the four elements of fitness – strength, speed, suppleness, stamina ■ encourage the children to use a range of travelling actions
	<p>Composition</p> <p>Remind the children about moving in 'unison' and 'canon' (Y4 Lessons 6, 7 and 12). Talk with them about Fire and the flickering, twisted shapes of Flames</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To work in small groups and create a dance based on the idea of a fire which starts small, and grows and spreads ■ To include 'twists' and 'leaps' in their composition Where will they move in 'unison' and in 'canon'? How will their dance end? ■ To observe other couples and assess the quality of their composition using a selection of specific criteria (see Resource Dance 13) ■ To practise and improve their own dance; identify what needs to be improved ■ To perform a last 'perfect presentation' i.e. still starting position, all starting together and, when finished, remaining still until they are told to 'Rest' 	<ul style="list-style-type: none"> ■ remind the children about what makes a good composition (see Resource Dance 13) ■ write key words on the blackboard ■ the music can be faded in and out at the start and end of the dance ■ ask children how practise has improved their sequence
	<p>Cool down and concluding activity</p> <p>Ask the children:</p> <ul style="list-style-type: none"> ■ To slowly lift and lower straight arms sideways, in front and then behind ■ To very slowly circle their arms. Which joint is being used ■ To show you a 'twisted' shape 	<ul style="list-style-type: none"> ■ ask the children what 'twisting' means