

Prior Learning

Can describe and explain how performers can transition from shapes and balances. Challenged themselves to move imaginatively, responding to music. Worked as part of a group to create and perform.

Unit Focus

Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

We are learning...

1. to develop a dance that shows different emotions,
2. to dance with rhythm following a clockwork pattern.
3. to work on our own to create a short movement phrase.
4. to watch, copy and repeat actions to create a 'motif'.
5. to perform our motif in different formations.
6. to use different movement pathways in our dance.

Key Questions

1. What does entering stage mean?
2. What does 'freestyle' mean in dance?
3. What is a way to improve your dance? E.g., variety of movements, improving timing and rhythm etc.

Equipment

Music player, music, cones, hoops, throw down spots, laptop with internet access, resource cards.

Vocabulary

Dynamic, independent, pair, clock face, time, motif, freestyle, formation, on stage, off stage.

Concepts

- On and off stage, how to move into and out of performance space.
- Freestyle dance refers to the act of spontaneously creating movements with your body, which means you're not following choreography.

Assessment Overview

Head - Volunteer ideas as part of a group.

Hand - Perform with some expression.

Heart - Show engagement in tasks and perform with freedom.



Formation 1
Cube



Formation 2
Triangle



Formation 3
Rows