

Year 7: Autumn Term – Sports Dance

Keywords	Activity	Learning Outcomes	Resources
Jump Turn Gesture Stillness Travel Fall Levels Directions Formations Canon Unison Quartet	<u>Lesson 1: Football</u> *Explain expectations in dance and safety points *Entrance: Previous experience, what students are looking forward to in Dance lessons and any worries they might have *Watch DVD/youtube/video extract *Warm up-incorporating elements from the phrases *Teach phrase 1 – students are taught all 3 different levels of the phrase and then select which one they want to perform/develop. *Teacher demonstration of how to change the levels and adapt the movement material. *Students rehearse the football phrase and develop the space: levels, directions and formations *Extension task – add in canon to their performance *Set homework task – due in for lesson 3	* All students will learn the vocabulary explored in the entrance task, warm up and directed phrase. They will select level 1 to then develop by changing one aspect of the space. * Most students will already recognise the vocabulary explored in the entrance task, warm up and will choose a more complex level phrase to develop using at least two aspects of space. * Some students will understand and build on the vocabulary explored in the entrance task, warm up by using more complex and original actions. They will be able to develop all aspects of space and more onto the extension tasks.	Internet: youtube, sporting example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard &pens
Safety Gesture Jump Action & Reaction Dynamics Manipulation Transitions Starting position Groupings Duet	<u>Lesson 2: Boxing</u> *Entrance:. WWW/EBI from last lesson, key development words from last lesson *Warm up-incorporating arm gestures *Watch DVD/youtube/video extract and discuss the actions seen and importance of safety (no physical contact) *Teach phrase 1 – students learn the set phrase (extension task to include different types of jump into the phrase to add interest) *Students create their own action and reaction boxing phrase with no physical contact. Students to develop their boxing phrase with different dynamics: one slow motion aspect, controlled but fast, static and jerky *Extension task-students to experiment with different body parts to manipulate the action/s of their partner *Watch back another group and peer assess the choreographic skills learnt so far (in booklets)	* All students will be able to identify the keywords previously taught. They will learn the boxing phrase and repeat ideas given by the teacher for the action and reaction section. They will watch another group and write basic WWW and EBI. * Most students will be able to identify the keywords previously taught and give examples of where they have used them, showing understanding of definition. They will learn and develop their boxing phrase with some basic jumps and create an action and reaction phrase that has some different dynamics. They will watch another group and be able to give good examples of WWW and EBI. * Some students will be able to give detailed examples of where they have used the keywords in their dances so far. They will develop their boxing phrases with a number of varied and interesting jumping actions, and will include a variety of contrasting dynamics into their action and reaction phrase. They will be able to give detailed feedback of WWW and EBI for others groups.	Internet: youtube, sporting example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard &pens

<p>Safety</p> <p>Contact</p> <p>Levels</p> <p>Transitions</p> <p>Pathways</p> <p>Travelling</p> <p>Over</p> <p>Under</p> <p>Around</p> <p>Through</p> <p>Structures</p> <p>Progress</p> <p>Linear</p>	<p>Lesson 3: Hurdles</p> <p>*Homework due in</p> <p>*Entrance-students to recap basic dance actions. Also identify the different dynamics used last lesson</p> <p>*Warm up-whole body, especially shoulders and upper body</p> <p>*Watch DVD/youtube/video extract and discuss the actions seen and importance of safety (work within own limitations)</p> <p>*Student/teacher demonstration travelling over, under, around and through the structures: demonstrating levels and other possible contact aspects (hip lift, rolling over back, run and jump supported)</p> <p>*Students create their own hurdles phrase, alternating the athlete.</p> <p>*Connect all phrases together, perform and students to RAG own progress.</p> <p>*Extension task-students to include a variety of different dynamics into their travelling phrases and to complete additional pathways/structures.</p>	<p>*All students will be able to identify the keywords previously taught. They will watch and repeat ideas given by the teacher for the hurdles phrase. They will be able to RAG their progress at a basic level.</p> <p>*Most students will be able to identify the keywords previously taught and explain definitions. They will create their own travelling hurdles phrase, using high/middle/low levels. They will be able to RAG their progress using dance terminology.</p> <p>*Some students will be able to clearly identify the keywords and give a detailed explanation of the definition, identifying where they have used these skills. They will create original and unique ways to travelling over, under, around and through the structures. They will be able to RAG their progress in detail using dance terminology, showing understanding.</p>	<p>Internet: youtube, sporting example videos/pictures</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard &pens</p>
<p>Stillness</p> <p>Action</p> <p>Image</p> <p>Jump</p> <p>Turn</p> <p>Travel</p> <p>Fall</p> <p>Gesture</p> <p>Solo/Chorus</p> <p>Unison</p> <p>Retrograde</p>	<p>Lesson 3A: Sporting Solo (for classes with 7 lessons this term)</p> <p>*Entrance-students to recap keywords and recap RAG, selecting something from their 'amber/red' column/s in booklets.</p> <p>*Warm up-focusing on the basic dance actions, demonstrating different ways to jump/turn/using gestures.</p> <p>*Teacher demonstration: hold still image for 3 counts, ask student for a sporting activity and perform that action linking with a basic dance action and then holding.....repeat 3 times.</p> <p>*Students to individually create their own solo</p> <p>*Students to develop solo's either to perform all at the same time in unison, or by using solo/chorus.</p> <p>*Connect all sections of the dance with smooth transitions.</p> <p>*Half groups perform and students feedback WWW and EBI.</p> <p>*Extension task-students will include different levels into their solo's and dynamics. They will also perform their solo phrase in reverse order.</p> <p>*Review – did they achieve target set at start of class?</p>	<p>*All students will be able to identify the keywords previously taught. They will watch and repeat ideas given by the teacher for the solo phrase and will perform the solo's in unison. They will watch others perform and be able to identify WWW.</p> <p>*Most students will be able to identify the keywords previously taught and explain their definitions. They will perform their own sporting solo in unison or using solo/chorus. Their transitions will be smooth and they will be able to watch others explaining WWW and EBI.</p> <p>*Some students will easily identify the keywords and be able to explain a number of places where they have used these skills in their dances. They will perform original and unique solo's, using a number of different levels and contrasting dynamics, which they will also perform in retrograde. The performance will all smoothly link together and they will be able to use dance terminology to explain WWW and EBI in relation to others' performances.</p>	<p>Internet: youtube, sporting example videos/pictures</p> <p>Interactive whiteboard</p> <p>Booklets</p> <p>Pencil cases</p> <p>CD player/ipod</p> <p>Whiteboard &pens</p>

Criteria Exceptional Advanced Secure Developing Transitions Unison Stillness Jump Turn Gesture Fall Retrograde Unison Solo/Chorus Safety Contact Dynamics Pathways	<u>Lesson 4: Pre Assessment</u> *Entrance-students to recap marking criteria and recap RAG focusing on choreography skills *Warm up-focusing on all aspects in previous lessons *Students to rehearse performances, focusing on targets from RAG and peer assessment. *Each group to perform and be video recorded *Teacher to assess each student on laptop spreadsheet (new for 2021) in preparation for KS3 assessment deadline on 22nd Nov *Review-did they achieve target set at the start of the class? *Extension task-to select more than one target from RAG section.	* All students will select a target from their booklets, rehearse their performances and perform. * Most students will select a target from their booklets, rehearse, perform and achieve their target set. * Some students will select more than one target from their booklets, rehearse, perform and be able to identify WWW and EBI in others' performances, using dance terminology.	Internet: youtube, sporting example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard &pens Ipad/video camera
Transitions Unison Stillness Jump Turn Gesture Fall Retrograde Unison Solo/Chorus Safety Contact Dynamics Pathways	<u>Lesson 5: Watch back pre assessment</u> *Entrance task-recap choreography skills and their definitions *Explain the marking of their own work (or peer assess if students were away for pre assessment) 1 = excellent (can be seen throughout), 2 = OK (can be seen occasionally, not throughout), 3 = needs work (cannot be seen). *Students to watch their own work and teacher to circulate class helping where necessary. *Teacher to demonstrate on the whiteboard how to complete the assessment sheet within student booklets. *Students to select 3 targets to work towards. *Warm up – going through phrases required for performances. *All students to then use DIRT to make improvements of their performances.	* All students will watch their performances back and complete a self assessment, noting targets for improvement. They will rehearse their performances. * Most students will watch their performances and easily complete a self assessment noting WWW and EBI. They will select 3 targets for improvement and use DIRT to achieve targets. * Some students will watch their performances and easily complete a self assessment noting WWW and EBI. They will also help their peers to identify areas that WWW and EBI showing a clear understanding of the marking criteria. They will select a minimum of 3 targets for improvement and will use DIRT effectively to achieve targets.	Internet: youtube, sporting example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard &pens Ipad/video camera

Transitions Unison Stillness Jump Turn Gesture Fall Retrograde Unison Solo/Chorus Safety Contact Dynamics Pathways Criteria Exceptional Advanced Secure Developing	<u>Lesson 6: Assessment</u> *Entrance-to reflect on Sport Dance topic stating what they have learnt/enjoyed and improved. *Warm up- focusing on all aspects in previous lessons *Students to rehearse performances, focusing on targets previously set *Each group to perform and be video recorded *Discuss generally WWW and EBI regarding choreography skills. *Students to write an evaluation of progress in booklets.	* All students will recap targets previously set, perform, watch others and write a basic evaluation of own progress. * Most students will recap all aspects required showing understanding of mark criteria and choreography skills. They will perform, focusing on the targets they had been working on, watch others and be able to identify WWW and EBI. They will be able to write an evaluation of their own progress using dance terminology. *Some students will easily recap all aspects required using dance terminology, showing a detailed understanding of the marking criteria and choreography skills. They will perform, focusing on the targets they had been working on, and will be able to give detailed responses regarding others' performances highlighting WWW and EBI and using dance terminology. They will be able to write a detailed evaluation of their own progress clearly using dance terminology showing an excellent understanding of the definitions.	Internet: youtube, sporting example videos/pictures Interactive whiteboard Booklets Pencil cases CD player/ipod Whiteboard &pens Ipad/video camera
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