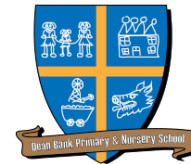




# Dean Bank Primary School and Nursery

## PE - Medium Term Plan



**Subject Area: Dance**

**Term: Spring term**

**Class: 4**

<p><b><u>Core Task</u></b> Own theme – dance from different traditions (Haka) <i>NOTE: Work flexibly with these tasks and respond to the children’s interpretations etc.</i></p>	<p><b><u>National Curriculum</u></b> Develop flexibility, strength technique, control and balance. Perform dances using a range of movement patterns. Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p>
<p><b><u>Key Terms</u></b> Canon, control, improvise, precision, unison, stimuli, movement, body parts, joints, levels, speed, expression, action, space, relationships, dynamics, choreographic devices, motif, repetition, formation, direction, whole group, duo, solo, speed.</p>	<p><b><u>Key Skills</u></b> Responding to stimuli imaginatively and having lots of ideas. Being original and taking the lead. Showing good body control and fluency. Performing expressively. Working well with a partner and in small groups. Composing dance phrases with understanding. Warming up and cooling down effectively. Talking about their own and others performances.</p>

Learning Objective	Skill Focus (Physical Skills, Thinking Skills, Team Skills)	Key Questions	Activities and Differentiation	Equipment needed
<p>Core task assessments</p> <p>I can respond to a range of stimuli.</p> <p>I can create original ideas and take the lead to show my ideas.</p> <p>I can show good body control and fluency.</p> <p>I can perform expressively.</p> <p>I can work with a partner and small groups.</p> <p>I can compose dance phrases with understanding.</p>	<p>Responding to stimuli imaginatively and having lots of ideas.</p> <p>Being original and taking the lead.</p> <p>Showing good body control and fluency.</p> <p>Performing expressively.</p> <p>Working well with a partner and in small groups.</p> <p>Composing dance phrases with understanding.</p> <p>Warming up and cooling down effectively.</p>	<p>How do you try to show moods, ideas and feelings in the dance?</p> <p>How do you link your movements in the dance?</p> <p>Do you think your performance is fluent?</p> <p>What words would you use to describe your dance performance?</p> <p>Do you think it is good to watch? Why? What makes a good performance?</p> <p>How do you think you could improve your dance?</p>	<p>The core task involves children creating and performing a group dance inspired by music from the Maori tradition.</p> <p><a href="https://www.ddmixforschools.com/ddmix-haka/">https://www.ddmixforschools.com/ddmix-haka/</a></p> <p>The children work individually and in small groups to create a series of actions that express their interpretation of the music. They then draw these together into a final, whole class performance.</p>	<p>Music</p>



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<p>I can warm up and cool down effectively.</p> <p>I can talk about my own and others' performances.</p>	<p>Talking about their own and others' performances.</p>			
<p>I can demonstrate clear dynamics and rhythm</p>	<p>Create dance phrases/dances to communicate an idea</p> <p>Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end</p> <p>Demonstrate dynamic qualities – speed, energy &amp; continuity</p> <p>Show an awareness of different dance styles and traditions</p>	<p>What instruments can you identify in the music?</p> <ul style="list-style-type: none"> <li>• What dynamics can you hear in the music and key movements?</li> <li>• Which movements were hard to fit to the music? Why?</li> <li>• How many counts are there in each movement?</li> <li>• Which movement requires the most energy? Which movement is the fastest/slowest?</li> <li>• Which movements were easy/hardest to fit with the beat/rhythm?</li> </ul>	<p>Warm-up: Popcorn and leg stretches.</p> <p>Watch visual example of The Haka to identify key characteristics. E.g. All Blacks lay down the Haka v Springboks – You Tube.</p> <p>Key characteristics: Strong, vigorous movements, stamping, rhythmical, body percussion, use of voice/chant, focus, symmetrical formations.</p> <p>Historical and cultural context: The haka is a traditional war dance from the Maori people of New Zealand. War haka were originally performed by warriors before a battle, proclaiming their strength and prowess in order to intimidate the opposition, but haka are also performed for various reasons: for welcoming distinguished guests, or to acknowledge great achievements, occasions or funerals.</p> <p>Let the children listen to the DDMIX Haka music again. What can they hear? What instruments can they identify? What dynamics can you identify from the music?</p> <p>Shapes. Play the game trying to identify dynamics along with movements, e.g. children pick a movement that represents strong, a movement representing sharp, and a movement that represents fast and slow.</p> <p>Encourage movements to use to travel around the room.</p> <p><b>Main Activity:</b> Model the four key DDMIX Haka movements, one at a time allowing the children to repeat, identifying the key dynamics through each movement.</p> <p>Battle 1 Battle 2 War Cry</p>	<p>Music</p> <p>Online clip</p> <p>Resource cards</p>



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			<p>Scoop</p> <ul style="list-style-type: none"> <li>• Create four stations in the room, each with a card to represent a key movement. Divide the children between the stations and give groups two minutes to practise that movement using the music. Rotate until groups have demonstrated all key movements.</li> <li>• Split the class in half. Give each half a key movement to demonstrate to the other half. Repeat with each key movement.</li> </ul> <p><b>LA</b> Focus on one dynamic and pick different movements to represent that dynamic. <b>Focus on legs or arms first during key movements.</b></p> <p><b>HA</b> Add in further movements per dynamic. Add in change of direction. <b>BH</b></p> <p>Plenary: Children discuss the dynamics of the key movements of the Haka and self reflect on which movements that they found easy and movements that could be improved. Reflect on one improvement for next week. Discuss the formations that they could use during future lessons.</p> <p>Cool down – Pasta game.</p>	
<p>I can link key movements to form a dance</p>	<p>Link phrases to music</p> <p>Demonstrate use of space – levels, directions, pathways and body shape</p> <p>Demonstrate dynamic qualities – speed, energy and continuity</p> <p>Demonstrate different relationships – mirroring, unison, canon, complementary &amp; contrasting</p>	<p>What helps you demonstrate strong movements? Bent knees, legs apart providing a good stance. Strong arms. Which movement is the most difficult? Why? How can you improve? Which formation did you choose for the sequence? Why?</p>	<p>Warm-up: Frog jump (hoops) and arm stretches</p> <p>Recap Haka key movements from the previous lesson. Introduction Activity: Who’s leading who? Play the game using the key movements (progress to adding own movements) to familiarise children with the key movements and moving in a circle formation.</p> <ul style="list-style-type: none"> <li>• Link the Haka key movements together with the children to form the Haka dance.</li> </ul> <p>Main Activity:</p>	<p>Music Resource cards</p>



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			<p>Divide the class into two halves. Discuss, where can they stand as a group to perform each key movement? (face to face, side to side, triangle formation, square, circle, diagonal?) Ask them to adapt the sequence to involve a change of formation in their groups.</p> <ul style="list-style-type: none"> <li>• Pair groups together to allow them to watch one another and make comments/improvements. Are they still facing the right directions in their formation? Does a specific formation make the performance look more powerful making the dynamic appear stronger?</li> <li>• Discuss whether the formations were clear. Was there enough space between each dancer? Were the dynamics clear enough?</li> <li>• Apply improvements and repeat performances.</li> </ul> <p><b>LA</b> Perform movements in a straight line focusing on the spacing and dynamics. Simplify the movements e.g. only use arms or legs. <b>BH</b></p> <p><b>HA</b> Change formation with each movement.</p> <p>Plenary: Children discuss formations chosen and dynamics demonstrated. What did the changes do to improve the dance sequence?</p> <p>Cool down: Land the Plane</p>	
<p>I can create a vocal chant/body percussion motif</p>	<p>Explore and experiment with movement ideas and possibilities</p> <p>Musicality</p> <p>Perform their dance to an audience showing confidence</p>	<p>What sounds are suitable to portray an emotion/feeling/idea? Do you think about dynamics?</p> <ul style="list-style-type: none"> <li>• Why is timing/counting important? (When you are given specific tasks with specific counts it is important to understand counting in time with the music.</li> <li>• Is the movement easy to travel?</li> </ul>	<p>Warm-Up: Wacky Walks and arm stretches (HA to lead)</p> <p>Re-cap on the key characteristics of the Haka including strong, vigorous movements, stamping, rhythmical, body percussion, use of voice/chant.</p> <ul style="list-style-type: none"> <li>• Introduction Activity: Sound machine: Discuss how body percussion and use of voice can combine to show an emotion or feeling? What body parts can be used to create sounds? E.g. thigh</li> </ul>	<p>Music Resource cards</p>



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	<p>Copy, repeat and remember movement, developing movement memory</p>	<ul style="list-style-type: none"><li>• Is the movement sound easy to repeat?</li><li>• What sound volume is most appropriate? Why?</li></ul>	<p>tap/clap/stamps/upper arm tap. What sounds can you make vocally to express a feeling? Using a sound and a body movement create a sound machine. In a circle, select an emotion/feeling e.g. happy. Selecting one child at a time, send them into the centre of the circle whilst they perform a sound and body movement. As you send each child into the centre, they must connect to the previous child. Children who are part of the sound machine continue their sound and movement. Continue until all children are in the centre connected as one sound machine. With all the children demonstrating their sound and movement at the same time, you can then play with volume of the sound machine as a whole using your arm as an indicator.</p> <p>Main Activity: Finding the 8 count. As a whole class, students are to count 3 counts of 8 with the Haka music to secure understanding of what is to be created next.</p> <p>In groups of 6/8 students to create 1 count of 8 of body percussion/vocal chant which will form the introduction to the Haka choreography, selecting their own idea/emotion/theme.</p> <ul style="list-style-type: none"><li>• Groups join up to watch their created sequences. Are the movements/sounds easy to perform? If not, how could they simplify the movement/sound? Ask children to give feedback to groups to help their sequences to be clear and easy to repeat. If time, groups teach one another their chants. Perform sequences with the music.</li><li>• Plenary: Children feedback on what they saw. Were the movements/sound clear and appropriate? How could they improve?</li></ul> <p>LA Suggest additional movements/sounds for the children. Suggest a theme/feeling. BH</p> <p>HA Create 3 counts of 8.</p>	
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## Dean Bank Primary School and Nursery PE - Medium Term Plan



<p>I can work constructively in a group</p>	<p>Show co-ordination, control and strength</p> <p>Demonstrate different dance actions – travel, turn, gesture, jump and stillness</p> <p>Understand and use simple dance vocabulary</p> <p>Compare and comment on their own and others work</p>	<p>What is call/response? Where one soloist or group performs, and the second soloist or group performs in response to the first.</p> <ul style="list-style-type: none"><li>• Do you want your motifs to travel? Do some movements remain on the spot?</li><li>• Are the movements/sounds clear?</li><li>• How many counts do the motifs last?</li><li>• Are there any suggests for improvement?</li></ul>	<p>Warm-Up: Wanderers and Stayers followed by stretches (HA to lead)</p> <p>Recap movement/sound motifs from the previous week.</p> <p>Introduction Activity: Call and response. In a circle, start the children clapping 8 continuous beats. Using a specific theme/emotion/feeling ask volunteers to come into the centre and perform a single sound and movement for 8 counts. Asking them to keep repeating it until another volunteer comes into the circle to perform 8 counts of sound and movement in response to what the other child is doing. You as the teacher may want to respond first to encourage ideas. Change themes/emotions every few turns.</p> <p>Main Activity: In the same groups as the previous week; pair groups together and demonstrate their motifs from the previous week. Add a response for both motifs to last the same length and perform with the music</p> <ul style="list-style-type: none"><li>• Children practise their motifs with the music.</li><li>• Ask groups to join together to watch one another and make suggestions to improve. Should they alter any of the movements to make it clearer or to better fit with the music/beat? Children take time to make changes and perform their group dance.</li><li>• Children perform again. Children feedback on what they saw. Did they create suitable responses? Did the responses match the original motif or were they completely different? How could they improve to make the response clearer? Ask children to note down the movements that they created for next week.</li></ul> <p>LA</p> <p>Choose 1 motif and add a response to that motif only. Create one call and response as one class.</p> <p>HA</p>	<p>Music</p>
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			<p>Ask children to think about repeating or extending the length of the motifs. <b>BH</b></p> <ul style="list-style-type: none"> <li>Plenary: Children discuss how they created their motifs. How did the feedback improve their movements?</li> </ul> <p>Cool-Down: Musical Stretches</p>	
<p>I can select and change the order of movements to a dance sequence, whilst applying group formation.</p>	<p>Perform dance to an audience showing confidence</p> <p>Understand and use simple dance vocabulary</p> <p>Compare and comment on their own and other's work -strengths and areas for improvement</p>	<p>Which formation will you begin with? Why?</p> <ul style="list-style-type: none"> <li>Which motifs did you select as a group? Why?</li> <li>Why have you chosen that motif for that part of the dance?</li> <li>Did you have to adapt your order of movements to enable to dance to link together?</li> </ul>	<p>Warm-Up: Making Shapes followed by stretches (HA to lead)</p> <p>Introduction Activity: Model me.</p> <ul style="list-style-type: none"> <li>Recap motifs in groups from the previous lesson</li> <li>Recap Haka key movements/dance</li> <li>Main Activity: Pairing up with another group, run through the motifs that each group created for the introduction. As one group, select their favourite call and response motifs to use in their group dance. The group must now think about the formation and pathways used in their previous lessons. Think about creating a dance incorporating the key movements and think about which movements would link well together in order to aid their decision making. Try to include at least 2 different formations within their group dance.</li> <li>Link to their dance sequences and perform to another group for feedback. Children feedback on the movements/motifs used. What was successful and what could be improved for the performance? Swap roles.</li> </ul> <p><b>LA</b> Stay in original groups and use 2 original motifs.</p> <p><b>HA</b> Make include all 4 motifs. Add on a beginning and ending motif. <b>BH</b></p> <p>Plenary: Discuss which movements/motifs worked well. Were all</p>	<p>Music</p>



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			<p>dancers working together/moving? Which motifs/movements were used? Did they work? What improvements can the children suggest?</p> <p>Give groups time to note down their new sequences for next week.</p> <p>Cool-Down: Musical Stretches</p>	
I can perform and evaluate a dance sequence	<p>Identify strengths and areas for improvement using simple dance vocabulary</p> <p>Evaluate experiences and outcomes and set goals for their own development</p>	<p>Where do you need to stand so you are prepared to start your sequence?</p> <ul style="list-style-type: none"> <li>Do you need to adapt any movements to allow the sequences to link?</li> <li>Which movements did you like? Why?</li> </ul>	<p>Warm up</p> <p>Introduction Activity: Shapes (insert multiple shapes – e.g. 2 circles, 2 lines etc)</p> <p>Main Activity: As a group, recap the dance sequences from the groups from the previous lesson.</p> <ul style="list-style-type: none"> <li>Using the groups – create 4 groups.</li> <li>Create a class group dance using 4 formations, adding in the use of the Haka movements and call response motifs from different groups.</li> <li>Allow the class time to practise the full dance.</li> <li>Split the class into two groups and give the groups time to practise in formations.</li> <li>Two halves perform to one another to give feedback before returning together to perform as a class.</li> </ul> <p>LA Concentrate on less movements. BH</p> <p>HA Ask children to think about performance expression, create a start/ending pose to accommodate the new dance.</p> <ul style="list-style-type: none"> <li>Plenary: Encourage peer assessment, identifying both strengths and areas of improvement. Which formation chosen was the most successful? Are the children able to see one another whilst they are dancing? Were all movements performed to 8 counts per movement? Were the movements clear?</li> </ul>	Music





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<https://www.youtube.com/watch?v=-nMgGmusWBs>

<https://diversedancemix.com/routine/ddmix-sit-warm-up/>

<https://diversedancemix.com/routine/warm-down/>

<https://www.ddmixforschools.com/ddmix-haka/>

<https://www.topcheerleadingcheers.com/how-to-do-the-haka-maori-dance-step-by-step.html>