

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: 1/2 Cycle B		Area of learning: Ugly Bug Ball Dance
Links to previous work/Remember when	Moving in time to music, gesture	
Term	Year	Key Skills to be taught
Autumn 2023 What the children should know at the end of this series of lessons	1/2	Improve independent movement from one phrase to another. Perform a complete dance with clarity and flow, showing changes in levels and speed.

Vocabulary

Travel, movements, methods, dance, greetings, beat, partner.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Musical statues Ask the children to spread out around the room. Play the music for the children to move and dance to, and when you stop the music, the children must stop still and not move - like statues. When the music starts again, the children continue dancing.</p> <p>Skills learning and development: Introduce the theme of the Ugly bug ball. The children will create a dance to put together in three phases.</p> <ol style="list-style-type: none"> 1. Ugly bugs going to the ball. 2. Bugs at the ball (medieval ballroom dancing). 3. All the bugs go home separately. <p>First, the children will explore how ugly bugs move. Name some minibeasts – caterpillar, spider, butterfly, woodlouse, grasshopper and snail. Allow the children time to explore how each of these might move. It is key to consider the level and speed at which they move. The children share ideas and try out the movements.</p> <p>Ask the children to agree on their favourite four minibeasts.</p> <p>Develop the movements so that the children perform the moves for a count of 8 or 16. They practise so that everyone changes their movements at the same time.</p> <p>Application and practice: Play the music while the children listen. Point out the</p>

Brough Primary School – Curriculum Intention Plan 2023 - 2024



	<p>introduction – this is when the children will gradually move into a space from the edges of the room into their first minibeast position and move about. As the music changes, they go into their ugly bug moves.</p>
2	<p>Warm-up: Ask the children to walk around the room as if they are angry (e.g. stamping, giant steps and strong, sudden movements). Next ask them to move as if they are sad (e.g. walk and stop, droopy, slumped). They can also build on Lesson 1's minibeast theme by being a spider weaving a web (e.g. zigzag, curving, climbing).</p> <p>Skills learning and development: Recap on movements from Lesson 1 and rehearse to the music. Introduce the middle phrase. With a partner, the children walk around the room in time to the music. When the music stops, they turn to face their partner and greet them. What different methods could they use to greet their partner? Share ideas (e.g. shake hands, curtsy and bow, high-five, wave). Show the children a clip of medieval ballroom dancing. They hold hands with their partner in ballroom style. The 'gentleman' puts their arm out and 'lady' rests theirs on top – they walk for eight, turn inwards and swap hands then repeat. Count a very slow beat, or use a drum or tambourine. Repeat until the children can do the actions to the beat. They turn to face their partner and heel-toe, heel-toe eight times on each leg, then repeat. They walk around each other, back to back – so that they are back where they started.</p> <p>Application and practice: Put the medieval dancing to music, concentrating on timing and fluency. This may be easier with the children in lines facing the same way.</p>
3	<p>Warm-up: The children travel around the room as if they are light and floaty like a butterfly, then small and slimy like a worm, and fast and scuttling like a spider. Add more minibeasts at their suggestions.</p> <p>Skills learning and development: Recap on minibeasts from Lesson 1. Adapt the first section – divide the class into four groups, each group is a different minibeast, e.g. one is butterflies, one is caterpillars, one is spiders and one is grasshoppers. As a group, the children decide how they can all do the same phrase of movement, e.g. all butterflies start in a huddle on the floor and very slowly open their wings to all fly away together. All grasshoppers jump together, then at random, and then together. A key</p>

Brough Primary School – Curriculum Intention Plan 2023 - 2024



	<p>point is for the children to try to vary their level and speed or direction. Each group in turn may need help to practise and explore. The children share ideas and feedback.</p> <p>The children move as their minibeast four times in beats of eight. Each group decides on a finish position to freeze on.</p> <p>Application and practice: Each group performs in turn. As one minibeast dance finishes, the next starts until all the dances have been performed.</p> <p>Practise a few times using the music from the start, when all the minibeasts come in from different directions and get into a starting position.</p>
4	<p>Warm-up: Play some upbeat music. Partners stand opposite each other. One does a dance move and the partner copies them and then thinks of another move and adds it on. They take it in turns to add new moves until they have eight moves together.</p> <p>Skills learning and development: Practise the medieval ballroom dance – show the children a clip of a formal medieval dance from A Knight’s Tale. Discuss how elegant and formal the dance is. Ask: What do you notice about how they dance together?</p> <p>The children find their dance partner from Lesson 2. They face them and greet them with a bow or curtsy. Recap on the greetings from Lesson 2 and the children decide which greeting they want to use.</p> <p>Start the dance, first without the music and then with it – the children walk forwards for a count of eight, turn and walk back for eight and repeat twice. The children then walk around their partner for a count of four. They then heel-toe for eight on each leg, facing partner.</p> <p>After practising with their partner, the children perform in lines so that they all walk and turn together. Practise first without the music, counting the beat, then add the music without counting out loud.</p> <p>Application and practice: Practise without the music then with the music so that the children know how they are going to move. They get into their minibeast freeze position at the end of the minibeast section. Then gradually fade in the medieval music and the children all run with light feet to find their dance partner. When everyone is still and in position, increase the volume, and everyone starts the ball dance.</p>
5	<p>Warm-up: Musical bumps Ask the children to travel or dance in time to the music and when the music stops they sit down. The last one</p>

Brough Primary School – Curriculum Intention Plan 2023 - 2024



	<p>to sit down is out – or they could do star jumps until someone touches them and then rejoin the game.</p> <p>Skills learning and development: This is a consolidation lesson. Tell the children that next week they will perform the dance (possibly to parents or another year group). Remind the children that when composing dances it is important to remember the three Ps – Practise, Perfect, Perform. Recap on the ‘Reflect and review’ ideas discussed after watching the video of the dance in the previous lesson. Rehearse the start of the sequence as a whole class, moving into the ready position for the minibeasts phrase. Minibeasts rehearse and perfect their sections. Emphasise the importance of the quality of the moves and explain that, when performing, all actions need to be big and clear. Start and finish positions need to be clear, and there should be moments of stillness. Rehearse the medieval ball dance – counting and adult involvement should reduce each time. Decide as a class how they might finish the dance, e.g. all the bugs ‘curtsey’ and bow to each other and stop; all the bugs go back to their start position as bugs; all the bugs randomly travel home and go to sleep. The children may come up with other ideas. Explore these ideas and practise.</p> <p>Application and practice: Have a complete run through of the whole dance from start to finish.</p>
6	<p>Warm-up: Ask the children to choose their favourite warm-up from this unit to perform. Ask: Why do we need to warm up before we dance?</p> <p>Skills learning and development: Practise the minibeast and medieval dancing from the previous lesson and, as a class, discuss the areas that would make the performance amazing. Rehearse each section separately. Put the whole dance together, working on linking the three phrases together with fluency. Discuss performance concepts. The children could make ugly bug masks for their dance.</p> <p>Application and practice: The children perform the dance to others, such as parents or other classes. If this is not possible, it could be videoed for parents to watch later.</p>

Learning Outcome/product	
--------------------------	--

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Improve independent movement from one phrase to another. Perform a complete dance with clarity and flow, showing changes in levels and speed.

Assessment records	List only those children who have not achieved the expected outcomes.

End of unit assessment question