

Brough Primary School – Curriculum Intention Plan 2023 - 2024



| | | |
|--|--|---|
| Subject: PE Year Group: 3/4 | | Area of learning: Dynamic Dance (Year B) |
| Links to previous work/Remember when | <ul style="list-style-type: none"> • Dance skills taught in Y3 / KS1. • Dance to the beat and keep time. • Learn how to work co-operatively with others to create a new dance. • Keep count and tempo while dancing. | |
| Term | Key Skills to be taught | |
| Autumn 2 2023 What the children should know at the end of this series of lessons | <ul style="list-style-type: none"> • Perform a line dance using a range of movement patterns. • Develop dancing and performance skills. • Develop an understanding of how to prepare for a dance performance. • Identify the key skills needed to provide accurate and tactful evaluative feedback to peers. | |

Vocabulary

Flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, rhythm, phrasing, dynamics, unison, canon, motif and sequence.

| Sequence of learning | Learning Objectives/Outcomes | suggested Lesson Outline |
|----------------------|--|---|
| 1 | <p>Learning Objective: To identify and practise the patterns and actions of line dancing.</p> <p>Key Knowledge: Charleston step – movement of four steps: point in front, step back (with the same foot), point back (with the other foot), then step in front. Repeat. Chassé – movement of two steps to each side: step to the side,</p> | <p>Recap – What can we remember from lessons in Y3/KS1? ('Dance to the beat and keep time' & 'Keep count and tempo while dancing')</p> <p>Share some clips of line dancing. Discuss the style of dancing. Model the following steps typically associated with line dancing. Provide time for the children to practise each step.</p> <ol style="list-style-type: none"> 1) Charleston step 2) Chassé 3) Strut. <p>Play appropriate music. In pairs, the children create a sequence of movements inspired by the</p> |

Brough Primary School – Curriculum Intention

Plan 2023 - 2024



| | | |
|---|--|---|
| | <p>together, step to the side, together. Then repeat to the other side.</p> <p>Strut – movement of two steps: ‘heel strut’ – heel of foot forward, drop toe to floor. ‘Toe strut’ – toe to the floor, drop heel to floor.</p> | <p>line dancing clips shown at the beginning of the lesson.</p> |
| 2 | <p>Learning Objective: To demonstrate an awareness of the music’s rhythm and phrasing when improvising.</p> <p>Key Knowledge: Musical phrases work in a similar way to punctuation in writing by adding natural pauses. Use ideas from the video and the rhythm and phrasing of the music to travel in various ways.</p> | <p>Recap – Who can remember the three steps we looked at in the previous lesson? Can anyone demonstrate?</p> <p>Share some new music that is typically used for line dancing. Remind children that musical phrases work in a similar way to punctuation in writing by adding natural pauses. Play the music again. Children explore ways of travelling, using ideas from the video and the rhythm and phrasing of the music. Show the children a picture board of dance movements. They select three of the still shapes shown and join them together with fluent movements to create a sequence of three dance moves. Prepare a sequence to perform to the class. Split class in half with one half performing and the other an audience.</p> |
| 3 | <p>Learning Objective: To create an individual dance that reflects the line dancing style.</p> <p>Key Knowledge: Key components required for successful dancing (flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression and emotion).</p> | <p>Recap - Who can remember some of the different ways we travelled in the previous lesson? Can anybody remember their sequence from the previous lesson and perform it?</p> <p>Recall dance sequences from previous lesson. Challenge the children to include two further dance motifs in their dance: one which shows flexibility and another which requires excellent co-ordination. Practise and perform to a partner. Then analyse performances with partner.</p> |
| 4 | <p>Learning Objective: To create partnered dances that reflect the line dancing style and apply the key components of</p> | <p>Recap - Can we remember the key components required for successful dancing. Who would like to perform their sequence from previous lesson?</p> |

Brough Primary School – Curriculum Intention Plan 2023 - 2024



| | | |
|---|---|---|
| | <p>dance.</p> <p>Key Knowledge: Dance in canon - in a simple canon, one dancer performs a motif while the other stays still; in a simultaneous canon, both dancers perform the same motifs but have different starting points.</p> | <p>Children create partner dances in the line dancing style (dancing in canon). Working with a partner, children perform four movements developed from the line dancing picture board first shown in Lesson 2. Challenge - link movements in different ways & two movements carried out in canon.</p> |
| 5 | <p>Learning Objective: To perform a line dance using a range of movement patterns. To perform and evaluate own and others' work.</p> <p>Key Knowledge: Different strategies to help teach their dance, including breaking it down into sections, naming or numbering sections and counting beats.</p> | <p>ASSESSMENT LESSON Recap - What is 'dancing in canon'? Can you remember your sequences from the previous lesson?</p> <p>Ask the children to teach another pair their dance and to learn theirs in order to create a group dance. Divide the class into two. One half performs their sequence while the remaining children observe. Provide them with an evaluation sheet.</p> |

Learning Outcome/product

Children perform a line dance as part of a group using a range of movement patterns.

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