

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PE Year Group: Year 3/4		Area of learning: African Dance (Year A)
Links to previous work/Remember when		Counting beats and travelling in time to music (Years 1 and 2).
Term		Key Skills to be taught
Autumn 1 2024 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • Keep count and tempo while dancing. • Develop African dance steps with clarity and rhythm, using own ideas. • Count beats and change direction while dancing. • Learn new African steps and develop them. • Maintain a consistent tempo throughout the dance, using counting.

Vocabulary

Clock, direction, tempo, timing, performance, confidence, pivot.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p>Learning Objective:</p> <p>To explore African dance movements and create patterns of movement.</p> <p>Key Knowledge: Children should be able to count beats and change direction while dancing.</p>	<p>Warm-up: Musical statues The children dance freely to the music. When it stops, they freeze. If anyone moves, they are out – or they stand on one leg until someone touches them and then they rejoin the game.</p> <p>Skills learning and development: Introduce the topic of African dance – often it is a celebration and is an important part of African social life, as well as keeping fit. Show a clip of an African dance. The children work individually. They imagine they are standing in the centre of a clock. With the right foot, they step forward onto</p>

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		<p>12 and back to the centre, out to 3 and back to centre, and back to 6, and back to the centre. Repeat until all the children can do the step. Now step four times to each number. Repeat a little quicker and add music. With a partner, the children think of arm actions they can add to the steps. Share ideas. Develop the dance further – take the right foot to 12 then the left foot to 6 – repeat until all the children can do the step. Repeat for eight beats on each foot. Returning to their partners, the children add some different arms to this step. Share ideas. Can they do the step a little quicker? Develop the dance. From the centre, step sideways to 3, back to the centre, out to 9 and back to the centre. The children practise until they have mastered the step and they increase the tempo if they are confident enough. Again, they practise in beats of eight. Now in pairs they add some different arms to this step. Share ideas with the class. Can they do the step a little quicker? The children may want to write down their dance so that they remember it.</p> <p>Application and practice: With their partners, the children put all three parts together with their arm actions. Keeping time is important and they may need to count out loud.</p>
2	<p>Learning Objective: To work with a partner to create African dance patterns.</p> <p>Key Knowledge: Children should be able to keep count and tempo while dancing. Develop African dance steps with clarity and rhythm, using their own ideas.</p>	<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: Recap on learning from Lesson 1. The children perform the dance with their partners. Develop the steps based on the clock. A classic African dance step has soft knees with the body slightly leaning forward. Step the right foot back onto 6. Step the left foot back onto 6. Start slowly with a little bounce when both feet come back to the centre. The children return to their partners and add some more arms to the step pattern. As the legs move, they should maintain the tempo of the steps with the moving arms. Share ideas. Develop the step further. Repeat the sequence from last week – step out to 3 and 9 with arm movements, stepping eight times in total, and then add on stepping backwards to 6 with the right foot and then the left foot, with arm movements. Next, step with the right foot; step out to each number on the clock. This means the children will need to pivot around until they are back where they started. Start slowly</p>

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		<p>and then go to double time when the children are ready. Returning to their partners, they add some arm movements to the step pattern. Again, they must maintain the tempo of the steps as they add the arms. Share ideas.</p> <p>Application and practice: With their partners, the children put the whole dance together, adding the new steps into their performance.</p>
3	<p>Learning Objective:</p> <p>To perform a dance with rhythm and expression.</p> <p>Key Knowledge: Children should maintain a consistent tempo throughout the dance, using counting.</p>	<p>Warm-up: The children travel in different directions to the music; encourage galloping, hopping, turning and jumping. When the music stops, they freeze in a shape (e.g. jerky, smooth, round or tall).</p> <p>Skills learning and development: With their partners, the children spend about 5 minutes recapping the dance developed so far. Revisit the step where they touch each number. This time, the children devise a jump as they get back round to 12. With a partner, they design a pattern of two-footed jumps with arm movements. They decide on the number of jumps and how the arms will fit. Practise the final move. Lots of African dances have strong hip movements. With slightly bent knees, hands on hips and feet apart, the children strongly push their hips out to 3 and 9 on the clock (to the right and to the left). They practise in beats of eight. Finish in double time and then with a shimmy action. With their partner, the children add the moves learned onto the dance they have created.</p> <p>Application and practice: The children practise the dance as a whole, keeping count together.</p>
4	<p>Learning Objective:</p> <p>To use knowledge of African dance to create a story in small groups.</p> <p>Key Knowledge: Children should know how to work cooperatively with others to create a new dance.</p>	<p>Warm-up: Ask the children to move around the room, moving to the beat on a count of four, and stamping in a variety of directions. Repeat, and instead of stamping, the children creep around the room on a count of four.</p> <p>Skills learning and development: Introduce the theme of African dance, and using dance to tell a story. African dance is often performed to tell a story. The children are going to be creating their own story in small groups. The story that they will tell is based on farming, and celebrating the success of growth. A dance that portrays the story of a harvest is called 'Dinhe'. Teach the class the following African-style steps that involve gestures. These, along with the steps they learned in lessons 1–3 will help to tell a story. Step 1 – Start by marching on the spot for 16</p>

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		<p>counts. Then repeat, lifting knees a little higher this time and being lighter on feet. Instruct the children to hold their hands out as if carrying a basket, and push down as knees come up. Divide the class into groups of six. Each group will perform step 1, but before they do, they need to show what formation they will stand in. Will they stand in a line or a circle? Will they all perform the move together or one after the other? Ask the groups to get together and practise the step in the formation that they agree on. They could also decide how many counts they will perform for.</p> <p>Step 2 – Hold one arm to the side, as if holding a large basket with seeds in, rested on your hip. With the other hand, reach in and sow, using a large arm action. Bounce the knees at the same time. Perform the above action for 8 counts, then change arms.</p> <p>Application and practice: In their groups, ask the children to discuss what their story of growth and harvest might be. How will that take shape as a dance? The children then start to develop the dance, keeping the following criteria in mind – shape and formation, dance steps already learned, change in level and direction. The children may want to write it down or draw it.</p>
5	<p>Learning Objective:</p> <p>To develop precision of movement. To work co-operatively with a group to create a dance piece.</p> <p>Key Knowledge: Children should know how to devise African style dance steps and patterns.</p>	<p>Warm-up: Perform an aerobic warm up, using some of the African dance steps that the children have learned in previous lessons. See if the children can link some of the steps together.</p> <p>Skills learning and development: Divide the children into their groups and recap their dances developed so far. The children will now learn a new step – digging. They stand with soft knees as with all African dance moves, then flick their heel back towards their bottom. Ask them to perform this movement to beats of 8. Back in their groups, the children adapt this move into their dance. They could also travel or change direction and even devise a digging arm action to accompany. Ask the children: Can you use this move in your dance as part of the harvest? Practise your dance trying to incorporate some digging into the story. Within the dance story, some of the steps could be done in unison – all together, or in canon – one after the other or opposite, mirroring others in the group. With this in mind, the children practise their dances, developing the story towards a finish.</p> <p>Application and practice:</p>

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		Each group performs their dance to the class so it can be evaluated. Repeat until all groups have performed and received feedback.
6	<p>Learning Objective: To perform in front of others with confidence.</p> <p>Key Knowledge: Children should be able to tell a story using gestures and step patterns with fluency.</p>	<p>Warm-up: Perform an aerobic warm-up using some of the African dance steps linked together.</p> <p>Skills learning and development: Tell the children that the aim is to perform and tell a complete story through dance. Ask each group to work towards perfecting their dance, ensuring actions are big and clear. The climax of the dance is a celebration, so to finish the story the group must devise a pattern of jumps and claps which feature heavily in African dance. Work on this as a group and complete the dance. Rehearse a number of times perfecting timings and flow. Children can be videoed and watch themselves so that they can see where they need to improve.</p> <p>Application and practice: Perform the dances to the class one group at a time and describe some of the compositional elements that you saw and which parts were performed well.</p>

Learning Outcome/product

Children can perform rope and non-rope skipping with good technique to a song(s) or rhythms.

Assessment records

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

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