

Contact work.

Week One

Main focus – To teach a set motif based on theme, timing and reflect style.

Wellbeing focus – Confidence!!!! “Show me you are number one!”

Misconceptions - Pupils will forget about spacing, they will need time to be ‘your’ reflection – pause and check they all understand. Recap feet positions from year 5 – they will have forgot the technique behind the position.

Assessment focus – Can they perform the set motif? (-/=/+)

I can copy the set motif using mirror image.

I can dance the movement with confidence.

I can perform independently with the correct timing.

- Introduction – discuss the theme/what is a warm-up? Discuss
- Warm-up.
- Set motif.
- Play the music – explain the timing/musicality.
- Rehearse to music emphasising the rhythm and timing of set counts.
- What skills are needed to perform? (Confidence, energy, extension).
- Plenary - rewards and praise for the group to develop confidence.
- (5 mins) Reflection of understanding:
 1. Can you remember a set motif?
 2. Can you show your spatial awareness?
 3. Can you show movement memory – go through movement and get the class to recap.
- (5 mins) Cool down and praise.

Week Two

Main focus – To understand and apply contact work. (Tabletops/partner work).

Wellbeing focus – Don’t be a mood hover!!!

Assessment focus – Can they work with others safely to complete contact tasks? (-/=/+)

Misconceptions – Pupils may feel uncomfortable at first with the contact work. Don’t push it, use the steps below and talk to individuals to build their confidence if needed.

Assessment focus – Can they apply skills needed to be able to do contact work? (-/=/+)

I can work with others.

I can trust someone to take my weight.

I can perform using tabletops.

- Recap – what is the theme? Class discussion.
- Warm-up - Revise the set motif as a whole group.
- What skills are needed to work together?
- Introduction of tabletops – superman/sit/roll off
- Highlight timing – rehearse as a whole group.
- Plenary – Feedback with praise.

- (5 mins) Reflection of understanding:
 1. Can you reflect the key principles of a tabletop?
 2. Can you work as a team?
 3. Can you work independently on task?
- (5 mins) Cool down and praise.

Evaluation of lesson

<p><u>Evaluation of lesson</u> Can the pupils demonstrate timing/copy a set motif/show confidence when performing/spatial awareness?</p> <p>Motif – a series of movements which can be developed. Musicality – the link between the music and the movement.</p>	<p>Can the pupils demonstrate key skills to be able to work with others through contact work?</p> <p>Keywords – Choreographic development/independent rehearsal, trust, balance, confidence, timing.</p>
<p><u>Week Three</u> <u>Main focus</u> – To develop the motif with a use of choreographic development. <u>Wellbeing focus</u> – Never doubt what you are capable of. <u>Creative tasks:</u> Working with a partner create a short phrase 3 different positions which are based on a tabletop. <u>Assessment focus</u> – Can they perform with a change direction. (-/=/+)</p> <p>I can stand in a formation. I can move and change direction. I can change formation with a use of timing.</p> <ul style="list-style-type: none"> Recap – what is ... use keywords so far. Class discussion. Warm-up - Revise the set motif as a whole group. Creative tasks – with a partner create a phrase using a tabletop in three different ways. Watch groups, give feedback – WWW/EBI – praise! 	<p><u>Week Four</u> <u>Main focus</u> – To teach contact work/lift work <u>Wellbeing focus</u> –There is no ‘I’ in team. <u>Misconceptions-</u> It is a BIG achievement – focus throughout is key, remind pupils of safety aspects. <u>Assessment focus</u> – Can (-/=/+)</p> <p>I can apply contact work safely. I can perform floor work. I can confidently perform floor work within the technical requirements.</p> <ul style="list-style-type: none"> Warm-up. What is floor work? How do you roll safely? How do you land from a jump? Reflect/discuss/demonstrate/ teach set motif. Add music – let the students work with a partner independently to rehearse. Perform as whole group.

<ul style="list-style-type: none"> • What is formation? Set beginning of the piece. Apply canon to the set motif. • Students independently rehearse, then perform with music/rehearse. • Plenary – Feedback with praise. • (5 mins) Reflection of understanding: <ol style="list-style-type: none"> 1. Can you change direction? 2. Can you show your spatial awareness? 3. Can you create movement with a partner based on a tabletop? • (5 mins) Cool down and praise. <p><u>Evaluation of lesson</u> Can the pupils demonstrate change of formation/choreograph a motif based on a tabletop.</p> <p>Keywords – formation/addition/subtraction.</p>	<ul style="list-style-type: none"> • Recap the piece. • Plenary – stretch out with praise. • (5 mins) Reflection of understanding: <ol style="list-style-type: none"> 1. Can you keep in time with the rhythm? 2. Can you show your spatial awareness? 3. Can you show movement memory – go through movement and get the class to recap. • (5 mins) Cool down and praise. <p><u>Evaluation of lesson</u> Can the pupils demonstrate timing/copy a set motif/show confidence when performing/spatial awareness?</p> <ul style="list-style-type: none"> • <p>Keywords – Roll/hop/unfold,/extension.</p>
<p><u>Week Five</u></p> <p><u>Main focus</u> – To teach structure and links.</p> <p><u>Wellbeing focus</u> - What goes around comes around – Karma.</p> <p><u>Creative task</u> – How can the sections be linked? Class discusses, add to structure.</p> <p><u>Assessment focus</u> – Can they apply dance structure? (-/=/+)</p> <p>I understand how to put sections together.</p>	<p><u>Week Six – Mid performance assessment.</u></p> <p><u>Main focus</u> – To teach performance skills and build confidence. It's all about the praise!</p> <p><u>Wellbeing focus</u> – Superstars!!!!</p> <p><u>Assessment focus</u> – Can they perform throughout? (-/=/+)</p> <p><u>Misconceptions</u> - Can pupils remember movement – so far they have copied the teacher through mirror image – give enough time to rehearse.</p> <p>I can perform.</p>

I can apply dance structure to the piece.

I can apply performance skills and reflect structure.

- Warm-up – set motif recapping performance qualities (whole group not individual groups). Recap key concepts including: energy, confidence and extension.
- What are the three stages of a story? Explaining it is the same in dance. Recap motif 1 and the floor motif.
- Teach the link between the two sections.
- Practise the piece.
- Cool down – stretch it out!

- Plenary – Test the group on their understanding of key techniques – what are ... levels, formation etc.

- (5 mins) Reflection of understanding:
 1. Can you move and change direction?
 2. Can you show your spatial awareness?
- (5 mins) Cool down and praise.

Evaluation of lesson

Can the pupils demonstrate changes of direction/link sections together.

Keywords – formation/transition/structure

I can perform with confidence.

I can identify and apply performance skills. (I can perform with energy, focus and attitude).

- Warm-up – set motif recapping performance qualities. Recap key concepts including: energy, confidence and attitude.
- What are performance skills? Which performance skills are needed to reflect this piece?
- Revise the whole piece focusing on performance skills.
- Plenary – cool down/feedback based on group performance.
 - Record piece – watch it – self assessment – WWW? EBI? Target for next time?

 - Plenary – Praise the performance.

 - (5 mins) Reflection of understanding:
 1. Projection?
 2. Performance skills?
 - 3.

 - (5 mins) Cool down and praise.

Evaluation of lesson

Can the pupils demonstrate performance skills including, projection, focus, extension, energy.

Keywords – projection, extension, focus, team work.

Week Seven

Main focus – To explore dance appreciation, set performance targets.

Wellbeing focus – You are your own worst judge! Be proud, be nice, be kind...to yourself!

Assessment focus – Can they set achievable targets? Can they talk about their performance? (-/=/+)

Creative task – Create own feedback and praise to use in the Mexican wave.

I can explain EBI.

I can explain WWW/EBI.

I can justify EBI/WWW and set an achievable target.

- Introduction – how to watch our performance (discuss wellbeing focus).
- Watch performance – WWW? EBI?
- Set targets based on feedback/class discussion.
- Mexican wave of targets.
- Focusing on performance target rehearse and perform piece.
- Cool down.
- Plenary - rewards and praise for the group to develop confidence.
- (5 mins) Reflection of understanding:
 1. Can you highlight your strengths and weaknesses?
 2. Can you develop your performance skills based on the feedback given?
- (5 mins) Cool down and praise.

Week Eight

Main focus – To apply complex floorwork – fishflips!

Wellbeing focus – You will never know if ‘you can’, if you don’t try.

Assessment focus – Can the students perform floor work? (-/=/+)

Misconceptions – Try both sides as one side is stronger than the other/teach all 3 variations as everyone should be able to do one type of fish flip.

I can apply floor work safely.

I can perform floor work.

I can confidently perform floor work within the technical requirements.

- Warm-up focusing on back area.
- Set motif based on skills to teach fish flips – teach in stages.
- Students to decide which version they will use and rehearse independently.
- Apply to the piece, emphasising timing.
- Rehearse and perform.
- Plenary - rewards and praise for the group to develop confidence.
- (5 mins) Reflection of understanding:
 1. Can you perform floor work safely?
 2. Can you develop your floor work by working with others?
- (5 mins) Cool down and praise.

<p>Evaluation of lesson Can the pupils demonstrate an understanding of evaluation to improve?</p> <p>Keywords: feedback/confidence/extension/energy.</p>	<p>Evaluation of lesson Can the pupils demonstrate the safety aspects of the floor work?</p> <p>Keywords: feedback/focus/ fish flips not fish flops!.</p>
<p>Week Nine/Ten Main focus – To teach contact work. Wellbeing focus – “Teamwork, makes the dream work.” Assessment focus – Can students work together safely to produce lift work? (-/=/+) Misconceptions – Recap safety aspects throughout as they will get veery excited by this!</p> <p>I can work as a team. I can work as a team and safely weight bare. I can safely lift as part of a team.</p> <p>This will probably take two weeks to set contact work, highlight safety aspects and to place in the piece.</p> <ul style="list-style-type: none"> • Warm-up – focused on the back, core and stretching. • What are the three different types of contact? Discuss. • Groupings set, based on height. Focus on safety aspects – how to hold/feet down first/silence as we lift. • Each group perform with feedback based on safety aspects. Put into the piece focusing on timing – no one to rush or flap! <ul style="list-style-type: none"> • Feedback/praise. • (5 mins) Reflection of understanding: <ol style="list-style-type: none"> 1. Can you perform contact work safely? 	<p>Week Eleven Main Focus – To teach creative skills through choreography. Wellbeing focus – “It’s not what you do, but what you do with it that counts.” Assessment focus – Can they create movement based on the style/theme? (-/=/+) Creative task – Create own 8 counts of movement to reflect the theme.</p> <p>I can create some movement. I can create appropriate movement based on the theme. I can create the ‘wow’ factor.</p> <ul style="list-style-type: none"> • Warm-up – Recap whole piece as a mark through – do at least twice – no lifts at this point! • How do we create movement? Discuss. • With a partner create 4-8 counts. • Each group demonstrate – the teacher to develop movement to set motif. Students to rehearse/perform new set motif linking it to final section. <ul style="list-style-type: none"> • Plenary – cool down/praise/RAG rating. • (5 mins) Reflection of understanding: <ol style="list-style-type: none"> 1. Can you perform safely?

<p>3. Can you develop your contact work by working with others?</p> <ul style="list-style-type: none"> • (5 mins) Cool down and praise. 	<p>2. Can you develop your performance skills?</p> <ul style="list-style-type: none"> • (5 mins) Cool down and praise.
<p>Week Twelve – Main Focus — To teach structure and links. (Recap of week five).</p> <p>Wellbeing focus - What goes around comes around – Karma.</p> <p>Assessment focus – Can they apply dance structure? (-/=/+)</p> <p>I understand how to put sections together.</p> <p>I can apply dance structure to the piece.</p> <p>I can apply performance skills and reflect structure.</p> <ul style="list-style-type: none"> • Warm-up – set motif recapping performance qualities. • What are the three stages of a story? Explaining it is the same in dance. Recap ending so far. • Add final large group lift. • Practise the piece. • Perform and film recapping performance techniques. • Cool down – stretch it out! <p>Plenary – Feedback with praise. Watch piece WWW? EBI?</p>	<p>Classroom discussion after final performance.</p> <p>It is so important that students can talk about dance as much as perform.</p> <ul style="list-style-type: none"> • Don't rush this process, coach, and support students to understand and discuss their achievements as well as set targets. • Watch the piece at least twice – the first time is for them to get use to watching themselves. • What were your strengths? • If you could do anything to improve, what would it be? • What are your targets for next time?

Performance Feedback.

	Red – I need to do this!	Amber – I do this but I could improve it.	Green – Wow! I am amazing.
Focus			
Energy			
Confidence			
Movement memory			
Timing			
Make the movement as big as possible (extension)			

