

Bhangra

Week One

Main focus – To teach a set motif based on /set standards/build trust and confidence.

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

Pupil Creative task – Recap section – can you create spontaneous movement for a partner to copy? Use mirror image (Keep it slow, focused and make sure it is something they can do, no cartwheels!)

Misconceptions - Pupils will forget about spacing, they will need time to be ‘your’ reflection – pause and check they all understand.

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

I can learn movement based on Bhangra.

I can remember and dance the movement.

I know the movement and dance with confidence.

- (5mins) Shoes off. Introduction – what is Bhangra? Class discussion.
- (5 mins) Spatial awareness – how do you know you are in a space? Bubble concept.
- Mirror image – can you copy my actions and be my reflection? Demonstrate – and get pupils to copy.
- (10 mins) Warm-up. 3 sections – use recording. Cardio, rotation and stretching.
- (10 mins) Set motif. Use recording to support your teaching if needed.
- Use bubble task x3 for pupils to move in a new space.
- (5 mins) Play the music – Listen to the beats in the music-clap to the rhythm. Rehearse to music.
- **(5 mins) Assessment – can they reflect the set motif? Use AWL grid. Students perform x2.**

Week Two

Main focus – To recap the set motif, develop performance skills.

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

Pupil Creative Task – To create a starting position, which reflects confidence.

Misconceptions – Pupils may copy each other in the creative task – it is important to remind the pupils that these positions can change as they get more confident.

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

I can copy the movement.

I can perform the movement with a use of expression.

I can use facial expressions to reflect the theme. (Confident, applies correct expression to movement/energy with a use of extension).

- (5mins) Shoes off. Introduction – what is Bhangra? Discuss ‘mood hoovers’.
- Spatial awareness – how do you know you are in a space? Recap bubble concept.
- (10 mins) Warm-up. 3 sections – Cardio, rotation and stretching. (Same as last week).
- Set motif completed.
- (5 mins) Discuss the genre – about attitude, confidence, no one being as good as you. Create a starting position which reflects this. (Remember this position can change every time). Keep all on the same level for this week.
- (5 mins) Rehearse to music. Add freeze to beginning of piece.

- (5 mins) Reflection of understanding:
 1. Creative task – can you show mirror image with a partner?
 2. Can you show your spatial awareness? Do bubble task.
 3. Can you show movement memory – go through movement and get the class to recap.
- (5 mins) Cool down and praise.

Evaluation of lesson

Can the pupils demonstrate mirror image/copy a set motif/show confidence when performing/spatial awareness?

Keywords

Motif – a series of movements which can be developed.

Expression – communicating the theme through movement and our faces.

Bhangra Freestyle – modern version of Bhangra traditional.

- (5 mins) Assessment – Use the AWL grid – watch set motif 1 (chorus) + Know the movement, energy, in time with the music. = Confident but my copy others at time. – Not sure of movement, copying others, may lack coordination or performing on the wrong side. (This grid will be used next week).
- Praise – perform whole piece through focusing on expression. Mark on the AWL grid who has stickers so far.
- (5 mins) Reflection of understanding:
 1. Can you show your beginning position to show you start the piece confident?
 2. Can you show movement memory – go through movement from this week and get the class to recap.
- (5 mins) Cool down and praise.

Evaluation of the lesson

Can the pupils create their own start position which reflects an emotion? Can they remember the motif from last week?

Keywords

Motif – a series of movements which can be developed.

Facial expressions – to reflect an emotion/feeling.

Choreography – to create movement.

Week Three

Main focus – To apply partner work. (Need AWL grid)

Wellbeing focus – Teamwork, makes the dream work

Pupil Creative Task – To create a starting position, which shows confidence with a partner.

Misconceptions – Pupils may copy each other in the creative task – it is important to remind the pupils that these positions can change as they get more confident. Use SPOTS to help pupils to know where to stand.

Assessment focus – Can the students work with a partner and recreate a motif together? (-/=/+)

I can work with a partner.

I can use mirror image with a partner.

I can confidently work with a partner to perform the movement accurately.

- (5mins) Shoes off. Introduction – what is teamwork?
- Spatial awareness – how do you know you are in a space? Recap bubble concept applying skipping. Try and take away the pauses, if possible.
- (10 mins) Warm-up. 3 sections – Cardio, rotation and stretching.
- (5 mins) Set positions based on AWL grid from last week – Higher at front – Higher ability on the front line, 3 lines in total. Play the music for the chorus – motif 1 – watch the group and make the relevant changes. (Make a note on the back of the AFL grid of the set positions).

Week Four

Main focus – To reflect an understanding of unison and canon.

Wellbeing focus – Strength is not how strong you are on the outside, but how strong you are on the inside.

Pupil Creative Task – To create a two-count phrase to reflect the style.

Misconceptions – Pupils may copy each other in the creative task, they may need suggestions to support them.

Assessment focus – Can the students work with a partner and recreate a motif together? (-/=/+)

I can apply unison to my work.

I can create my own movement and perform in canon.

I can confidently apply canon and unison to my creative task.

- (5mins) Shoes off. Introduction – different timings – introduce two words with explanation of meaning – unison and canon.
- Warm-up. 3 sections – Cardio, rotation and stretching.
- (5 mins) Make a circle – use bubbles to get in large circle, facing in. Recap 2 keywords – unison and canon. Using a Mexican wave demonstrate unison – same movement at the same time. Canon – same movement, one after another.
- (5 mins) Get pupils in their lines recap whole piece up to partner work. Just play music and see what the pupils remember.
- (5 mins) Creative task – each pupil to create a two-count phrase based on showing strength.

- (5 mins) Teach partner motif – if you have a TA use them, if not use a pupil.
- (5 mins) Pupils to independently rehearse with their partner. Then to rehearse to music as a whole group.
- Praise – perform whole piece through focusing on confidence.
- AWL grid – can pupils work with a partner. (Mark on the AWL grid who has stickers so far).
- (5 mins) Reflection of understanding:
 1. Can you work with a partner, using opposite sides?
 2. Can you revise movement? Use motif
 3. Can you skip in a space? (No goldfish bowls – see a space and move into it).
- (5 mins) Cool down and praise.

Evaluation of the lesson

Can the pupils achieve the three things above?

Keywords

Motif – a series of movements which can be developed.

Partner work – working as part of a team.

Choreography – to create movement.

Performance skills – energy, focus, confidence, expression, extension.

- (5 mins) Pupils to independently create own movement. Select a movement to use (could be based on a few of the ideas). In groups of 5/6 stand up and perform two counts after each other (canon).
- (5mins) Praise – perform section applying canon to music. If time rehearse the whole piece. (Mark on the AWL grid who has stickers so far).
- (5 mins) Reflection of understanding:
 1. Can you create your own movement?
 2. Can you apply canon/unison? (Use Mexican wave to show this).
- (5 mins) Cool down and praise.

Evaluation of the lesson

Can the pupils achieve the above?

Keywords

Phrase – movements put together.

Canon – Same movement one after another.

Unison – Same movement at the same time.

Performance skills – energy, focus, confidence, expression, extension.

Choreography – to create movement.

Week Five

Main focus – To reflect an understanding of formation.

Wellbeing focus – “Believe in yourself!”

Pupil Creative Task – To suggest changes of formation, to work with a team to create different formations.

Misconceptions – Students may get confused with the sequence order and ‘flap’ when moving position – highlight ‘they are not birds – no flapping!’

Assessment focus – Can the students link sections together and remember where to stand? (-/=/+)

I can stand in a position.

I can move to a new formation.

I can change my formation confidently.

- (5mins) Shoes off. Introduction – What is dance formation? Discuss.
- (10 mins) Warm-up. 3 sections – Cardio, rotation and stretching. (Teacher led).
- Set groups of 4/5. Call out a shape and get pupils to create the formation.
- (5 mins) Pupils to recap whole piece up to partner work.
- (10 mins) Set change of formation section – 2/3 lines – original front line to go to front of vertical line.
- (5 mins) No flapping birds! Hands behind back walk from their spot to new position (bubble skills developed) 8 counts to walk.

Week Six

Main focus – To teach dance structure. To supports students’ choreography.

Wellbeing focus – “You are powerful, you are strong!”

Pupil Creative Task – To create an ending position to reflect the style.

Misconceptions – Pupils may not feel confident to do this, demonstrate several examples and change your own freeze every time to support them with as many different ideas as you can.

Assessment focus – Can the students work with a partner and recreate a motif together? (-/=/+)

I can create a freeze position.

I can choreograph a freeze which shows strength/power.

I can choreograph a freeze using levels to show strength/power.

- (5mins) Shoes off. Introduction – What is dance structure? Every good story has a start, middle and end – explore/discuss.
- (10 mins) Warm-up. 3 sections – Cardio, rotation and stretching (teacher led).
- (5 mins) Pupils create a freeze which can be held for 8 counts which shows the style of the piece. Can add levels/change of direction/mirror image/partner work.
- (10 mins) Get pupils in their lines recap whole piece, play the music and see what the pupils remember.
- (15 mins) Link the two tasks - set the end position as a whole group freeze ... warning – this will take some time!!!

- Perform the whole piece, focusing on performance skills – **Expression, energy, and extension.**
- (5 mins) Reflection of understanding:
 1. What is formation?
 2. Can you move into a new position/formation?
- (5 mins) Cool down and praise.

Evaluation of the lesson

Can the pupils achieve the above?

Keywords

Formation – the position you stand.

Performance skills – energy, extension and expression.

- (5 mins) If time add the transition from end of piece to final confidence. It's all about the praise!
- AWL: - create a freeze, = create a freeze on a level, + interesting freeze on a different level.
- Reflection of understanding:

1. Can you create your own movement?
2. Can you freeze using a level?

- (5 mins) Cool down and praise.

Evaluation of the lesson

Can the pupils achieve the above?

Keywords

Structure – Start, middle and end of a piece – they order a piece is performed.

Performance skills – energy, focus, confidence, expression, extension.

Levels – Low, medium, high.

Week Seven

Main focus – To teach performance skills and build confidence. It's all about the praise!

Wellbeing focus – Superstars!!!!

Assessment focus – Can they perform throughout? (-/=/+)

Pupil Creative Task – To recap all own movement created to perform/reflect the theme.

Misconceptions – Pupils may forget movement or where they stand when there is a change of formation.

Assessment focus – Can the students link sections together and remember their own movement? (-/=/+)

I can perform.

I can perform with confidence.

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

- Warm-up – teacher led, teaching the 3 sections.
- What are performance skills? Which performance skills are needed to reflect this piece?
- Recap key concepts including energy, confidence, and facial expressions.
- Revise the whole piece focusing on performance skills.
- Emoji faces – show different expressions and get the group to copy. Which expressions relate to the piece? Discuss.
- Dress rehearsal – explain that all dance companies have a dress rehearsal before a final performance (still record it).
- Whole group feedback based on needing energy and extending the movement.

Assessment focus for AWL grid –

1. **Learn set motif.**
2. **Perform the set motif.**
3. **Partner work.**
4. **Apply canon/unison/timing.**
5. **Change formation.**
6. **Structure/change of levels.**
7. **Performance skills.**

Other focuses –

- **Spatial awareness.**
- **Movement memory.**
- **Mirror image.**
- **Facings/change of direction.**
- **Travel.**
- **Positions of feet.**

- Final performance – remind the students of the style, praise and focus them before it is filmed.
- Record the piece (tip stand in a corner to film the piece, do it from the opposite corner to the dress rehearsal).
- Praise!!!!

Evaluation (back in class)

- Watch the dress rehearsal and final performance. Pupils will giggle through the dress rehearsal as it is strange at first watching themselves. Discuss the 3 E's – did you have energy, expression, extension? Focus? Did you remember the movement?
- What made you are superstar? Could use a post-it or a Mexican wave of answers but ALL must explain why they are amazing.
- Assess from the recording, watching the piece twice through using the AWL grid.