

Emotions

Week One

Main focus – To teach the theme /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? (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 emotions.

I can remember and dance the movement.

I know the movement and dance with confidence.

- (5mins) Shoes off. Introduction – what are emotions? Class discussion.
- 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 – cardio, rotation and stretching.
- (10 mins) Firework game – teach actions/movements (build to motif next week).
- Use bubble task x3 for pupils to move in a new space.
- (5 mins) Play the music – what are the lyrics in the song mean? Discuss – what emotions/feelings can reflect the meaning? Discuss (strength and confidence).

Week Two

Main focus – To teach the set motif, develop facial and to assess performance of set motif.

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

Pupil Creative Task – To freestyle movement to support warm-up.

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 are emotions? Discuss ‘mood hoovers’.
- (5 mins) 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).
- (10 mins) Set motif based on being confident – explode with energy like a firework.
- (5 mins) Perform with emotion/focus/energy/expression.
- (5 mins) Play the music – what are the lyrics in the song mean? Discuss, why would someone be silent? Sad/upset. Sit in a position which shows you are upset – start of the piece. (Remember this position can change every time).

- (5 mins) Rehearse to music reflecting emotions. One member of staff, if possible, to step back and watch
- (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 emotions when performing/spatial awareness?

Keywords

Motif – a series of movements which can be developed.

Dynamics – the way in which we dance a movement – strong or soft.

Expression – communicating the theme through movement and our faces.

- (5 mins) Rehearse to music. Add the emotions to the piece – sad on low level, strong when standing.
- (5 mins) Assessment – Use the AFL 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 AFL grid who has reward points so far.
- (5 mins) Reflection of understanding:
 1. Can you show facial expressions – say emotions and see reflection.
 3. 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 – Need AFL Grid

Main focus – To recap the set motif, develop facial and to assess performance of set motif.

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

Pupil Creative Task – To create a sad freeze.

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 create a movement to reflect an emotion.

I can create different freeze frames to reflect the sadness my character feels.

- (5mins) Shoes off. Introduction – what are emotions? 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).
- (10 mins) Recap the set motif based on being confident – explode with energy like a firework.
- (5 mins) Perform with emotion/focus/energy/expression.
- (3 mins) Play the music – what are the lyrics in the song mean? Discuss, why would someone be silent? Sad/upset. Sit in a position which shows you are upset – start of the piece. (Remember this position can change every time). Rehearse to

music. Add the emotions to the piece – sad on low level, strong when standing.

- (5 mins) Assessment – Use the AFL 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 AFL grid who has stickers so far.
- (2 mins) Reflection of understanding:
 1. Can you show sadness through the movement you created?
 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 Four

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

Wellbeing focus – Teamwork, makes the dream work

Pupil Creative Task – To create a starting position, which shows you are low/sad.

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 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 – use the movement from week 1 recording but teach the warm-up. Cardio, rotation and stretching. (Same as week1).
- (5 mins) Set positions based on AFL 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 Five

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 strength.

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.
- (10 mins) Warm-up. 3 sections – Cardio, rotation and stretching. (Teacher led – own movement).
- (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 adding chorus after 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. (Remember they will be applying different arms to the same movement; some may struggle with this as they cannot copy their partner).
- (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 expression. Mark on the AFL 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 2
 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. Give each pupil a number 1-5. Then to rehearse to music as a whole group.
- (5mins) Praise – perform section applying canon to music. If time rehearse the whole piece. Mark on the AFL 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).
 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

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 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 theme.

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.
- Pupils create a freeze which can be held for 8 counts which shows the themes of the piece. Can add levels/change of direction/mirror image/partner work.
- (10 mins) Warm-up. 3 sections – Cardio, rotation and stretching. (Teacher led – own movement).
- (10 mins) Get pupils in their lines recap whole piece adding chorus after partner work. Just play music and see what the pupils remember.

Week Seven

Main focus – To continue to teach dance structure. To supports students' choreography.

Wellbeing focus – “Believe in yourself!”

Pupil Creative Task – To create/revisit an ending position to reflect the theme.

Misconceptions – Pupils may copy someone else instead of their own position. 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 their own movement? (-/=/+)

I can create a freeze position.

I can remember my ending position.

I can perform my ending position with confidence.

- (5mins) Shoes off. Introduction – What is dance structure? Every good story has a start, middle and end – recap/discuss.
- (5 mins) Warm-up. 3 sections – Cardio, rotation and stretching. (Teacher led – own movement).
- (5 mins) Get pupils in their lines recap whole piece adding chorus after partner work. Just play music and see what the pupils remember.
- (5 mins) Pupils recap their freeze which can be held for 8 counts which shows the themes of the piece. Can add levels/change of direction/mirror image/partner work (work with each group).

- (10 mins) Link the two tasks - set the end position as a whole group freeze ... warning – this will take some time!!!
- (5 mins) If time add the transition from end of piece to final confidence. It's all about the praise!
- Reflection of understanding:

1. Can you create your own movement??
2. Can you remember where you stand for different sections (structure)
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

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

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

- (10 mins) Set where the students stand for their final position.
- No flapping birds! Hands behind back walk from their spot to their final position (bubble skills developed) 8 counts to walk (NOT TO GET IN THEIR POSITION)
- 8 counts to get in their final position.
- Everyone does a large explosive move together.
- Rehearse going from spots to final position.
- Perform the whole piece, focusing on performance skills – **Expression, energy, and extension.**
- (5 mins) Reflection of understanding:

1. Do you remember your own movement?
 2. Can you remember where you stand for the final position?
 2. What are the three performance skills?
- (5 mins) Cool down and praise.

Evaluation of the lesson

Can the pupils achieve the three things above?

Keywords

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

Performance skills – energy, extension and expression.

Week Eight

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).

- (10mins) Warm-up – teacher led, teaching the 3 sections.
- What are performance skills? Which performance skills are needed to reflect this piece?
- (5mins)Recap key concepts including energy, confidence, and facial expressions.
- (5mins) Revise the whole piece focusing on performance skills.
- (5mins) Emoji faces – show different expressions and get the group to copy. Which expressions relate to the piece? Discuss.

1. Introduction/recap of dance skills
2. Learn a motif.
3. Movement memory.
4. Partner work.
5. Canon and addition.
6. Dance structure.
7. Creating own movement.
8. Performance skills.

Other

- Expression
- Spatial awareness
- Travel
- Creativity through freezes, improvisation and own 2 count phrase.

- (10 mins) 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.
- (5mins) Final performance – remind the students of the theme, 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. Students 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.

