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School Software & Educational Resources

HEAD OF PHYSICAL ED.

DANCE 11-14

The Dance 11-14 'Study Pack' & 'Music Pack' allow specialists and non-specialists to deliver and assess successful, enjoyable and differentiated dance lessons. Pupils are encouraged throughout, to appreciate dance as an expressive art form and to experience dance in a wide variety of contexts. Each 'Unit of Work' provides opportunities for pupils to perform set dances, explore movements, compose their own dances, evaluate their own work and that of their peers, and consider dances in their historical/cultural contexts. The 'Music Pack' (Audio CD) is proven to obtain a positive and enthusiastic response from pupils aged 11-14 & is suitable for warm up exercises and performances! The study pack is copyright free to the purchasing department! The Dance 'Study Pack' is only available on CD ROM (PC Windows & Mac OS) - please study the 'Compatibility' column on the order form to see if you have the required software to edit the resource. The Dance Study pack consists of 6 Study Units (over 110 pages); each unit consists of:



1. Rationale
2. Aims & objectives
3. Unit overview
4. Alternative routes
5. Warm up activities
6. Stage detail
7. Peer observation
8. Self evaluation
9. Non-practical tasks
10. Differentiation
11. Extension & support tasks
12. Resources & cross-curricular links

DANCE SCHEME OF WORK RITUALS STAGE DETAIL SUITABLE PUPIL AGE - 13 to 14

STAGE DETAIL

STAGE 1:

- a) Discuss with pupils the idea of 'rituals'. Use these questions to stimulate discussions:

KEY QUESTIONS:

- i. What is a ritual?
- ii. What kind of rituals do you perform everyday?
- iii. Can you think of any other types of rituals?
- iv. Can you think of any ritual/tribal dances?

Pupils need to be aware that our everyday routines, e.g. getting dressed, checking doors are locked are often referred to as rituals. This is meant in the sense of a repeated series of actions that are crucial to daily existence. More traditional rituals exist in all cultures and take on a more ceremonial or religious significance. Celebrations or festivals are good examples of this. From this explanation, pupils will probably be able to surmise with which they are familiar. You will need to bring the discussion around to the fact that a significant part in the ritual celebrations of many cultures. The importance of dance varies from culture to culture.

- b) Ask pupils to work in pairs to identify four personal rituals (everyday). They should perform these as an exaggerated mime in unison, then the movements simple, clear and accurate. This is their personal ritual. As a class, brainstorm ways to develop this motif into a more complex one. Suggestions might be:
- i. adding jumps and turns in-between the gestures;
 - ii. adding canon and repetition;
 - iii. performing the actions facing different directions or travelling

Pupils work in their pairs to create their developed personal rituals motif. They should think about how effective their work looks to an audience.

- d) Pupils perform their motif to another pair, commenting on how effective for development are, e.g. does repeating a certain action emphasise

STAGE 2:

- a) Refer back to the discussion in Stage 1, and identify the New Zealand Haka as a ritual. Pupils will have seen this on television and will be familiar with the type of actions used. With the group in a circle, teach the Haka using the 'Haka Style Motif' sheet. You may be able to show pupils the 'All Blacks' rugby team from New Zealand performing the Haka on video. This will help pupils copy the performance qualities essential to the dance.
- b) In pairs, pupils practice the Haka in their own time. This can be done facing each other as a mirror image. If they stand about 2 metres apart, when they are more confident, one person can perform to their partner who is watching. They should try to 'frighten' their partner by emphasising the qualities of the dance.

DANCE SCHEME OF WORK PENGUIN CAFÉ STAGE DETAIL SUITABLE PUPIL AGE - 11 to 12

CHARACTER MOVEMENT SHEET.

1. Character Penguin waiter

Movements Feet turned out, heels together, legs straight, walking forwards, backwards and turning in a circle. 'The pendulum swing', with legs straight, swing one leg to the side and back, and repeat to the other side, keeping back straight.



Character Kangaroo rat

Movements On the floor, curled on your right side, stretch out arms and legs and then curl up sharply. Repeat standing, feet parallel, then turn to the left side and then out, travelling to the side. Arms are bent into the waist and out with the legs.



Character Brazilian woolly monkey.

Movements Star jumps, with arms circling continuously in front of the body. In a strong 'press up' position, with hips raised, bend the knees and perform a series of small jumps/bounces.



Evaluation, assessment & recording are built in. Safety, differentiation, and core skills development are all featured.

STUDY PACK - FOSTERS PUPILS' ABILITY TO APPRECIATE DANCE AS AN EXPRESSIVE ART FORM. ALTERNATIVE STUDY ROUTES ARE CLEARLY INDICATED!

Six Extensive 'Study Units'

Unit 1: Penguin Café (Pupil age 11 - 12)

Unit 2: Refugees (Pupil age 11 - 12)

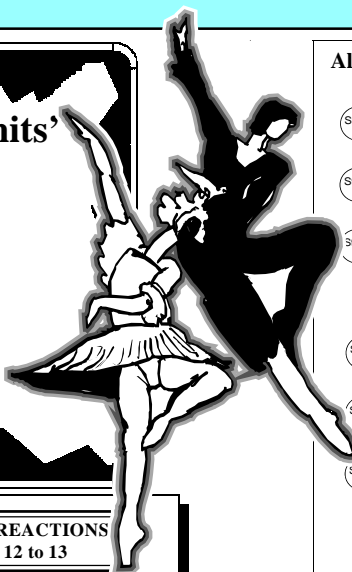
Unit 3: School Conflict (Pupil age 12 - 13)

Unit 4: Over Reaction (Pupil age 12 - 13)

Unit 5: Rituals (Pupil age 13 - 14)

Unit 6: Mood Swings (Pupil age 13 - 14)

A comprehensive glossary is also provided



DANCE SCHEME OF WORK OVER REACTIONS AIMS SUITABLE PUPIL AGE - 12 to 13

AIMS:

- To create dance that uses small and larger body movements using motif development.
- To explore the effect of unison and canon.
- To develop a small group dance with a sense of overall structure.
- To perform with clarity, accuracy and expression.
- To appreciate the effect compositional devices used and overall structure of the dance.

LEARNING OBJECTIVES: (SKILLS, CONCEPTS AND UNDERSTANDING)

PERFORMANCE:

- To be able to perform motifs in small groups with expression.
- To perform a developed motif with accuracy.

COMPOSITION:

- To be able to explore and select actions based on reactions, emphasising body shape and gestures.
- To explore the use of unison and canon in the choreographic arrangement of ideas.
- To explore the use of motif development.

APPRECIATION:

- To observe and critically comment on each other's work and own work.
- To appreciate the use of choreographic techniques within a dance.

PERSONAL AND SOCIAL:

- Develop co-operative skills in larger groups.
- Develop confidence in performance.

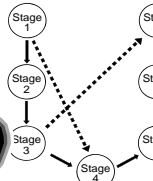
HEALTH AND SAFETY:

Awareness of need to adapt work for less able group members.
Awareness of 'warm up' to develop appropriate movement range.

COMMENTS/FEEDBACK:

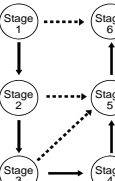
Alternative Routes Through The 'Units Of Work'

SCHOOL CONFLICT



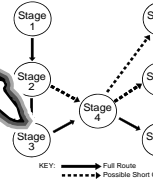
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PENGUIN CAFÉ



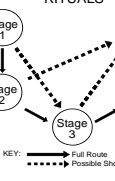
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MOOD SWINGS



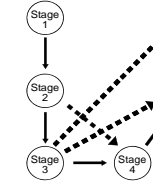
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RITUALS



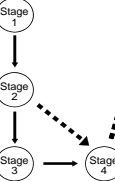
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REFUGEES



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OVER REACTION

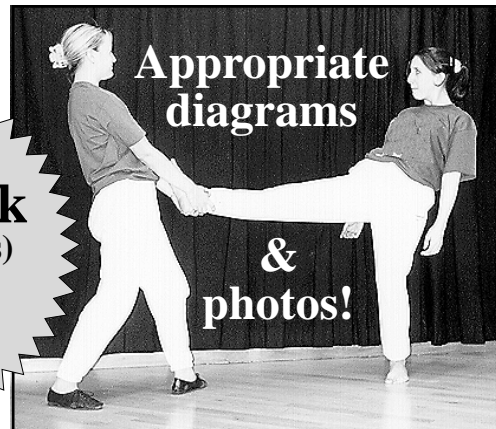


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Opportunities for non-practical work, homework and coverwork are identified and described.

The study pack is your 'Scheme of work'!

Dance Study Pack
(Over 110 pages)
only £50!



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DANCE 11-14
STUDY UNIT 1
'PENGUIN CAFÉ'



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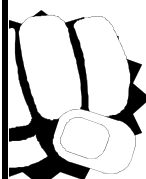
11-14
UNIT 2
'REFUGEES'



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UNIT 6
'MOOD SWINGS'



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MUSIC PACK - THIS PACK HAS 19 TRACKS SPECIALLY COMPOSED TO SUPPORT THE STUDY PACK - 68 MINUTES OF UNIQUE SOUND!



DANCE SCHEME OF WORK REFUGEES OVERVIEW SUITABLE PUPIL AGE - 11 to 12

OVERVIEW OF UNIT OF WORK

WARM UP ACTIVITIES:

Select warm up from suggestions. All are suitable for any stage of the Unit of Work.

Stage 1: FOCUS: PERFORM A SET DANCE BASED ON ESCAPING.

- Discuss and brainstorm the plight of refugees using collected resources.
- Learn a set motif about escaping and identify how the feelings are expressed in the actions.
- Observe and help a partner achieve the accuracy and quality to show the feelings in the performance. (Peer Observation Sheet 1)

Stage 2: FOCUS: CREATING A MOTIF BASED ON THE SET DANCE.

- Brainstorm and identify the actions of the set dance.
- In threes, create your own 'escape' dance, considering the mood of the music.
- Observe examples from the group. Pupils comment on what the actions suggest.

Stage 3: FOCUS: USING DYNAMIC QUALITIES TO EMPHASISE FEELINGS.

- Identify and discuss the feelings refugees might have.
- Select one or two feelings and perform your movements to show these.
- Observe another group commenting on the feelings shown. Have they succeeded in showing the intended feelings?

Stage 4: FOCUS: USING PUSHING AND PULLING TECHNIQUES

- Teacher led exploration of pushing and pulling techniques.
- Pupils select and refine three or four examples to suggest concepts.
- Observe a selection of pupils' work.

Stage 5: FOCUS: CREATING AN ENDING.

- Brainstorm how the dance might end.
- In twos, select, plan and perform your own ending.
- Observe each other's conclusions and discuss the outcomes.

Stage 6: FOCUS: POLISH AND PERFORM THE FINAL DANCE

- Recap and practice linking all sections.
- Discuss performance qualities and pay attention to these

DANCE SCHEME OF WORK RITUALS EVALUATION SUITABLE PUPIL AGE - 13 to 14

Rituals Pupil Evaluation Sheet 2

Name: _____ Form: _____ Date: _____

About you:

1) What I have enjoyed most about this topic was: _____

2) The work I was most proud of in this topic was: _____

3) The most difficult thing in this topic was: _____

Targets for improvement:

Place a tick in the appropriate box if you think you need to improve in that area:

To use more accurate movements.

To develop clearer dynamics.

To develop more appropriate expression.

To co-operate and work carefully with a partner.

To rely upon my own work.

To build better self confidence.

To Display Instructions:

- Insert this CD
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- Display contents of CD
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Remember my kit.

Targets that you would like to set yourself:

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COMPACT
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DANCE SCHEME OF WORK MOOD SWINGS DIFFERENTIATION SUITABLE PUPIL AGE - 13 to 14

DIFFERENTIATION

Teaching and Learning Styles:

The 'Mood Swings' Unit of Work allows teachers and pupils to use a range of teaching and learning styles. This will ensure a variety of experiences and will enable appropriate differentiation to take place.

| | |
|-------------------------------------------|-------------------------------------------------------------------|
| Command style | e.g. the teaching of specific movement skills such as falling. |
| Pupil exploration and practice | e.g. pupils arrange their own ideas with increasing autonomy. |
| Reciprocal style | e.g. pupils help each other improve using Peer Observation Sheet. |
| Teacher observation | e.g. when providing support and when assessing. |
| Small and whole group discussions. | |

Extension and Support Tasks:

- To develop their compositions further, a headline or picture suggesting a relationship from a newspaper may provide a stimulus for further movement ideas.
- Introducing a prop may give pupils the opportunity to expand their ideas, or equally it will help pupils who have difficulty creating their own movements.
- More able pupils may wish to consider including 'silence' for some sections of their dance. This will allow them to try and build a greater sense of tension in their work, possibly at the beginning or end. They could use these moments to experiment with noises such as loud breathing or stamping.
- When developing their duos, some pupils may need a more prescriptive approach, e.g. the teacher may need to select one compositional technique for them to focus on, rather than letting them try to include the whole range.
- Some more able and adventurous groups may wish to join into fours, once their duo work is well established, and consider presenting their work alongside each other. They can look for moments of contrast in the dances.

DANCE SCHEME OF WORK REFUGEES OBSERVATION SUITABLE PUPIL AGE - 11 to 12

PEER OBSERVATION SHEET

When watching another group, use this sheet to record how well they perform their dance.

- With your teacher, decide what are 'good qualities' in the dancers for this performance, e.g. strong stretches. Now enter the descriptions of the 'good qualities' in the spaces provided - Strong stretches has been entered for you.
- Write the names of the dancers you are watching below and then tick the box that best describes the 'good qualities' that the dancers exhibit.

Names of dancers: _____

Good quality: Strong stretches

excellent

good

satisfactory

needs work

Good quality: _____

excellent

good

satisfactory

needs work

Good quality: _____

excellent

good

satisfactory

needs work

Good quality: _____

excellent

good

satisfactory

needs work

Record any suggestions that you have that will help the dancers improve:

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| | DAAM4 | The CD ROM is suitable for all versions of Mac OS. You need Microsoft MacWord (Ver.4 or later) or ClarisWorks/Appleworks Version 2 or later. | £ 58.75 | |
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