

Year: 5	Lesson: 2/6	Time: 45 - 60 mins	No. of children: Any
Learning Outcomes:			
<ul style="list-style-type: none"> * appreciate dance patterns and repeated steps; * suggest ways to develop their technique and composition; * warm up and cool down independently. 			
Success Criteria:			
<ul style="list-style-type: none"> * I can perform and repeat dance steps. * I know how to improve the quality of my movement. 			
Literacy: Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language; understand the process of decision making; distinguish between everyday use of words and their subject-specific use.			
Numeracy: Shape, angles, rotation, degrees.			
Resources: As Lesson 1.			
In the classroom:			
<ol style="list-style-type: none"> a. Talk about what they created in Lesson 1. b. Watch, <u>Jive Style Dance</u>. c. Watch <u>Military Marching</u>. d. In both clips, focus on the movements and gestures used. e. Review action words for both activities. f. How do these compare and contrast? 			
Teaching Activities		Teaching Points/Management & Organisation	
Warm up [10 mins]			
1. Travel around the space to <u>Marching Music</u>.			

- a. Use actions - march, stamp, skip, turn from Lesson 1.
- b. The Army groups could lead the Jive groups.
- c. Stress the importance of using the music effectively, including the timing.

2. Travel around the space to In the Mood.

- a. The Jive groups could lead the Army groups.

Development [30 - 40 mins]

3. Organise the same groups of 4 from Lesson 1.

- a. Add to the 4 actions - extend to 5 or 6.
- b. Alter the level and change the relationships.
- c. Explore other expressive qualities that complement the mood of the phrases, including gesture.
- d. Practise and improve.
- e. Show to another group.
- f. Observer feedback.
- g. Set targets to improve.
- h. Practise and improve.

4. Chang the order of the actions.

- a. How does this affect the performance?
- b. Demonstrate effective responses.

5. Performances and evaluations.

- a. One group at a time to perform.
- b. Focus observers on the actions.
- c. Can they name the actions they see?
- d. Can they tell how the order has changed?
- e. Performers should explain how they have refined their sequence.

6. How can the sections interact?

- a. Whole class - think about a logical structure to the sections?

b. For example, all the 'Army' groups could perform, followed by 'Jive' groups, to signify celebrating their homecoming.

Cool down [5 mins]

7. Relax and unwind to The Nearness of You - As lesson 1.

PE Primary - Sample