

Year: 5

Lesson: 1/6

Time: 45 - 60 mins

No. of children: Any

Learning Outcomes:

- * appreciate dance patterns and repeated steps;
- * compose, develop and perform sequences and steps with accuracy;
- * choose, explore and improvise material to create new motifs.

Success Criteria:

- * I can perform and repeat dance steps.
- * I can explore different dance ideas and choose the best ones to compose motifs.

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:

Videos: **You Tube** - [Word War II](#); [Military Marching](#) ; [The First Day of the Blitz](#); [Jive Style Dance](#).

Images: [World War II](#); [Armies on the Move](#); [Celebrating the end of the War](#); [The Jive](#).

Music: **You Tube** - [In the Mood](#) [Glenn Miller]; [The Nearness of You](#) [Glenn Miller]; [Marching Music](#).

In the classroom:

- a. Watch [The First Day of the Blitz](#), the video is 45 minutes long, but will provide excellent information for the class..
- b. View and discuss images: [World War II](#), [Armies on the Move](#), [Celebrating the end of the War](#) & [The Jive](#).
- c. Focus on two areas: **i. The Army** and **ii. Celebrations [The Jive]**
- d. Watch video clips, [Military Marching](#) and [The Jive](#)
- e. How do these compare and contrast?
- f. How will gestures and feelings differ?

- g. Mind shower action words for both.
- h. Record action words on a flip chart and take to the dance area.

Teaching Activities

Teaching Points/Management & Organisation

Introduction & Warm up [10 mins]

1. Discuss the two areas:

- a. **The Army:** Play Marching Music - elicit words such as: strong; march; drill; Halt!; disciplined; orders; follow the leader and unison
- b. **Celebrations [The Jive]:** Play In the Mood by Glenn Miller, elicit words, e.g. jive; swing; free-moving; quick; nimble; technique; rhythm; light; twirl; happy; party; partner work; mirror and copy.

2. Individually, travel around the space to Marching Music.

- a. Actions - march, stamp, skip and turn, exaggerating arm movement.

Development [30 - 40 mins]

3. In pairs, create a phrase for the 'The Army' - play Marching Music.

- a. Develop 3 actions - i. marching, ii. stamping and iii. turning.
- b. Suggest that they use movements from the warm up.
- c. Explore other movement ideas.
- d. Choose your best ideas.
- e. Practise and improve them.
- f. Show to others - demonstrate imaginative/controlled responses.

4. In pairs, create a phrase for 'The Jive' - play In the Mood

- a. Develop 3 actions – i. rhythmic runs, ii. flicks and iii. kicks.
- b. Suggest that they use movements from the warm up.
- c. Explore other movement ideas.
- d. Choose your best ideas.
- e. Practise and improve them.
- f. Show to others - demonstrate imaginative/controlled responses.

5. Organise groups of 4 – ‘Army’ groups and ‘Jive’ groups.

- a. Groups to develop a group phrase by extending the Army or Jive phrases created earlier.
- b. Group members need to communicate to each other and show their individual phases.
- c. Groups should then be encouraged to use one actions from each of the 4 phrases, to create a new 4 actions phrase.
- d. For example, a ‘Jive’ group could develop a phrase made up of **i.** a rhythmic run, **ii.** flicks and **iii.** kicks and **iv.** a rhythmic run.

6. Extending the phrases.

- a. Groups should use discussion and demonstrations to express their ideas.
- b. Groups should explore different ideas, choose the best ones and then should practise and improve them.
- c. Encourage them not to over-complicate their ideas; e.g. suggest that they vary shape, direction and levels.
- d. As their work is developing, show it to another group.
- e. Observer feedback.
- f. Key question - How well are we doing?
- g. Set targets for improvement.
- h. Practise and improve.

8. Demonstrations and appreciation of the dances.

- a. Groups should perform one at a time.
- b. Focus observers on the types of movement used and how the dance relates to its accompaniment.

Cool down [5 - 10 mins]

8. Whole class discussion

- a. How do they feel the session developed?
- b. Describe different movements and skills they have used.
- c. What have they enjoyed most?
- d. What has been less successful? Why?

9. Relax and unwind.

- a. Play The Nearness of You by Glenn Miller.
- b. Teacher leads gentle stretches.

