

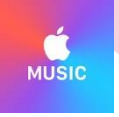



Topic	Dance	Year 1	Theme	Lesson 1 of 6 – Introduction to Dance	
Learning Objectives	1. Respond imaginatively to a range of stimuli. 2. Combine different ways of travelling.				
Literacy Keywords:	<ul style="list-style-type: none"> Theme, beat, count, clap, dance, music. 	Citizenship	<ul style="list-style-type: none"> Awareness of space 	Numeracy	<ul style="list-style-type: none"> Time
Risk Assessment	<ul style="list-style-type: none"> Suitable clothing and footwear worn by participants. Equipment suitable for participants, safe and checked. Area safe and checked - any hazards removed. Safety information highlighted to participants. Staff aware of all emergency procedures, including designated 1st aider. 			Equipment	<ul style="list-style-type: none"> Speaker and music. Cones or marker spots.
Knowledge Checks	<ul style="list-style-type: none"> Throughout this plan you will see 'Knowledge Checks' to help you ensure the pupils are acquiring the intended knowledge as the lesson progresses. The two types of knowledge to focus on in PE are... DECLARATIVE KNOWLEDGE: Factual knowledge concerning movement, rules, tactics, strategies, health and participation (best practised through spoken or written observations of a practical demonstration). PROCEDURAL KNOWLEDGE: Knowing how to apply declarative facts (best practised through demonstration or participation). 				
Teacher Notes	<ul style="list-style-type: none"> This is the first lesson in the 'Animals in the Jungle' dance. Additional guidance for this unit is provided via the <i>Dance Overview</i> at www.PEplanning.org.uk. You will need to download the track '<i>I just can't wait to be King</i>' from the Lion King movie. It can be found on most music and streaming sites (Spotify, I-Tunes, Amazon). This lesson is to introduce the dance and explain that they are going to be learning and creating their own dance. Explain that once they have learnt and rehearsed the dance, they will be performing it to an audience. The theme of the dance is 'Animals in the Jungle'. It involves setting the scene of different animals that live in the jungle and encourages the children to think about life in the jungle. Show the children pictures of the different animals (see appendix). The children should be introduced to the music the dance is going to be performed to - '<i>I just can't wait to be King</i>' from the Lion King and should be 2 minutes 51 seconds. It is important the children listen and become familiar to the music so they can perform the appropriate actions to the dance. Key concepts for the lesson: <ul style="list-style-type: none"> Beat of 8 – 'Beat' is the repeated rhythm of the music. All the parts of this dance are performed to a beat of 8. On this track a beat is a little under 1 second. It is important to teach the children what a beat of 8 is and develop their understanding of this so they can perform the dance well. <div style="text-align: right; margin-top: 10px;"> <p>Links to 'I Just Can't Wait to be King'</p>     </div>				

Introduction to the Dance	The Animals in the Jungle Dance	Duration: 2-5 mins	Teaching Points
<ul style="list-style-type: none"> Show the children pictures of each of the animals (the stimuli) that are going to be part of the dance (see appendix). Ask the children: “where do these animals live?” - The jungle. Ask: “are there any other animals that live in the jungle?” Talk about and highlight the different 'levels' that different animals move on (e.g. giraffe - tall/high / spider - small/low). 			<ul style="list-style-type: none"> Prompt the children through the use of question and answer. Encourage the children to think how the different animals move.

Understanding the Music	Introducing the Music	Duration: 3-5 mins	Teaching Points
<ul style="list-style-type: none"> The children should be inside a large area sat down, in a safe space. Play the track ‘I just can’t wait to be King’ from the Lion King movie. Once they have listened to the track, talk to them about the music. Explain that the beat of the music is important and that in dance we work in beats of 8. The children should clap and count out loud beats of 8 - perform this with the children. Once they can do this, repeat the activity with the music. 			<ul style="list-style-type: none"> Ask the children to listen carefully to the music as it is important they know it well in order to learn and perform the dance. Lead the children in the counting and clapping of the beat of 8. The count of 8 for this track is relatively slow - just over 1 beat per second.

To make activity harder

- Allow the children to clap and count the beat for themselves.

To make activity easier

- Clap and count with the children.



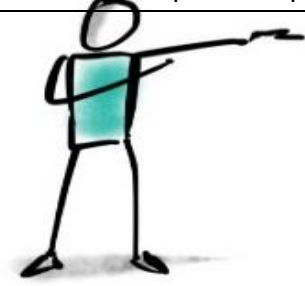
Knowledge Check

- PROCEDURAL KNOWLEDGE:** Ask some children to demonstrate the activity/skill.
- DECLARATIVE KNOWLEDGE:** Ask other children to describe what is required to perform the task with success.

Warm Up	Stretches	Duration: 3-5 mins	Teaching Points
<ul style="list-style-type: none"> • Ask the children to find a space - give them a count of 16 to be in a space and ready. • Show the children a stretch they should copy. • Start at the top of the body and work all the way down stretching the major body parts - arms and legs. • Include actions such as: <ul style="list-style-type: none"> - shoulder rolls; forwards and backwards. - arm circles of varying sizes; forwards and backwards. - hip circles; both ways. - wrist circles; both ways. - ankle circles; both ways. • After performing the stretches ask the children to 'shake out their body'. 			<ul style="list-style-type: none"> • Hold each stretch for 8 seconds. • Hold still when performing each stretch. • Watch and copy. • Where can you feel the stretch?
To make activity harder			
<ul style="list-style-type: none"> • Use more difficult stretches that challenge the children. 			
To make activity easier			
<ul style="list-style-type: none"> • Use simple stretches that are easy to copy. 			
Knowledge Check			
<ul style="list-style-type: none"> • PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. • DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. 			



Hamstring



Arm



Quadricep

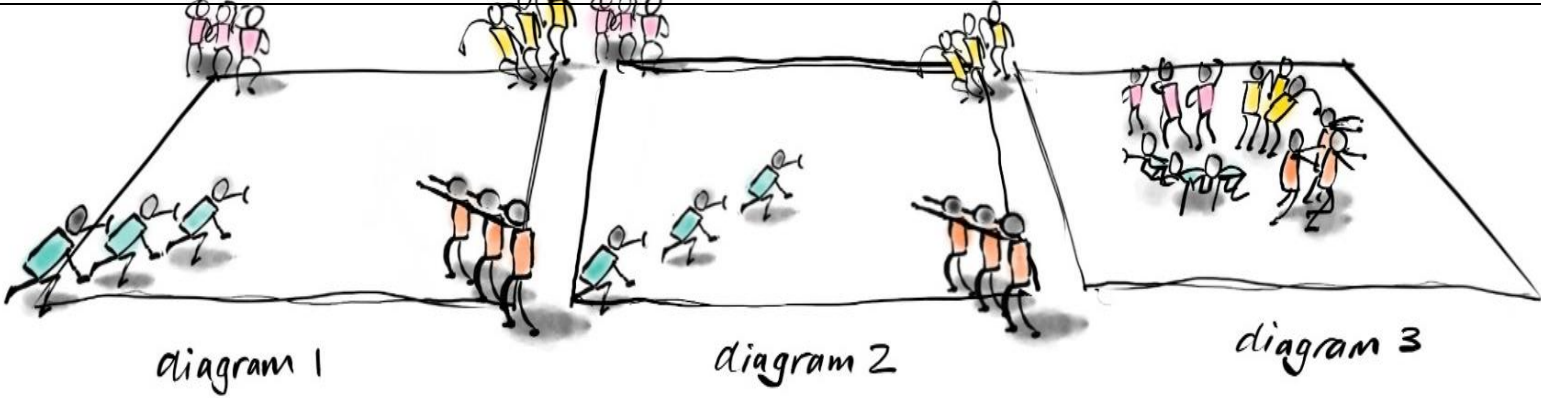


Side

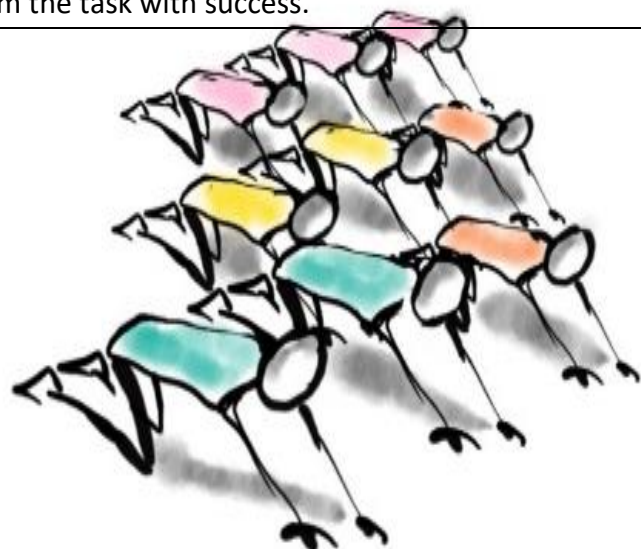
Movement Development	The Animals	Duration: 10-15 mins	Teaching Points
<ul style="list-style-type: none"> • This activity develops an understanding of the theme, but does not form part of the dance. • The children should move around the area like one of the animals in the jungle, eg. a lion. • Play the music as the children move around the area as animals. • On the signal “Freeze” the children must stop and hold their position. • Keep asking the children to move around the area as animals and freezing on signal staying in character. • Repeat several times asking the children to think of different jungle animals. • Encourage animals that move at different levels (snake = low / elephant = high). 			<ul style="list-style-type: none"> • Encourage the children to move on the same level that the animal would. • Highlight good examples of movements. • Encourage the children to look for and move into space. • The children should move quietly so they can hear the music.
Knowledge Check			
<ul style="list-style-type: none"> • PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. • DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. 			



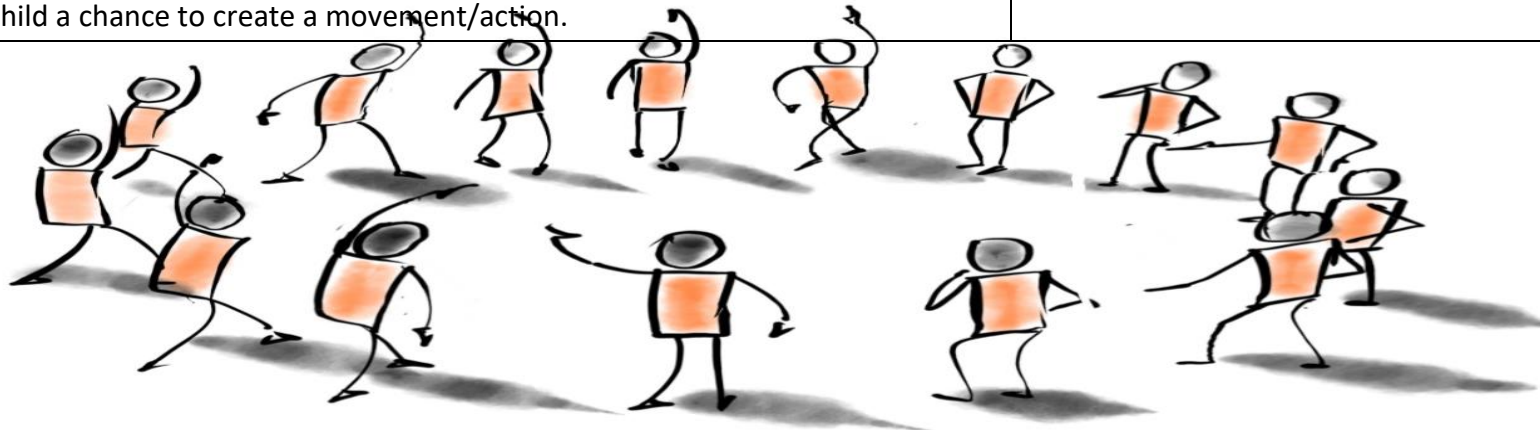
Skill Development	Part 1(a) Animals of the Jungle	Duration: 10-15 mins	Teaching Points
<ul style="list-style-type: none"> • Create a large space to use as a 'stage'. • Split the class into 4 groups and give each group an animal to mimic... <ul style="list-style-type: none"> - Tigers, elephants, monkeys and crocodiles. • Line the 4 groups up in different corners of the area (see diagram). • For the first beat of 8 of the song (drumming sound) the children should freeze in a position that shows off their animal. • On the second beat of 8 of the song, one of the groups move to the centre, in their animal character. On the next beat of 8 the next group moves to the centre, and so on until all 4 groups are in the centre. This should take you to the 24th second of the song. • Practise this without the music at first - count out the beat of 8 so the children know how much time they have - then introduce the music. 			<ul style="list-style-type: none"> • This part of the dance uses 0:00 to 0:24 minutes of the song and contains 5 beats of 8. • Encourage the children to move in-time to the music. • Count the beat so the children can perform the actions in time. • Ensure the children are in a space as they move to the centre. • The children should move quietly so they can hear the music. • Tell the children to remember their animal character as they will be this character each week. • Watch the video guide at www.PEplanning.org.uk
<p>Knowledge Check</p>			
<ul style="list-style-type: none"> • PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. • DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. 			



Skill Development	Part 1(b) The Lion Pride	Duration: 10-15 mins	Teaching Points
<ul style="list-style-type: none"> Once all groups have reached the centre of the area, all the children hold a lion pose - they must all be facing in the same direction (facing an audience if performing). The signal for this is the lyrics "<i>I'm going to be a mighty king</i>". All children should perform the following actions as Lions in unison: On their feet as lions. They should make 'lion claws' with their hands, whilst stomping their feet to a count of 4 (diagram 1). All the children should then jump forward to the floor as if they were a lion pouncing, finishing crouched down (diagram 2). Let the children practise these actions without the music first. Once they can perform the actions well, repeat them to the music. 			<ul style="list-style-type: none"> This part of the dance uses 0:24 to 0:28 minutes of the song and contains 1 beat of 8. Ensure all children are facing the same direction (the front if performing to an audience). Encourage and highlight the use of good actions. Count the beats so the children can perform the actions in time. Watch the video guide at www.PEplanning.org.uk
Knowledge Check			
<ul style="list-style-type: none"> PROCEDURAL KNOWLEDGE: Ask some children to demonstrate the activity/skill. DECLARATIVE KNOWLEDGE: Ask other children to describe what is required to perform the task with success. 			



Cool Down	Copy the Dance	Duration: 3-5 mins	Teaching Points
	<ul style="list-style-type: none"> All children form a large circle. Play a track that the children can dance to. This could be the song from the lesson, or an alternative upbeat song. Choose someone to "start the dance", this can be any movement/action, performed on the spot for the rest of the class to copy. After a few seconds, the next pupil selects a different movement/action for the rest of the class to copy. Give each child a chance to create a movement/action. 		<ul style="list-style-type: none"> Teacher could start the "dance" with the first action. Encourage the children to perform the actions in time with the music. Encourage the children to think of actions using different parts of the body.



Plenary / Knowledge Check	
What animals live in the jungle?	Encourage the children to think of the animals discussed at the start of the lesson.
What number do we count to in dance?	8 - Ask the children to perform the count and clap activity they did earlier in the lesson.

Evaluation
<p>How did the children get on with the activities today?</p> <ul style="list-style-type: none"> Most were successful and displayed a good understanding when questioned - Move on to the next lesson in the unit. Most struggled and were not successful at the activities - Recover this lesson next week, with a focus on the areas the children struggled with breaking down any elements as necessary.

Appendix

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