







What the children should know and remember (previous relevant learning):

Year 1: To understand the basic actions in dance. To be able to use our bodies in different ways.	Year 2: To explore ways of working with others (in cannon). To use whole body to perform large movements. To develop dynamics in a motif.	Year 3: To explore different pathways to travel, turn & jump on. To perform actions around a partner. To experiment with working in unison with others.	Year 4: To perform changes in dynamics to show changes in emotions. To be able to work in a large group using a whole area of space. To learn to improvise.
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CURRICULUM PROGRESSION FOCUS:
During this unit of work, children will learn:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>to develop their imagination and creativity in movements & gestures relating to the Titanic story theme.</p> <p>to perform motifs using the actions of travel, turn, jump, stillness, gesture, direction & level in a longer dance that includes working on their own and with others at different points.</p> <p>to show they understand dynamics by being able to change pace & timing.</p> <p>to use stillness & gesture to show emotions of astonishment, wonder, happiness, glee, fear & self-preservation using appropriate body language and facial expressions that create atmosphere.</p> <p>to improvise in larger groups, practising working in close physical contact with others.</p> <p>to perform as multiple characters independently.</p>	<p>to plan & remember when to change speeds & dynamics.</p> <p>to use knowledge of a story from English lessons.</p> <p>how to use some dance vocabulary to suggest how to improve their work.</p> <p>to talk with others when planning in a larger group.</p> <p>to remember & recall motif order in a longer dance.</p>	<p>to show what it means to be safe and follow all instructions.</p> <p>to work on own and with a partner safely whilst sharing space & apparatus.</p> <p>to compare own performance to previous efforts & also to that of others.</p> <p>to take on the challenge of more advanced choreography.</p> <p>how to lead part of a warm up.</p> <p>why exercise is good for their health and well-being.</p> <p>to explain reasons for changes in the body at different points throughout a warm up / activity.</p>

ASSESSMENT FOCUS:

 HANDS (DOING)	 HEAD (THINKING)	 HEART (FEELING / BEHAVIOUR)
<p>Perform more creative & complex actions in Titanic motifs.</p> <p>Can switch between performing on own & with others in a dance.</p> <p>Change pace & timing when performing to suit a rhythm.</p> <p>Perform as different characters in multiple motifs.</p>	<p>Plan when to change dynamics & speed.</p> <p>Can explain choices of actions & the effect on performance.</p> <p>Use vocab to improve work of self & others.</p> <p>Remember & recall motif order for a smooth performance.</p>	<p>Is safe at all times / follows instructions.</p> <p>Can work on own & with others. Listen to others and talks to others.</p> <p>Know the reasons for a warm-up.</p> <p>Know why exercise is good for their health & well-being..</p> <p>Can say positive things about oneself. Can compare own performance with that of others.</p> <p>Show determination when trying new skills.</p> <p>Can describe the effects of exercise at different points in an activity.</p>

What the children will learn next (in next dance unit of work) – Year 5 Narnia:

To use body shapes to create atmosphere whilst still and moving. To create a large mythical creature using body parts of everyone in a group. To show sensitivity to emotional changes.

Adaptive Teaching in Dance:

Dance as a performing art allows for all children to participate and achieve at any level. Each lesson focus can be adapted accordingly to suit the needs, learning styles, previous experience, and ability of individuals. Often, children will naturally self-adapt to the lesson focus and content and staff can ease children's access to the complete experience of the lesson in several ways to scaffold their participation in lessons to ensure they can achieve the objectives and meet some of the success criteria:

Visual –

- Using the whiteboard to write relevant vocabulary from previous lessons and the current lesson and referring to the relevant vocabulary on the PE board.
- Using children to demonstrate performing isolated actions, demonstrating specific gestures and exaggerated moments of stillness.
- Showing video clips and still photographs of stimuli in dance units with specific themes and actual dance actions & genres.
- Using a mini whiteboard to write down actions to be used in motifs to help with recall.
- Using whiteboard for children to remember and recall basic actions, pathways, directions and levels. Certain actions can be highlighted or streamlined on board for certain children to focus on.
- Watching still images and recorded short motifs of movement choreographed by a child can help them to discuss their execution of certain actions and their chosen moments of stillness & gestures in an effort to improve their performance.

Verbal –

- Taking time to explain each part of the lesson to small groups of children / individuals whilst others are choreographing their own motifs.
- Giving children time to work with a more able child to plan a motif whether it is an individual motif or pair / small group work.
- Telling children the next part of the motif as they are performing if they have difficulty remembering and recalling each part, but encouraging them to remember their own chosen actions and gestures and perform them in isolation at first before linking them together into a complete motif.
- Adapting the elements of a motif to include less actions, changes of one level only, fewer moments of stillness that are to be performed. (This will occur naturally anyway, but some children may benefit from being verbally told this.)
- Talking to a child about their performances of certain actions captured using an i-Pad and steering them to use specific age-related vocabulary to describe their performance and execution of specific actions.

Physical –

- Using physical hands-on support to help children perform certain actions such as a cartwheel.
- Using equipment such as the barrel, large wedge and red block to aid children practising certain travel actions such as rolls and walkovers that they may wish to include in a motif.
- Allowing children to work with more able performers to assist them with planning and selecting of appropriate actions that compliment a specific stimuli or dance theme and to help them to remember and recall the order of actions in a particular motif.

Challenge:

- Some children will be able to use a wide variety of actions naturally and can be challenged to minimise repetition of actions to create more varied sets of motifs.
- Some children can be challenged to extend motifs further by planning, choreographing, and performing further actions that relate to the dance theme / stimulus.
- Some children can be challenged to adapt the execution of actions on all 3 levels in practise and at certain points in a motif to encourage them to think about how an action is performed on its natural level and how the body must be adjusted to perform it on a lower / higher level.
- Some children can be challenged to use exaggeration when using gesture and moments of stillness to increase how they can express an emotion, feeling or behaviour.
- Some children can be challenged to help another child who may be struggling with selecting ideas for actions to suit a particular theme or stimulus.
- Some children can be challenged to take the lead in partner / group work when planning, selecting actions and choreographing motifs relating to a theme / stimulus.
- Some children can be encouraged to demonstrate sequences of movement, gestures, and moments of stillness, as well as parts of or entire motifs to others.
- Some children can be challenged to use i-Pads to capture and comment on the performance of their self as well as others.

Warm up	A circle warm-up prior to a dance lesson gives pupils the opportunity to thoroughly warm up their bodies and enables discussion to take place with everyone facing each other so able to listen well. It also allows the class to be led into the hall in a line that travels into a circle and actions can be performed by the line leader (teacher or pupil) such as arm circles, walking lunges, quick steps, etc that can be copied by those following before stopping when class is in a circle and then can sit down. This allows pupils to be physically active straight away. In upper KS2, give pupils opportunities to lead part or all of the warm-up.
Circle warm up	Pupils will be sat on floor with legs stretched out straight in front of them in a large circle so will have some space between them all. Teacher-led warm up (can be to high tempo music or not) that starts with floor stretches, before progressing to standing stretches and pulse-raising exercises, such as: feet flex & extension to warm up ankles; bringing knees in to chest & stretching out again to loosen hamstrings; pike fold & straddle fold to stretch hamstrings; arching back up high & lowering when on hands & knees; lunges on one knee & foot; lunges when standing; side stretches; hip circles; spelling out name using hips with hands on hips; shoulder shrugs; arm circles; marching, jumping, skipping on spot; bending over with feet apart to place hands on floor in front of & in between feet, as well as stretching arms through legs; turning head to side & up; jumping jacks; fast feet sprints on spot.

Lesson No/ Week	Learning Objective	Success Criteria (Differentiated)	Activities	Resources	Key Vocabulary Key Questions
1	To show an understanding of the story of the Titanic.	All – will be able to discuss what they remember about the Titanic story. Most – can perform the basic actions making some attempts to use facial expressions and work successfully with others. Some – can exaggerate actions to create an emotion when performing and lead a group to develop ideas.	Recap on the basic actions in dance. (Travel, turn, jump, gesture, stillness, direction, levels, speed, pathways.) Discuss in detail. Discuss what pupils remember about the Titanic story from English last term. Look at 'Titanic' ppt and discuss images. Get pupils to think about the construction of the Titanic. Discuss how 100's of men built the ship. Look at different work actions they would have performed. Pupils to practise on own to music (Track 1), hammering at first. Discuss how 'gesture' is important and pupils must make actions larger than normal with facial expressions. Remind pupils how hard this physical work using heavy, large materials was & how they need to show this using their gestures. (Facial expressions and body language / positions.) Get children into groups of 5 – 6. They are to create different motifs (short sections of dance) as follows: 1) 'Drag' - Children in groups to create a motif to show them dragging a very large piece of metal into place using ropes. Groups to decide their formations (1 line, 2 lines??) 2) 'Lift' – Children to create a new formation in their group to show them lifting the piece of metal up into place, working in unison & showing how heavy the metal is. 3) 'Hammer'. Children to create a formation with members of the group on different levels where they hammer the metal into place, using their gestures to show the effort needed. Children decide whether to hammer in unison, in canon, in alternate pairs, etc. Children to practise this motif, then perform to rest of class to discuss effectiveness of each group's motifs. Perform again and fade music out after some time in hammering motif.	Music Track 1 'Industrial Revolution' Titanic ppt.	What are the basic actions? What do you remember about the building of the Titanic? Why is gesture important in dance? Vocab: travel, jump, turn, gesture, stillness, direction, pathway, level, speed, Titanic, build, hard work, exhausted, motif, lift, drag, hammer.
2	To use the basic actions to portray a character from the Titanic.	All – can choose a character from the story and mime actions. Most – can use basic actions to adapt mime into dance. Some – can show changes in levels and dynamics.	Recap on the basic actions. Discuss work motifs from last week and give children time to practise in their groups to Track 1. Look again at Titanic ppt to view passengers and staff on board ship. Pupils to discuss then choose a character who is either working on board Titanic (discuss different jobs such as officer, cook, cleaner, engineer, waiter / steward, look-out, navigator, stoker, etc) or a passenger (1 st , 2 nd or 3 rd class). Give children some time to practise moving (miming) their chosen character either carrying out their job or looking around Titanic without any music. Ask some children to perform to class for others to guess who they have chosen as their character. Now explain that together we will create a motif to show the crew member at work or the passenger seeing the ship for the first time, boarding and then exploring Titanic. Begin with the children who have chosen to be a crew member standing in a frozen 'photograph' of them in stillness performing their job in the centre of the hall. Children who are passengers to stand in stillness around the edge of the hall showing that they are looking at Titanic for the first time. (Insist on using appropriate gesture.) Get children to listen to Track 2. Explain that as music starts, children who are passengers will walk slowly towards the centre of the hall as if they are walking up the gang plank to board Titanic. Remind them to use their gesture. At 11 seconds, when the music crescendos, children who are crew members are to burst into life and start performing job as children as passengers will travel around	Music. Tracks 1 & 2 Titanic ppt.	Which characters do you remember from the Titanic story? How can you adapt mime into dance? Vocab: As lesson 1 + passenger, mime, dynamics, levels, expression, character, crew, officer, dock, well-wishers, job.

			<p>Titanic as if looking around for the first time, checking out the furnishings, waving to well-wishers on the dock, greeting other passengers, etc. Allow time for pupils to practise, then stop them and start to explain how their mimed actions now need to be transformed into dance actions. Remind children that we do this by adding turns, jumps, changes of level, direction & speed and exaggerated actions, even if the character might not actually do that normally. This will ensure motif is danced not mimed. Practise again to music, fading music down after performing for some time, then add this to building motif from the previous lesson, so both motifs are performed one after the other.</p>		
3	<p>To be able to perform still and travelling actions on own and in small groups.</p>	<p>All – will be able to create 3 shapes on own. Most – can perform on own and in groups. Some – can maintain shapes when both still and then travelling.</p>	<p>Recap on basic actions and dance so far with building and character motifs. Practise both motifs. Discuss the weather on the Atlantic Ocean and the icebergs that formed, looking in particular at the shapes of icebergs. Look at pictures of icebergs using Icebergs! ppt. Ask pupils, on their own in a space, to think of and practise 3 jagged, irregular iceberg shapes using their body, which they can hold completely still for 5 seconds. Once they have 3 shapes, get pupils to think about slowly morphing from their first shape, after they have held it for 5 seconds, into their 2nd shape. They should do this slowly and controlled, by turning, rolling, twisting until they emerge, body part at a time, in their next shape. Repeat this for 3rd shape. Get some children to demo good ideas. After 3rd shape has been held for 5 seconds, challenge pupils to find a way to travel around room slowly on feet maintaining their 3rd iceberg shape. (Some children may need to adapt their 3rd shape to be able to travel on their feet.) Give children the stimulus that their iceberg is being slowly moved by the current in the water and as the sea is calm at this point, their movements are slow and controlled. Challenge children to add slow turns and changes of direction and pathway to their travelling, whilst maintaining their iceberg shape as much as possible. Demo good ideas. Now ask pupils to perform this individual motif from the beginning, then when they hear the bell sound in the music, they are to slowly move to a specific space (get children to decide this before practising) in the room to join the other children in their ‘building Titanic’ group from lesson 1. Now give time for children in groups to use their bodies to create one large iceberg shape. There needs to be some physical contact with all members of the group and pupils on different levels and the shape should be able to stay still. Remind children to create irregular, asymmetrical shapes with their body to create an overall effect. Give time to discuss & create, then ask children to perform iceberg motif from start. Add to other motifs if time</p>	<p>Tracks 1 - 3 Icebergs ppt.</p>	<p>What adjectives can you use to describe the icebergs? How can you hold a body shape when travelling?</p> <p>Vocab: As for lessons 1 - 2 + iceberg, frozen, irregular, hold, individual, group.</p>
4	<p>To work together to try to show sudden changes in dynamics.</p>	<p>All – can work in a large group. Most – can perform different dynamics with control. Some – will be able to plan how to change dynamics suddenly when performing.</p>	<p>Recap on all motifs so far. Get children to perform Building the Titanic and Passenger/Crew motifs, reminding children of actions, gesture, directions, pathways, levels, etc. Then discuss iceberg motif from last lesson. Get children to perform this motif again to clarify individual and group work, with the focus on controlled, slow movements and holding shapes still. Now discuss the moment the iceberg hit the Titanic. Ask children to use adjectives to describe this moment. Talk about how the dynamics (speeds, levels, directions, pathways and music) will change in relation to the individual iceberg motif. Now get children to recreate their group iceberg shape from last lesson again. Ask them to decide how they will need to move away from each other to create the effect of the iceberg ‘exploding’ as it is hit by Titanic and that they will need to move suddenly and in</p>	<p>Tracks 1 - 4</p>	<p>What are dynamics in dance? What do you do with your body to suddenly change the dynamics?</p> <p>Vocab: As for lessons 1 - 3 + dynamics, fast, slow,</p>

			<p>different directions. Children are to use their bodies to use the basic actions of travel, turn, jump, directions, pathways and levels to show the iceberg breaking suddenly and then the water gushing into Titanic. Explain that children will become the water as it gushes quickly into every available space on Titanic. Encourage children to move quickly, with lots of changes of actions, directions and levels and try to cover every area of floor space with different parts of their body. Practise this a few times and then ask children to identify the physical changes in their body due to the high intensity of this motif. Now get children to perform both iceberg motifs. Fade music down at end of 2nd iceberg motif for children to slow down and lower body to floor to lie down. If time, add to first 2 motifs and practise entire dance so far.</p>		<p>up, down, sideways, fierce, gentle.</p>
5	<p>To be able to perform showing strong emotions.</p>	<p>All – can describe some of the emotions felt by the people on board. Most – can use their facial expressions and gesture to show strong feelings. Some – will use changes in dynamics along with gestures.</p>	<p>Recap on all motifs so far. Get children to practise all motifs with smooth transitions between them and fading of music in between: Building the Titanic motif, Passengers & crew motif, Individual icebergs leading to group icebergs motif, Titanic hitting the iceberg motif and water racing through Titanic motif. Now discuss how it would have been for passengers and crew when the iceberg hit the Titanic. Discuss emotions and actions when the boat began to fill with water, tip up and then sink. Pupils to create an individual motif where they all start in stillness on the floor as if a passenger or crew member asleep from end of previous motif. Choose one child who awakes immediately as if they felt the Titanic hit the iceberg. They are to wake up another child and gesture to them that something is wrong. They both then go and wake up another child each and repeat gestures. As children are woken up, they then go and wake up another child until all are on their feet and awake. Encourage children to use gestures to appear confused and then concerned as they wake up. Once on feet, children are to use basic actions of travel, turn, jump, stillness, changes of levels, directions and pathways to create a motif that shows passengers trying to get from 3rd class up onto the decks, through a maze of corridors and dead ends. After a certain time of children performing around the floor, direct children to all move towards the same area of the hall to gesture that they have all reached the deck. Stop and ask the children to think about and discuss how they could all work together to create the impression that the boat is tipping up as it starts to sink. Discuss together after some small group talk. Work together to raise arms and stretch upwards as if holding onto railings on the deck as the ship tips upwards. Encourage children to then get to the point when they can no longer hold on anymore and they all fall at the same time down to the floor and begin to travel along the floor using all of their body to perform as if they are then falling and rolling down the deck. Ask children to try to create the impression of trying but failing to scramble back upwards. Get children to use gestures to show panic and trying to help each other, whilst staying down low in the floor and continually moving and rolling downwards. As children reach the other side of the hall, fade music down and get children to slowly come to stillness as if their character has lost their battle with the ocean. Practise and show good examples of motifs to rest of class. Then add to other motifs if time.</p>	Tracks 1 - 5	<p>How do you think people felt when the Titanic started to sink? How can we work together to make it look as if the floor is tipping up?</p> <p>Vocab: As for lessons 1-4 + frightened, anxious, scared, petrified, sink, slide, roll, turn, fall.</p>

6	To perform with control to show a variety of emotions.	<p>All – can perform slow & controlled movements.</p> <p>Most – can repeat a previous motif using gesture to show different emotions.</p> <p>Some – will be able to convey extreme feelings of sadness and loss.</p>	<p>Recap on all motifs so far. Get children to practise all motifs with smooth transitions between them and fading of music in between: Building the Titanic motif, Passengers & crew motif, Individual icebergs leading to group icebergs motif, Titanic hitting the iceberg motif with water racing through Titanic motif and Passengers / Crew waking to find the Titanic sinking, then trying to get to the top deck before Titanic starts to sink motif. Challenge children to remember to use expression and a variety of actions, directions, levels and pathways. Now look at revisiting the Titanic after it has sunk. Revisit the motif from lesson 2 where children looked at different characters from on board the ship. Now discuss performing this motif again from their resting place on floor from sinking motif. However, this time, children are to dance slowly and solemnly to create a 'ghostly' feel as if ship, that is now now under the sea, is almost 'haunted' by its passengers. Discuss how to perform same motif as lesson 2 but on a much slower, sadder scale to show the mood after the tragedy. Discuss the expressions that the children will need to use on their faces and the types of actions (and how they will need to be performed) that will be able to be performed slowly. Ask children to not make eye contact with other 'passengers' and 'crew members' this time, as if there is no feeling anymore as life has gone. Encourage children to still perform different travel actions, jumps, turns, changes of levels, pathways, directions etc. but in a very slow, controlled way. Children to practise and then get them to start at their resting place from the previous sinking motif. Practise to music, with children slowly rising from their resting place one at a time. (Could do register order, for example). After a few minutes of performing, start to fade music out and challenge children to hold stillness mid-actions to finish. Get children to think about their focus with their eyes to end with an image of sadness and melancholy. Practise all motifs as a finished performance.</p>	Tracks 1 - 6	<p>What moods would have been felt by the survivors as they watched others drown? How can we create a ghostly atmosphere?</p> <p>Vocab: As for lessons 1-5 + ghostly, death, sombre, solemn, repeat, melancholy, focus, slow, controlled.</p>
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