<table>
<thead>
<tr>
<th>Session/Date</th>
<th>L/O (Linked to AFs/levels)</th>
<th>LESSON</th>
<th>SEN/Differentiation /Interventions</th>
<th>AFL</th>
<th>Equipment/notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To be able to refine my dance action through rhythm, timing and coordination</td>
<td>Starter- 5mins to change and then all students to move to the Dance studio and warm up (teacher led SAQ)</td>
<td>Warm up- Aerobic warm up- Teacher will lead short aerobic style warm up. Use basic footwork. Activity 1- rhythm game (slap, clap click. Then slap, clap, click and new action e.g. stamp. How many beats? =4. Then slap, clap, click and name. What movement can you do with your name? Activity 2: <strong>Use dance movement cards.</strong> Spread out the movement cards on the floor. Individually pick 3 of them (each a different colour) and try and link them together. Pick one or two to perform them- discuss strengths and weaknesses. Discuss... Think of timing? How long should each movement last for? 4 or 8 beats. How can we do this? Repeating the movement? Continue to practice the routine. Perform 4 individuals at a time. Introduce how to give feedback.</td>
<td>Standard differentiation in the department is: -Setting on ability -Gender setting if appropriate -equipment -Grouping within lessons -questioning -Must,should, could</td>
<td>□ Traffic lights/thumbs up against LO □ RAG against LO or level descriptors □ Targeted questioning □ Self/peer assessment against success criteria</td>
</tr>
<tr>
<td>Keywords/Word of Day</td>
<td>Must: be able to demonstrate a basic understanding of rhythm and timing (level 4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Should: be able to create their own movements using rhythm, timing and coordination (Level 5)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Could: be able to compose a short composition demonstrating an understanding of rhythm. Timing and coordination (Level 6)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Plenary- students to carry equipment to the sports hall and then move to changing rooms and change.</td>
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</tbody>
</table>

**Context:** Relationship with group: Where are we in the scheme of work?
To be able to refine my dance action through rhythm, timing and coordination

**Starter:** 5mins to change and then all students to move to the dance studio and warm up (teacher led)

<table>
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<tr>
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<td>be able to create their own movements using rhythm, timing and coordination (Level 5)</td>
</tr>
<tr>
<td>Could:</td>
<td>be able to compose a short composition demonstrating an understanding of rhythm, timing and coordination (Level 6)</td>
</tr>
</tbody>
</table>

**Tasks/Resources:-**
- Warm up- Aerobic warm up- Teacher will lead short aerobic style warm up. Use basic footwork.
- Discuss 5 basic body movements- gesture, jump, step, turn and travel. Write the examples onto the board.
- Individually, incorporate 5 movements to produce the beginning of a basic composition to last for 24 beats (any 5 above). Recap timing and beats.
- Perform this composition to half class and give feedback. Observing group will try and identify the 5 basic body movements by watching the performance and then feedback to them on their rhythm, timing and coordination.

<table>
<thead>
<tr>
<th>Standard differentiation in the department is:</th>
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<tbody>
<tr>
<td>- Setting on ability</td>
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<tr>
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<tr>
<td>- Grouping within lessons</td>
</tr>
<tr>
<td>- Questioning</td>
</tr>
<tr>
<td>- Must, should, could</td>
</tr>
</tbody>
</table>

**More able students:**

**Less able students:** Low ability pupils will be asked to create a shorter 16 count dance.

**Questioning:**
- G:
- A:
- R: (No hands up; lollipop sticks; discuss with the person next to you)

**Traffic lights/thumbs up against LO**
- RAG against LO or level descriptors
- Targeted questioning
- Self/peer assessment against success criteria

**Marking opportunity:**
- Self
- Peer
- Teacher continual assessment
- Teacher formal assessment

**Plenary:** students to carry equipment to the sports hall and then move to changing rooms and change.
**To be able to create and perform a short dance based on a motif.**

**Tasks/Resources:**
- Warm up: (Near and far) Pupils must choose someone in the class that they are going to keep as far away from as possible. But do not let that person know. When the music begins they should keep as far away as possible, moving around the space (skipping, marching, side-stepping + arm actions).

Activity 1: Recap from previous lesson. 5 mins to practice individual movements. Pick 2 or 3 to perform their individual composition to the class. Discuss what was good with their performance and how they could improve?

Activity 2- Pairs- show partner individual sequence of movements. Choose a total of 6 from both and then compose a short composition with their partner.

Peer assessment: Groups will pair up, one will perform and give feedback and then swap over. Observers should suggest 2 stars and a wish for the group. The focus for the observation will be on maintaining rhythm and appropriateness of the movement for the chosen motif.

**Keywords/Word of the Day**
- choreography, motif (a theme that is repeated or elaborated on), theme, -counts, levels.

**Plenary-** students to carry equipment to the sports hall and then move to changing rooms and change.
<table>
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<tr>
<th><strong>Keywords/Word of the Day</strong></th>
<th><strong>Tasks/Resources</strong></th>
<th><strong>Differentiation will mainly be through</strong></th>
</tr>
</thead>
</table>
| choreography, motif (a theme that is repeated or elaborated on), theme, -counts, levels. | Starter- 5mins to change and then all students to move to the dance studio and warm up (teacher led)  
Must:  
Be able to create a short dance based on a motif (Level 4)  
Should:  
Be able to create appropriate dance movements for their chosen motif and maintain rhythm and timing whilst performing as part of a team (Level 5)  
Could:  
Be able to assess a peers performance according to the given criteria and suggest ways of improving (Level 6)  
| Warm up: (Near and far) Pupils must choose someone in the class that they are going to keep as far away from as possible. But do not let that person know. When the music begins they should keep as far away as possible, moving around the space (skipping, marching, side-stepping + arm actions).  
5min prep time to rehearse dance from last lesson  
Activity 1: Discuss different levels- high, medium and low. Students to incorporate them into their compositions. Discuss canon and unison- is there any in the students’ work?  
Peer assessment : Pupils will focus on how effective their use of levels were.  
Teacher or non-doer to video performances | Standard differentiation in the department is:  
-Setting on ability  
-Gender setting if appropriate  
-equipment  
-Grouping within lessons  
-questioning  
-Must,should,could |

<table>
<thead>
<tr>
<th><strong>Plenary</strong></th>
<th><strong>Keywords/Word of the Day</strong></th>
<th><strong>Marking opportunity:</strong></th>
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</table>
| students to carry equipment to the sports hall and then move to changing rooms and change. | Traffic lights/thumbs up against LO  
RAG against LO or level descriptors  
Targeted questioning  
Self/peer assessment against success criteria | Self  
Peer  
Teacher continual assessment  
Teacher formal assessment |
<table>
<thead>
<tr>
<th><strong>Keywords/Word of the Day</strong></th>
<th><strong>Be able to create and perform a short motif showing sensitivity to the stimuli</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Starter</strong></td>
<td><strong>Cricket dance - class discussion on the umpiring signals used in cricket. How many do they already know? Teacher will then introduce keywords - choreography, motif, counts, levels, stimuli.</strong></td>
</tr>
<tr>
<td><strong>Must:</strong></td>
<td><strong>Be able to perform their dance movements using the cricket umpiring signals (Level 4)</strong></td>
</tr>
<tr>
<td><strong>Should:</strong></td>
<td><strong>Be able to practically manipulate motif/dance, in more than one way. (Level 5)</strong></td>
</tr>
<tr>
<td><strong>Could:</strong></td>
<td><strong>be able to use a wide range of movements, levels and floor patterns in their composition. (Level 6)</strong></td>
</tr>
<tr>
<td><strong>Tasks/Resources:</strong></td>
<td><strong>Warm up - use the signals (have on overhead projector or handout - see cricket level 1 folder) show/discuss how these signals can be altered using the 5 basic body movements (gesture, jump, step, turn and travel).</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Split the class the class into small groups. They can start by selecting 3 of the signals and incorporating them into a short composition. They must consider levels and unison &amp; canon. Peer assessment: Groups to perform one at a time. Class to give feedback. Teacher or non-doer to record performances.</strong></td>
</tr>
<tr>
<td><strong>Plenary:</strong></td>
<td><strong>Students to carry equipment to the sports hall and then move to changing rooms and change.</strong></td>
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**Differentiation:**
- Standard differentiation in the department is:
  - Setting on ability
  - Gender setting if appropriate
  - Equipment
  - Grouping within lessons
  - Questioning
  - Must,should,could

**More able students:**

**Less able students:**

**Questioning:**
- **G:**

**A:**

**R:**
- (No hands up; lollipop sticks; discuss with the person next to you)
<table>
<thead>
<tr>
<th><strong>Keywords/Word of the Day</strong></th>
<th>choreography, motif, counts, levels.</th>
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</thead>
<tbody>
<tr>
<td><strong>To be able to</strong></td>
<td>manipulate a motive and explain which dance components a group has used to do this.</td>
</tr>
<tr>
<td><strong>Starter</strong></td>
<td>5mins to change and then all students to move to the dance studio and warm up (teacher led)</td>
</tr>
<tr>
<td><strong>Must:</strong></td>
<td>Be able to perform their dance form the previous lesson (Level 3)</td>
</tr>
<tr>
<td><strong>Should:</strong></td>
<td>Be able to practically manipulate motif/dance, in more than one way. (Level 4)</td>
</tr>
<tr>
<td><strong>Could:</strong></td>
<td>Be able to explain how a dance has been altered (Level 5)</td>
</tr>
<tr>
<td><strong>Tasks/Resources:</strong></td>
<td>Discussion- how floor patterns change the dynamics of a group? Incorporate this into composition.</td>
</tr>
<tr>
<td><strong>Manipulating the motif:</strong></td>
<td>Pupils must go away into their groups and manipulate their movement, using floor patterns.</td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
<td>Pupils will perform original piece of movement, combined with their new piece of movement and the audience has to explain how they have changed it (see checklist above). Observers will give 2 stars and wish for how they could further develop the dance.</td>
</tr>
<tr>
<td><strong>Teacher to video performance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Differentiation:</strong></td>
<td>Standard differentiation in the department is: Setting on ability, gender setting if appropriate, equipment, grouping within lessons, questioning, Must, should, could</td>
</tr>
<tr>
<td><strong>More able students:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Less able students:</strong></td>
<td></td>
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<td><strong>R:</strong></td>
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<td><strong>Plenary</strong></td>
<td>students to carry equipment to the sports hall and then move to changing rooms and change.</td>
</tr>
<tr>
<td>Be able to perform set dances showing an understanding of style</td>
<td>Starter- Change and move to dance studio- write this question onto the boards in the changing room “what actions/movements have we learned so far?”</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Must:</strong> be able to perform the set dance showing some awareness of rhythm, timing and coordination (Level 4)</td>
<td><strong>Tasks/Resources:</strong> Thinking time: then discuss the question from the changing room. Write the answers onto the board- these are the keywords for today.</td>
</tr>
<tr>
<td><strong>Should:</strong> be able to perform the set dance showing good awareness of rhythm, timing and coordination (Level 5)</td>
<td>Show video of the blues brothers where they perform a dance to ‘shake a tail feather’ Discuss the movements and the names that went with them</td>
</tr>
<tr>
<td><strong>Could:</strong> help to teach others who are struggling with the movements (Level 6)</td>
<td>Teacher to teach the Set dance with and without the music (will take two lessons)</td>
</tr>
<tr>
<td><strong>Keywords/Word of the Day</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Plenary:</strong> Which level are working too? Why? What do you need to work on to get to the next level? What keywords have we used today?</td>
<td><strong>Differentiation:</strong> Standard differentiation in the department is: -Setting on ability -Gender setting if appropriate -equipment -Grouping within lessons -questioning -Must,should,could</td>
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<td></td>
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</table>
### Starter
Teacher will recap learning from last lesson using Q&A. Teacher will then introduce keywords - Choreographic devices.

### Tasks/Resources
- Recap set dance.
- Break down into small groups and practice the set dance. Consider timing with music and others.

### AFL:
Pupils to come together, thumbs up have mastered the set dance. Thumbs in the middle, kind of done the above, but watch others to be reminded. Thumbs down have not yet learned the set dance.

### Thumbs up:
- To lead small groups of people

### Thumbs down:
- Pupils to continue to work on the set piece, following a designated leader.

### Perform as class/ video for effect:
Where do we need to improve? Emphasis is on timing because next week we need to produce our own piece and finish in time for the set piece as a class.

### Plenary:
Half the class to perform their routines - audience to provide feedback on strengths and areas to improve.
Teacher will recap learning from last lesson using Q&A.

**Tasks/Resources—**

Warm up: (Near and far) Pupils must choose someone in the class that they are going to keep as far from as possible. But do not let that person know. When the music begins they should keep as far away as possible, moving around the space (skipping, marching, side-stepping + arm actions).

5 mins practice and run through their dances-then start to create their own routines

Developing choreographic ideas- Students to break down into groups of 4 or 5. In these groups create and perform a sequence of 32 beats of movement related to the stimuli. *This must finish ready to perform the end of the dance as a whole class.*

AFL: Pupils to come together, thumbs up have created their motif. Thumbs in the middle, kind of done the above. Thumbs down have not yet done this. Thinking time- do you agree with person x’s self-assessment? Why/why not?

**Keywords/Word of the Day—**

- **Self**
- **Peer**
- **Teacher**

Continual assessment

**Marking opportunity:**

- Traffic lights/thumbs up against LO
- **RAG** against LO or level descriptors
- Targeted questioning
- Self/peer assessment against success criteria

**Students to perform to the rest of the class and audience to give feedback—REE to video their routine**

---

**Differentiation:**

Standard differentiation in the department is:

- Setting on ability
- Gender setting if appropriate
- Equipment
- Grouping within lessons
- Questioning
- Must, should, could

More able students:

Less able students:

Questioning:

G:

A:

R:

(No hands up; lollipop sticks; discuss with the person next to you)
<table>
<thead>
<tr>
<th>To be able to explain cannon, unison and incorporate these into your dance.</th>
<th>Teacher will recap learning from last lesson using Q&amp;A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must:</strong> Be able to explain cannon and unison. <em>(Level 3)</em></td>
<td>Tasks/Resources- Developing work- Pupils will work in their groups from last time and will recap their piece of dance movement and focus on start and finish positions (teacher to give groups areas to work in).</td>
</tr>
<tr>
<td><strong>Should:</strong> Be able to incorporate cannon and unison into your dance movement. <em>(Level 4)</em></td>
<td>Whole class- try and perform your group dances in time to go straight into the set piece. Work on making this link smooth/fluent. They will use their motif from last lesson to do this.</td>
</tr>
<tr>
<td><strong>Could:</strong> Be able observe and identify elements of cannon and unison in a peer’s performance. <em>(Level 5)</em></td>
<td>Perform as a half class- group piece and then set dance. Repeat with second half of the class.</td>
</tr>
</tbody>
</table>

**Keywords/Word of the Day**

**Plenary:** Students to perform to the rest of the class and audience to give feedback- REE to video their routine

**Differentiation:**
- Standard differentiation in the department is:
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  - Grouping within lessons
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  - Must, should, could

**More able students:**

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**Questioning:**

**G:**

**A:**

**R:**
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**Marking opportunity:**

**Traffic lights/thumbs up against LO**

**RAG against LO or level descriptors**

**Targeted questioning**

**Self/peer assessment against success criteria**

**Teacher continual assessment**

**Teacher formal assessment**
<table>
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<tr>
<th>To be able to perform a routine, showing understanding of the key movements and concepts of dance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Must:</strong> be able to perform as part of a group (Level 3)</td>
</tr>
<tr>
<td><strong>Should:</strong> be able to follow the set piece linking movements fluently from group piece to set dance. (Level 4)</td>
</tr>
<tr>
<td><strong>Could:</strong> be able to evaluate my performance showing an understanding of where I can improve and what I did well. (Level 5)</td>
</tr>
</tbody>
</table>

Teacher will recap learning from last lesson using Q&A.

**Tasks/Resources:**
- Developing work: Pupils will work in their groups from last time and will practise their piece of dance movement.
- Pupils will work in their groups focussing on finishing their routine in time for the group piece.
- Performance: Pupils will perform to the group, demonstrating that they have acted on the advice/feedback given in previous lessons.

**Differentiation:**
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  - Gender setting if appropriate
  - Equipment
  - Grouping within lessons
  - Questioning
  - Must, should, could
- More able students:
- Less able students:

**Questioning:**

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(No hands up; lollipop sticks; discuss with the person next to you)

**Traffic lights/thumbs up against LO**

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**Self/peer assessment against success criteria**

**Marking opportunity:**

**Self**

**Peer**

**Teacher continual assessment**

**Teacher formal assessment**

Plenary: Students to perform to the rest of the class and audience to give feedback- REE to video their routine