

Area: Dance	Half-term:	Year Group: 5-6 No. of children: 30	Title of Unit:
<b>Introduction</b>	<b>Lesson One</b>	<b>Lesson Two</b>	<b>Lesson Three</b>
	Warm up by stretching ( to a piece of music if you want to). Emphasise various body movements - expressive arm movements, glides, pointed toes, different heights. Try to put emphasis on graceful movements which will fit with the music that is to follow.	Warm up, then recap work on moving into and out of shapes. Demonstrate your own movements, and pick up on and refine the children's own ideas.	Children to work with a partner. Explain that music ( <i>Habenera from Carmen</i> by Bizet) involves two people. Listen to music. Can they hear the two people? What might they be doing? Share ideas as a class. How might we use dance to show what is going on?
<b>Development</b>	<b>Music: <i>Solveigh's Song</i> (Grieg)</b>	<b>Music: <i>Solveigh's Song</i> (Grieg)</b>	<b>Music: <i>Habenera from Carmen</i>: (Bizet)</b>
	Listen to the music. What pictures does it bring to mind? Tell someone near you what you can "see". Share ideas as a class. What sort of movements would work well with this music? Explore ideas individually for the first 30 to 40 seconds of the music. Consider starting positions, use of expressive gesture, different heights.	Listen again to music from last week. Remember and practise own sequence. Teach sequence to a partner, and they learn your sequence. Then both partners perform their own sequence <u>at the same time</u> so it's one dance with two different parts. Are there any points where they can come together, for example linking symmetrically, or for a hold?	Each pair work out a sequence to the music. Stop every so often to share ideas with the class. Work with pairs to improve their work.
<b>Conclusion</b>			
	Work with a partner. Can you make some symmetrical shapes? Find a way to move into position, form a shape and move away. What about a hold, where one person is supporting the other. Move into/move away. Shape with one partner high, one low. Shape where the movement is continuous, e.g. one partner reaches out for the other and pulls them in. Share ideas. Warm down.	Half the class perform their paired routines whilst the rest observe, looking for good points, and things that could be improved. Share these points, then the other half of the class perform. Warm down to finish.	Half the class perform their paired routines whilst the rest observe, looking for good points, and things that could be improved. Share these points, then the other half of the class perform. Warm down to finish. Back in class, get children to write an explanation of the story behind their dance. This would make a good homework activity.
	<b>Assessment criteria</b>	<b>Resources needed</b>	<b>Objectives</b>
	Observation, using class ticklist of objectives in lessons five and six.	Tape recorder, tapes of required music. Drum.	1) Practise, improve, refine and repeat a sequence of movement with > accuracy. 2) Judge own and others' performance. 3) Work as part of a group, e.g. mirroring, complementing, copying, meeting and parting.

Area: Dance	Half-term: Jan-Feb 2000, 2002	Year Group: 5-6 No. of children: 30	Title of Unit:
<b>Introduction</b>	<b>Lesson Four</b>	<b>Lesson Five</b>	<b>Lesson Six</b>
	Warm up. Copy teacher's movement (to a piece of music if you want to). Do the opposite of the teacher's movement. Using same partner as last week, copy partner's movement; do opposite. Practise several times.	Warm up. Children all find a low starting position - make it look interesting. Teacher beats out slow, powerful drum rhythm, children begin to rise, spikily to the rhythm. Put in dramatic turns and jumps. These can be applied to the music that follows.	Recap work done last week to " <i>Fanfare for the Common Man</i> " and practise, to the music, the two drum parts and two tuned parts.
<b>Development</b>	<b>Music: <i>Habanera from Carmen</i> (Bizet)</b>	<b>Music: <i>Fanfare for the Common Man</i> (Copeland)</b>	<b>Music: <i>Fanfare for the Common Man</i> (Copeland)</b>
	Recap sequence from last week, and refine by adding some copying or opposite work. Consider how to move in and out of movement. Now add a supported hold somewhere else in the sequence (or a continuous movement or a high/low). Teacher can assess children's progress on ticklist.	Listen to the first minute of the music (which is an extract, not the beginning). Everybody move to the drum part, but remain still during other parts. Split the class in half. Get each half responding to the drums in different way, so that two parts are being performed to same stimulus.	Choreograph children to produce a dance to the music, with four parts. The music lasts about 1minute 50 seconds, but not all of it need be used. Repeat the dance a number of times, aiming towards a finished performance, ( using some of these to assess the children). If possible, perform the dance to audience now or at later date (e.g. in assembly).
<b>Conclusion</b>			
	Half the class perform their paired routines whilst the rest observe, looking for good points, and things that could be improved. Share these points, then the other half of the class perform. Warm down to finish.	Consider what sort of movements could be made to the rest of the music. How could we make these a real contrast to the drum parts? Experiment with movements, then split the class in half as before, so that two parts are being performed to the same stimulus.	Recap the other two pieces of music used this half term. Let children, in their pairs, reprise their dances.
	<b>Assessment criteria</b>	<b>Resources needed</b>	<b>Objectives</b>
	Observation, using class ticklist of objectives in lessons five and six.	Tape recorder, tapes of required music. Drum.	1) Practise, improve, refine and repeat a sequence of movement with > accuracy. 2) Judge own and others' performance. 3) Work as part of a group, e.g. mirroring, complementing, copying, meeting and parting.