

Dance 1 (Year 3)

Unit Overview

Summary

This unit focuses on simple cheerleading arm positions and basic movement actions. Pupils will have the opportunity to perform solo, in partners, groups and as a whole class.

Prior learning

Pupils will have been introduced to different movements and skills based in dance. Pupils will understand the concept of a dance phrase and how different dance movements can be linked together to form a group and whole class dance phrase.

Teaching Tips

- SKILL DEVELOPMENT ACTIVITY - 'Dish Challenge'. A skill development activity is designed for pupils to focus on a single or few skills that are to be developed during a unit of work. These should be undertaken before commencing lesson 1, recording a benchmark score for each pupil. They should also be undertaken again at the end of the unit of work, recording scores to measure any improvements. Pupils can do the activity as many times as they wish during the unit.
- Timings in the lesson are based on one hour. This includes time at either end of the lesson for pupils to get changed. Timings may need to be adjusted accordingly if the lesson is less than one hour.
- Safety – Gymnastics mats used one between two or one per pupil. Pupils should remove shoes and socks for each lesson.
- The Class Teacher should use a clear signal for when the pupils must stop and show they are listening.
- Dance partners or groups will work best with a mixture of boys and girls (if possible) and with varying abilities. These can be changed each week, but should be kept the same for the final dance phrase performance.
- The aim of this unit is to use basic choreography, engage all pupils in dance, increase their body awareness, creativity and develop choreographic skills, performance skills and appreciation.
- Before learning the dance techniques, pupils should be introduced to Cheerleading by using a variety of cheerleading images and videos (including at sporting events).
- The aim of this unit is to create a final performance that could be performed to others or used at a sporting event.
- Before teaching this unit, Class Teachers should familiarise themselves with the basic arm positions and movements taught.

Lesson 1 (Year 3)

Lesson Overview

Learning Objectives:

To be able to perform simple Cheerleading arm positions and basic movement actions.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can respond to a beat using music.

Pupils are able to work in a group to select learnt arm positions to create a short dance phrase.

Key Vocabulary:

Phrase (a gesture or movement), stance.

Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space (for cool down).
- Marching music.
- Percussion instrument.
- Coloured pom-poms.

Warm Up (10 minutes)

- 1 **SKILL DEVELOPMENT ACTIVITY - 'Dish Challenge.'** It is suggested that you implement this 'SKILL DEVELOPMENT ACTIVITY' before commencing with the unit (See Teacher Tips for more information about what SKILL DEVELOPMENT ACTIVITIES are and how/when to conduct them).
- 2 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.
- 3 **KEY TEACHING POINT** - Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.
- 4 **Beats** - Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils travel around the space in different ways repeating the beat using different actions.
- 5 **KEY TEACHING POINT** - On command from the Class Teacher, the pupils change the way they copy the beat with their bodies:
 - **Feet** - Stamp feet on the spot.
 - **March** -Stamp feet whilst moving around the space.
 - **Clap** - Clap the beat on the spot.
 - **Tap** - Use two fingers to tap beat onto the palm of hand.
 - **Hop** - Hop around the space.
- 6 **KEY TEACHING POINT** - Can pupils find their heart? Where is the heart? Help pupils to describe what happens to the heart during dance activity.
- 7 **Transition** - Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate these different movements.

VARIATION

Class Teacher to use a beat of 4.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands/hold up cards.

PUPIL TALK

Can pupils describe what happens to their breathing when they are active?

Main (30 minutes)

1 Class Teacher to introduce the dance topic of Cheerleading. Inform the pupils that they will be creating dance phrases based on different Cheerleading arm positions and movements. (Optional) Show the pupils a variety of cheerleading images and videos (including at sporting events).

2 **KEY TEACHING POINT** - Class Teacher to start by demonstrating the beginning stance and cheer stance:

- Beginning Stance (**See image 1**) - Feet together, hands down by the sides in fists.
- Cheer Stance (**See image 2**) - Feet slightly more than shoulder width apart, hands down by the sides in fists.

3 **Freeze Stance** - Class Teacher to play some music (this could be something with a beat or a song familiar to pupils).

Pupils to march around the space, turning to face the front and recreating a Cheer Stance when the music stops. When the music starts again the pupils continue to move around the space.

4 **KEY TEACHING POINT** - Class Teacher to demonstrate arm positions to the pupils (each new sequence will start from the Cheer Stance position):

- Tabletop (**See image 3**) - Arms bent at elbow, fists in front of shoulders.
- High V (**See image 4**) - Feet slightly more than shoulder width apart, hands in fists, arms extended up above head to form a 'V'.
- Low V (**See image 5**) - Feet slightly more than shoulder width apart, hands in fists, arms extended down to form a 'V'.
- Diagonal (**See image 6**) - Feet slightly more than shoulder width apart, hands in fists, one arm extended in a 'High V' and the other extended in a 'Low V' (can be either left or right arm extended up).
- Touchdown (**See image 7**) - Feet slightly more than shoulder width apart, hands in fists facing towards body, arms extended up straight and parallel.
- Low Touchdown (**See image 8**) - Feet slightly more than shoulder width apart, hands in fists facing towards body, arms extended down straight and parallel.

PUPIL TALK

Encourage pupils to discuss what cheerleading is, where they might have seen it performed and why it is performed.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate different movements.

VARIATION

Pupils could move/dance around the space, then recreate either the Beginning Stance or Cheer Stance based on a command from Class Teacher.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out different commands.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

5 **Performance** - With music playing in background, Class Teacher to call out and demonstrate creating a sequence of arm positions. Each arm position to be held for a count of 8.

6 **KEY TEACHING POINT** - Class Teacher model sample feedback questions:

- What did they do well?
- What things did they show when performing?
- Which vocabulary words would you use to describe their performance?

VARIATION

Each arm position to be held for a count of 4.

EXTEND

Class Teacher to start in the order demonstrated, then mix up the order of the different positions.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out the different arm positions.

PUPIL TALK

Ask a pupil to choose movement or position they enjoyed and explain why.

Cool Down (10 minutes)

1 Repeat '**Beats**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands/hold up cards.

2 **Stretching** - Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class

Teacher to give pupils instructions:

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling. As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** - With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3 and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

LEADERSHIP OPPORTUNITY

Ask two pupils to tap the other pupils on the shoulder.

Lesson 2 (Year 3)

Lesson Overview

Learning Objectives:

To be able to perform simple Cheerleading arm positions and basic movement actions in partners.

Success Criteria:

Pupils can explore, repeat and link a range of actions with co-ordination.

Pupils can respond to a beat using music.

Pupils are able to work in partners to select learnt arm positions in order to create a short dance phrase.

Key Vocabulary:

Phrase (a gesture or movement), stance.

Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space.
- Marching music.
- Percussion instrument.
- Coloured pom-poms.

Warm Up (10 minutes)

1 **SKILL DEVELOPMENT ACTIVITY-** *'Dish Challenge'*. Complete this activity, recording the latest scores before moving to step 2. (See Teacher Tips for more information about what SKILL DEVELOPMENT ACTIVITIES are and how/when to conduct them).

2 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.

3 **KEY TEACHING POINT** - Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.

4 **Beats** - Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils travel around the space in different ways repeating the beat using different actions.

5 **KEY TEACHING POINT** - On command from the Class Teacher, the pupils change the way they copy the beat with their bodies:

- **Feet** - Stamp feet on the spot.
- **March** - Stamp feet whilst moving around the space.
- **Clap** - Clap the beat on the spot.
- **Tap** - Use two fingers to tap beat onto the palm of hand.
- **Hop** - Hop around the space.

6 **KEY TEACHING POINT** - Can pupils recall where their heart is? Help pupils to secure their understanding of what happens to the heart before, during and after dance activity.

7 **Transition** - Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate these different movements.

VARIATION

Class Teacher to use a beat of 4.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands/hold up cards.

PUPIL TALK

Can pupils describe what happens to their breathing when they are active?

Main (30 minutes)

- 1 Class Teacher to remind the pupils about the dance topic of Cheerleading. Inform the pupils that they will be using Cheerleading arm positions and movements to create their own short, simple dance phrases. (Optional) Show the pupils a variety of cheerleading images and videos (including at sporting events).
- 2 **KEY TEACHING POINT** - Class Teacher to start by reminding the pupils of the beginning stance and cheer stance:
 - Beginning Stance (**See image 1**) - Feet together, hands down by the sides in fists.
 - Cheer Stance (**See image 2**) - Feet slightly more than shoulder width apart, hands down by the sides in fists.
- 3 **KEY TEACHING POINT** - Class Teacher to demonstrate the arm positions from the previous lesson to the pupils (each new sequence will start from the Cheer Stance position):
 - Tabletop (**See image 3**).
 - High V (**See image 4**).
 - Low V (**See image 5**).
 - Diagonal (**See image 6**).
 - Touchdown (**See image 7**).
 - Low Touchdown (**See image 8**).
- 4 **KEY TEACHING POINT** - Class Teacher to demonstrate new arm positions to the pupils (each new sequence will start from Cheer Stance position):
 - Overhead Clasp (**See image 9**) - Feet slightly more than shoulder width apart, arms extended up above head clasping hands together.
 - Low Clasp (**See image 10**) - Feet slightly more than shoulder width apart, arms extended low clasping hands together.
 - T (**See image 11**) - Feet slightly more than shoulder width apart, hands in fists, both arms extended to the side and parallel to the ground.
 - Half T (**See image 12**) - Feet slightly more than shoulder width apart, hands in fists, both arms bent at the elbow and parallel to the ground.
 - Bow And Arrow (**See image 13**) - Feet slightly more than shoulder width apart, hands in fists, one arm extended to the side and one arm bent at the elbow in a half T.
 - Punch (**See image 14**) - Feet slightly more than shoulder width apart, hands in fists, one arm extended up straight, one arm on hip (can be either left or right arm extended).
 - L (**See image 15**) - Feet slightly more than shoulder width apart, hands in fists, one arm extended up straight, one extended to the side (can be either left or right arm extended).

PUPIL TALK

Encourage pupils to discuss the different arm positions they used in the previous lesson.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate different movements.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

VARIATION

Pupils could dance around the space, then recreate the different arm positions when called out.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

5 **Freeze Stance** – Class Teacher to play some music (this could be something with a beat or a song familiar to pupils). Pupils to march around the space, turning to face the front and recreating the different arm positions when called out.

6 **Improvisation** - Inform the pupils they will now be working in partners to create their own dance phrase using 2 - 3 arm positions, holding each for a count of 8. Pupils to use some of the movements from this lesson as well as from the previous lesson.

7 **Performance** - Class Teacher to choose pair to perform their dance phrase to the class (with music in background).

8 **KEY TEACHING POINT** – Class Teacher model how to give praise.

- Positions or movements the children did well, or whether the children worked well as a team by mirroring.
- One thing to think about for next time.

9 **KEY TEACHING POINT** - Class Teacher model sample feedback questions:

- What did they do well?
- What movement ideas did the performers use? (levels, speed, space, dynamics)
- What challenge would you set the performers?

10 Pupils to perform their dance phrase to another pair, giving feedback to performance using 'Wow and Now'.

EXTEND

Class Teacher could use arm positions from previous lesson as well as the arm positions just learnt.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out different commands.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss the arm positions they would like to use in their dance phrase.

EXTEND

Pupils could use 4 - 6 arm positions, holding each for a count of 4.

VARIATION

Pupils to use coloured pom-poms in simple bounce and stretch movements.

LEADERSHIP OPPORTUNITY

Ask a pupil to choose movement or position they enjoyed and explain why.

PUPIL TALK

Pupils to discuss their 'Wow and Now' with their partner.

EXTEND

Pupils to perform their dance phrase again using feedback to improve their performance.

Cool Down (10 minutes)

1 Repeat '**Beats**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands/hold up cards.

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling. As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** - With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3 and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder, pupils to line up ready to go back to class.

Lesson 3 (Year 3)

Lesson Overview

Learning Objectives:

To be able to perform simple Cheerleading arm positions and basic movement actions in a group.

Success Criteria:

Pupils can explore, repeat and link a range of actions with co-ordination.

Pupils can respond to a beat using music.

Pupils are able to work in a group to select learnt arm positions and movements to create a short dance phrase.

Key Vocabulary:

Phrase (a gesture or movement), stance, choreographic.

Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space.
- Marching music.
- Percussion instrument.
- Coloured pom-poms.

Warm Up (10 minutes)

<p>1 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.</p>	
<p>2 KEY TEACHING POINT - Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.</p>	<p>LEADERSHIP OPPORTUNITY Ask a pupil to demonstrate these different movements.</p>
<p>3 Taps - Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils to keep an even beat for a count of 8, tapping their feet, then knees, hips, shoulders, then clapping hands. Then this continues for a count of 4, then 2, then finally 1, trying to keep to the rhythm. At the end they sit down.</p>	<p>VARIATION Using a range of movements rather than tapping, moving the body in different ways. Take the beats on a journey around the learning space.</p>
<p>4 KEY TEACHING POINT - Can pupils describe how their heart rate changes before, during and after dancing. Are they able to link the breathing rate to the heart rate? Do they recognise oxygen as important for cell activity in the muscles? Can they begin to understand what happens when muscles don't get enough oxygen?</p>	<p>PUPIL TALK Why does our heart rate and breathing increase during activity? What molecule is required by our muscles? Why do our muscles ache if we don't get enough of this molecule?</p>
<p>5 Transition - Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p>	

Main (30 minutes)

1 Class Teacher to remind the pupils about the dance topic of Cheerleading. Inform the pupils that they will be using Cheerleading arm positions and movements to create their own short, simple dance phrase within a group. (Optional) Show the pupils a variety of cheerleading images and videos (including at sporting events).

2 **KEY TEACHING POINT** - Class Teacher to start by reminding the pupils of the beginning stance and cheer stance:

- Beginning Stance (**See image 1**) - Feet together, hands down by the sides in fists.
- Cheer Stance (**See image 2**) - Feet slightly more than shoulder width apart, hands down by the sides in fists.

3 **KEY TEACHING POINT** – Class Teacher to demonstrate the arm positions from the previous lessons to the pupils (each new sequence will start from Cheer Stance position). Pupils to be find a space facing the Class Teacher so they can mirror the positions.

- Tabletop (**See image 3**).
- High V (**See image 4**).
- Low V (**See image 5**).
- Diagonal (**See image 6**).
- Touchdown (**See image 7**).
- Low Touchdown (**See image 8**).
- Overhead Clasp (**See image 9**).
- Low Clasp (**See image 10**).
- T (**See image 11**).
- Half T (**See image 12**).
- Bow And Arrow (**See image 13**).
- Punch (**See image 14**).
- L (**See image 15**).

4 **Freeze Stance** - Class Teacher to play some music (this could be something with a beat or a song familiar to pupils). Pupils to march around the space, turning to face the front and recreating the different arm positions when called out.

PUPIL TALK

Encourage pupils to discuss the different arm positions they used in the previous lesson.

VARIATION

Class Teacher could show the pupils a variety of cheerleading images and videos (including at sporting events).

EXTEND

Class Teacher to write down different arm positions (possibly with a simple drawing) to remind pupils.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

VARIATION

Pupils could dance around the space, then recreate the different arm positions when called out.

EXTEND

Class Teacher could use arm positions from previous lesson as well as the arm positions just learnt.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out different commands.

- 5** **KEY TEACHING POINT** - Class Teacher to lead pupils' movement exploring different arm and body patterns by moving around in the space:
- **Speed** - Slow-fast, Fast-slow.
 - **Level** - Low to high.
 - **Space/Travel** - Travelling in a straight line, zig-zags, arcing, narrow-wide.
 - **Jumps** - Star, pencil, straddle, tuck.
- 6** **Composition** - Pupils to be arranged in group of 5 or 6. Inform pupils they are going to work together to create a short dance phrase of 3 - 4 arm positions with movements using ideas from previous task.
- 7** **KEY TEACHING POINT** – Class Teacher to model ***dance phrase ideas**. For example:
- Beginning Stance.
 - Cheer Stance.
 - 2 arm positions holding for a count of 4.
 - Movement.
 - 2 arm positions holding for a count of 4.
 - Jump.
 - End position.
- 8** **Improvisation** - Inform the pupils they will now be working in groups to create their own dance phrase. Pupils to use some of the arm position and movements from the previous lessons.
- 9** **Performance** - Class Teacher to choose groups to perform their dance phrases to the class (with music in background).
- 10** **KEY TEACHING POINT** - Class Teacher model how to give praise.
- Positions or movements the children did well, or whether the children worked well as a team by mirroring.
 - One thing to think about for next time.

EXTEND

Encourage pupils to explore their own shapes.

EXTEND

Pupils could implement choreographic devices - Working in groups using unison/cannon.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss the arm positions and movements they would like to use in their dance phrase.

How will the dance phrase look to an audience?

EXTEND

Encourage pupils to think about mirroring a partner or starting movements at different times.

VARIATION

Pupils to use coloured pom-poms.

LEADERSHIP OPPORTUNITY

Ask a pupil to choose movement or position they enjoyed and explain why.

11 **KEY TEACHING POINT** – Class Teacher model sample feedback questions:

- What did they do well?
- What movement ideas did the performers use? (levels, speed, space, jumps).
- What challenge would you set the performers?

12 Pupils to perform their dance phrase to another group, giving feedback to performance using 'Wow and Now'.

PUPIL TALK

Pupils to discuss their 'Wow and Now' with their group.

EXTEND

Pupils to perform their dance phrase again using feedback to improve their performance.

Cool Down (10 minutes)

1 Repeat 'Taps' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands/hold up cards.

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** - With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3 and breathe out for a count of 3.

LEADERSHIP OPPORTUNITY

Ask two pupils to tap the other pupils on the shoulder.

Lesson 4 (Year 3)

Lesson Overview

Learning Objectives:

To be able to perform simple Cheerleading arm positions and basic movement actions in a group.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can respond to a beat using music.

Pupils are able to work in a group to select learnt arm positions and movements to create a short dance phrase.

Pupils can use choreographic devices to enhance their dance phrases.

Key Vocabulary:

Phrase (a gesture or movement), stance, choreographic, cannon.

Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space.
- Marching music.
- Percussion instrument.
- Coloured pom-poms.

Warm Up (10 minutes)

- 1 SKILL DEVELOPMENT ACTIVITY- 'Dish Challenge'.** Complete this activity, recording the latest scores before moving to step 2. (See Teacher Tips for more information about what SKILLS DEVELOPMENT ACTIVITIES are and how/when to conduct them).
- 2** Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.
- 3 KEY TEACHING POINT** - Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.
- 4 Taps** - Class Teacher taps 8 times with a percussion instrument, keeping an even beat.
Pupils to keep an even beat for a count of 8, tapping their feet, then knees, hips, shoulders, then clapping hands.
Then this continues for a count of 4, then 2, then finally 1, trying to keep to the rhythm. At the end they sit down.
- 5 KEY TEACHING POINT** - Can pupils recall the molecule needed for adequate muscle function during times of increased activity? Introduce the words aerobic (Muscles using oxygen to work) and Anaerobic (Muscles not using oxygen), when there isn't enough oxygen to get into the body quick enough.
- 6 Transition** - Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate these different movements.

VARIATION

Using a range of movements rather than tapping, moving the body in different ways. Take the beats on a journey around the learning space.

Main (30 minutes)

1 Class Teacher to remind the pupils about the dance topic of Cheerleading. Inform the pupils that they will be continuing to work on their group dance phrases based on different Cheerleading arm positions and movements. This week they will be focussing on completing their own group choreography and performing a jump or trick, travelling across the room, individually or with a partner.

2 **KEY TEACHING POINT** - Class Teacher to start by reminding the pupils of the stances, as well as the range of arm positions practised in previous lessons. Class Teacher to demonstrate each of the arm positions.

3 **Freeze Stance** - Class Teacher to play some music (this could be something with a beat or a song familiar to pupils). Pupils to march around the space, turning to face the front and recreating the different arm positions when called out.

4 **Composition** - Pupils to return to their groups from the previous lesson. Inform pupils they are going to work together to create a short dance phrase of 3-4 arm positions with movements using ideas from previous task.

5 **KEY TEACHING POINT** - Class Teacher to model Dance Phrase Ideas (**See image 16**). For example:

- Beginning Stance.
- Cheer Stance.
- 2 arm positions holding for a count of 4.
- Movement.
- 2 arm positions holding for a count of 4.
- Jump.
- End position.

6 **KEY TEACHING POINT** – Class Teacher to demonstrate different choreographic devices that the children could include:

- Mirroring (**See image 17**) - Pupils perform all the same arm position at the same time.
- Low/High (**See image 18**) - Pupils perform in a group at different heights.
- Alternating Positions (**See image 19**) - Pupils perform an arm position on alternating sides; e.g. Diagonals, Bow and Arrow.
- Cannon (**See image 20**) - Where one arm position/movement is performed by several dancers spaced out in time.

PUPIL TALK

Encourage pupils to discuss the different arm positions they used in the previous lesson.

EXTEND

Class Teacher to write down these arm positions (possibly with a simple drawing) to remind pupils.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

EXTEND

Class Teacher to add in stances, movements and jumps.

EXTEND

Pupils could implement choreographic devices - Working in groups using mirror/cannon.

EXTEND

Encourage pupils to explore their own shapes.

LEADERSHIP OPPORTUNITY

Ask a group to demonstrate (with support) each of the choreographic devices.

- 7 **Improvisation** - Inform the pupils they will now continue to work in their groups to create their own dance phrase.

- 8 **Performance** - Class Teacher to choose groups to perform their dance phrases to the class (with music in background).

- 9 **KEY TEACHING POINT (if time)** – Class Teacher to discuss adding an individual dance phrase to the end of the class performance by adding a trick, jump or movement. This could be for all pupils or a selection. This could be a gymnastic movement such as a cartwheel, breakdancing, a stance etc.

- 10 Pupils to perform their dance phrase to another group, giving feedback to performance.

PUPIL TALK

How will the dance phrase look to an audience? How will you keep audience engaged?

VARIATION

Pupils to use coloured pom-poms.

PUPIL TALK

What sort of movement could they perform?

PUPIL TALK

Pupils to discuss with their group.

EXTEND

Pupils to perform their dance phrase again using feedback to improve their performance.

Cool Down (1 minutes)

1 Repeat '**Taps**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands/hold up cards.

2 **Stretching** - Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** - With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3 and breathe out for a count of 3.

4 Class teacher to tap pupils on the shoulder - when tapped on the shoulder, pupils to line up ready to go back to class.

Lesson 5 (Year 3)

Lesson Overview

Learning Objectives:

To be able to perform simple Cheerleading arm positions and basic movement actions in a group and as a whole class.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can respond to a beat using music.

Pupils are able to work in a group to select learnt arm positions and movements to create a short dance phrase.

Pupils can use choreographic devices to enhance their dance phrases.

Key Vocabulary:

Phrase (a gesture or movement), stance, choreographic, cannon.

Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space.
- Marching music.
- Coloured pom-poms.
- Video camera.

Warm Up (10 minutes)

<p>1 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.</p>	
<p>2 KEY TEACHING POINT - Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.</p>	<p>LEADERSHIP OPPORTUNITY Ask a pupil to demonstrate these different movements.</p>
<p>3 Copy Cats - Begin in pairs (or small groups of three to four). Standing one behind the other, the front person leads their partner/group around and in/out of space. The followers have to copy the actions/movements of the leader.</p>	
<p>4 KEY TEACHING POINT - Begin with gentle movements; e.g. walking, progressing to more vigorous activity; e.g. hopping, jumping, running. On command, 'change' the person at the front goes to the back and a new leader takes over.</p>	<p>VARIATION Use different movements - high knees, sideways movements, cross overs etc.</p> <p>EXTEND Whole class.</p>
<p>5 Transition - Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p>	

Main (30 minutes)

- 1 Class Teacher to remind the pupils about the dance topic of Cheerleading. Inform the pupils that they will be continuing to work on their group dance phrases based on different Cheerleading arm positions and movements. This week they will be focussing on completing their own group choreography and performing a jump or trick, travelling across the room, individually or with a partner.
- 2 **KEY TEACHING POINT** – Class Teacher to start by reminding the pupils of the stances, as well as the range of arm positions practised in previous lessons.
- 3 **KEY TEACHING POINT** – Class Teacher to choose a piece of music which will be used for the final whole class cheerleading performance.
- 4 **Freeze Stance** - Class Teacher to play music (which will be used for final performance). Pupils to march around the space, turning to face the front and recreating the different arm positions when called out.
- 5 **KEY TEACHING POINT** – Inform the pupils they will now continue to work in their groups to create their own dance phrase as part of a final whole class cheerleading performance. Class Teacher to demonstrate different choreographic devices that the pupils could include:
 - Mirroring (**See image 17**) - Pupils perform all the same arm position at the same time.
 - Low/High (**See image 18**) - Pupils perform in a group at different heights.
 - Alternating Positions (**See image 19**) - Pupils perform an arm position on alternating sides; e.g. Diagonals, Bow and Arrow.
 - Cannon (**See image 20**) - Where one arm position/movement is performed by several dancers spaced out in time

PUPIL TALK

Encourage pupils to discuss the different arm positions they used in the previous lesson.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out different commands.

EXTEND

Class Teacher to add in stances, movements and jumps.

EXTEND

Encourage pupils to explore their own shapes.

LEADERSHIP OPPORTUNITY

Ask a group to demonstrate (with support) each of the choreographic devices.

6 **KEY TEACHING POINT** - Class Teacher to demonstrate using a Cannon (**See image 20**) with the whole class (this could be used as an ending to the final performance).

Class Teacher to line up pupils one behind the other. Start by having the pupils performing the 'T' (**See image 11**) position one beat after the pupil in front has performed it.

A percussion instrument could be used to create a beat to help with timing. Continue with further arm positions or movements.

7 **Composition** - Inform the pupils they will now continue to work in their groups to create their own dance phrase as part of a final whole class cheerleading performance. Pupils to return to their groups from the previous lesson.

8 **Performance** - Class Teacher to choose groups to perform their dance phrases to the class (with music in background).

9 **Appreciation (if filmed)** – Class Teacher to decide whether the pupils to watch the film recording straight away or back in class.

EXTEND

The whole class cannon could be filmed using a video camera for appreciation.

Provide each pupil with coloured pom-poms (or one all held in the same hand) for cannon.

VARIATION

Cannon could take different forms, such as having the pupils crouching down, on their toes, and popping up in turn.

PUPIL TALK

How else could a cannon be used as a whole class? How could they use a cannon in their own performance?

LEADERSHIP OPPORTUNITY

Ask pupils to suggest ways to use a cannon with the whole class.

PUPIL TALK

How will the dance phrase look to an audience?

VARIATION

Pupils to use coloured pom-poms.

EXTEND

Individual group performances could be filmed to evaluate.

PUPIL TALK

How will the dance phrase look to an audience?

PUPIL TALK

Encourage pupils to discuss what they enjoyed about the performance.

- Give feedback to performance using 'Wow and Now'.
- Did the performers work well as a team?
- What could have been improved about the performance?

Cool Down (10 minutes)

1 Repeat 'Copy Cats' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to lead the class in one line.

2 **Stretching** - Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** - With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3 and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder, pupils to line up ready to go back to class.

Lesson 6 (Year 3)

Lesson Overview

Learning Objectives:

To be able to perform simple Cheerleading arm positions and basic movement actions as a whole class.

Success Criteria:

Pupils can explore, repeat and link a range of actions with co-ordination.

Pupils can rehearse and refine their ideas.

Pupils can perform a choreographed group dance as part of a class performance.

Pupils are able to observe pupils' work and give feedback using simple dance vocabulary with teacher support.

Key Vocabulary:

Phrase (a gesture or movement), stance, choreographic, cannon.

Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space.
- Marching music.
- Coloured pom-poms.
- Video camera.

Warm Up (10 minutes)

<p>1 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.</p>	
<p>2 KEY TEACHING POINT - Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.</p>	<p>LEADERSHIP OPPORTUNITY Ask a pupil to demonstrate these different movements.</p>
<p>3 Copy Cats - Begin in pairs (or small groups of three to four). Standing one behind the other, the front person leads their partner/group around and in/out of space. The followers have to copy the actions/movements of the leader.</p>	
<p>4 KEY TEACHING POINT - Begin with gentle movements; e.g. walking, progressing to more vigorous activity; e.g. hopping, jumping, running. On command 'change' the person at the front goes to the back and a new leader takes over.</p>	<p>VARIATION Use different movements - high knees, sideways movements, cross overs etc.</p>
<p>5 Transition - Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p>	<p>LEADERSHIP OPPORTUNITY On command 'change' the person at the front goes to the back and a new leader takes over giving all pupils the opportunity to lead.</p>
	<p>EXTEND Whole class.</p>

Main (30 minutes)

1 Class Teacher to remind the pupils about the dance topic of Cheerleading. Inform the pupils that they will be performing their group dance phrases using different Cheerleading arm positions and movements. This week they will be rehearsing their phrases, adding an individual element and performing as a whole class.

2 **KEY TEACHING POINT** - Class Teacher to choose a piece of music which will be used for the final whole class cheerleading performance.

3 **Freeze Stance** - Class Teacher to play music (which will be used for final performance). Pupils to march around the space, turning to face the front and recreating the different arm positions learnt over the unit when called out.

4 **Recap and Recall** - Pupils to work in their groups from the previous lesson to recall the dance phrases they created. Remind the pupils of the Group Dance Sequence Ideas (**See image 16**):

- Beginning Stance.
- Cheer Stance.
- 2 arm positions holding for a count of 4.
- Movement.
- 2 arm positions holding for a count of 4.
- Jump/choreographed movement.
- End position.

5 **KEY TEACHING POINT** – Class Teacher to remind pupils of the different choreographic devices:

- Mirroring (**See image 17**) - Pupils perform all the same arm position at the same time.
- Low/High (**See image 18**) - Pupils perform in a group at different heights.
- Alternating Positions (**See image 19**) - Pupils perform an arm position on alternating sides; e.g. Diagonals, Bow and Arrow.
- Cannon (**See image 20**) - Where one arm position/movement is performed by several dancers spaced out in time.

6 **Rehearsal** - Inform the pupils that they are going to rehearse their dance pieces. Arrange the groups in the space and decide how the performance piece should work. For example:

- Each group to perform their phrase one at a time.
- Whole class to perform a cannon.
- Individual pupils to perform their jumps, tricks or movements (such as a cartwheel, break dancing or a stance).

7 **KEY TEACHING POINT** - Give children enough time to practise.

Class Teacher to discuss what makes a good performance:

- Responding to the music.
- Working with their group to create the desired effect.
- Working with the whole class to create a single movement.

EXTEND

Class Teacher to add in stances, movements and jumps.

PUPIL TALK

Pupils to discuss/show movements from previous lesson.

Pupils to discuss what makes a successful performance.

EXTEND

Encourage pupils to explore their own shapes.

LEADERSHIP OPPORTUNITY

Ask a group to demonstrate (with support) each of the choreographic devices.

VARIATION

Pupils to use coloured pom-poms as part of their phrases.

PUPIL TALK

Pupils to assess as they perform as a group.

PUPIL TALK

Pupils to discuss what makes a successful performance.

8 **Performance** - Inform the pupils that they are going to perform their group dance piece which will be filmed allowing them to evaluate their own performance.

9 **Appreciation** - Class Teacher to decide whether the pupils to watch the film recording straight away or back in class.

VARIATION

Pupils from other classes could be invited in to watch the performance to give pupils an audience.

PUPIL TALK

Encourage pupils to discuss what they enjoyed about the performance.

- Give feedback to performance.
- What did they enjoy the most about the Cheerleading topic?

Cool Down (10 minutes)

1 **SKILL DEVELOPMENT ACTIVITY-** *'Dish Challenge'*. Complete this activity, recording the latest scores before moving to step 2. (See Teacher Tips for more information about what SKILLS DEVELOPMENT ACTIVITIES are and how/when to conduct them).

2 Repeat **'Copy Cats'** activity from warm-up.

3 **Stretching** - Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

4 **Breathing** - With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

5 Class teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to lead the class in one line.

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

EXTEND

Pupils to breathe in for a count of 3 and breathe out for a count of 3.

Appendix (images)

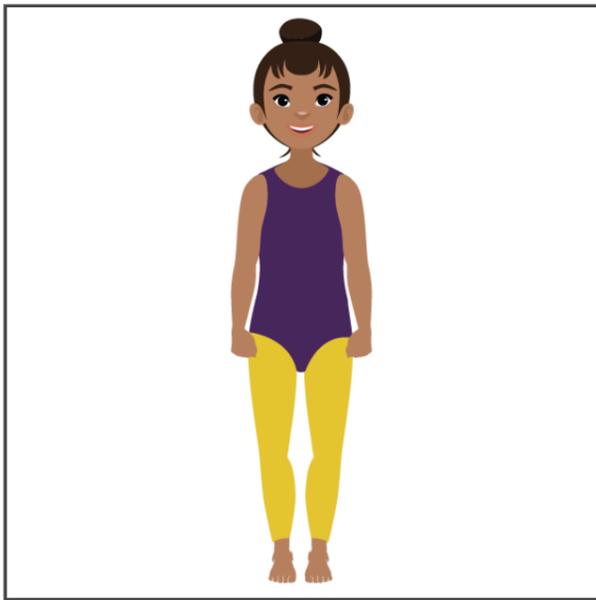


Image 1:
Beginning Stance



Image 2:
Cheer Stance



Image 3:
Tabletop



Image 4:

High V



Image 5:

Low V

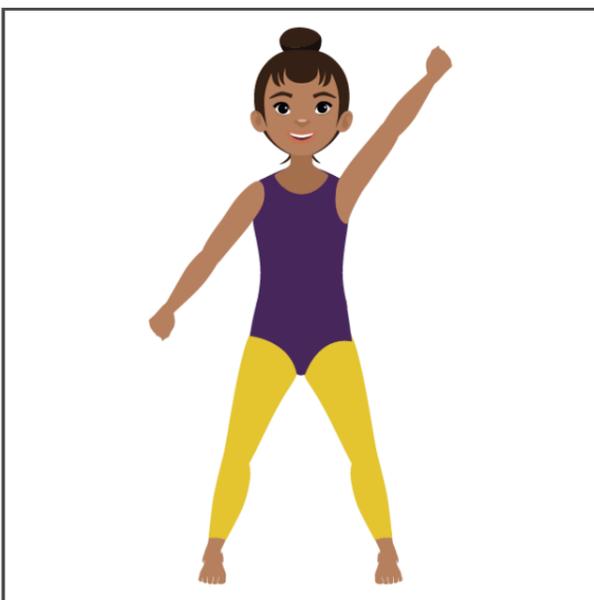


Image 6:

Diagonal



Image 7:

Touchdown



Image 8:

Low Touchdown



Image 9:

Overhead Clasp



Image 10:

Low Clasp



Image 11:

T



Image 12:

Half T



Image 13:

Bow & Arrow

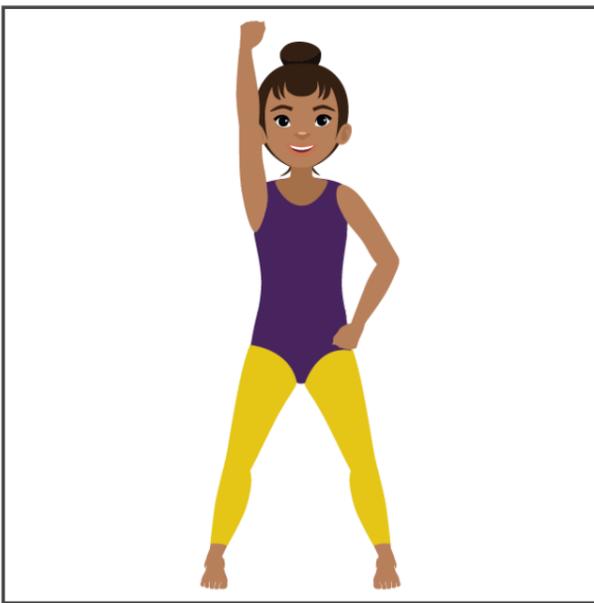


Image 14:

Punch



Image 15:

L

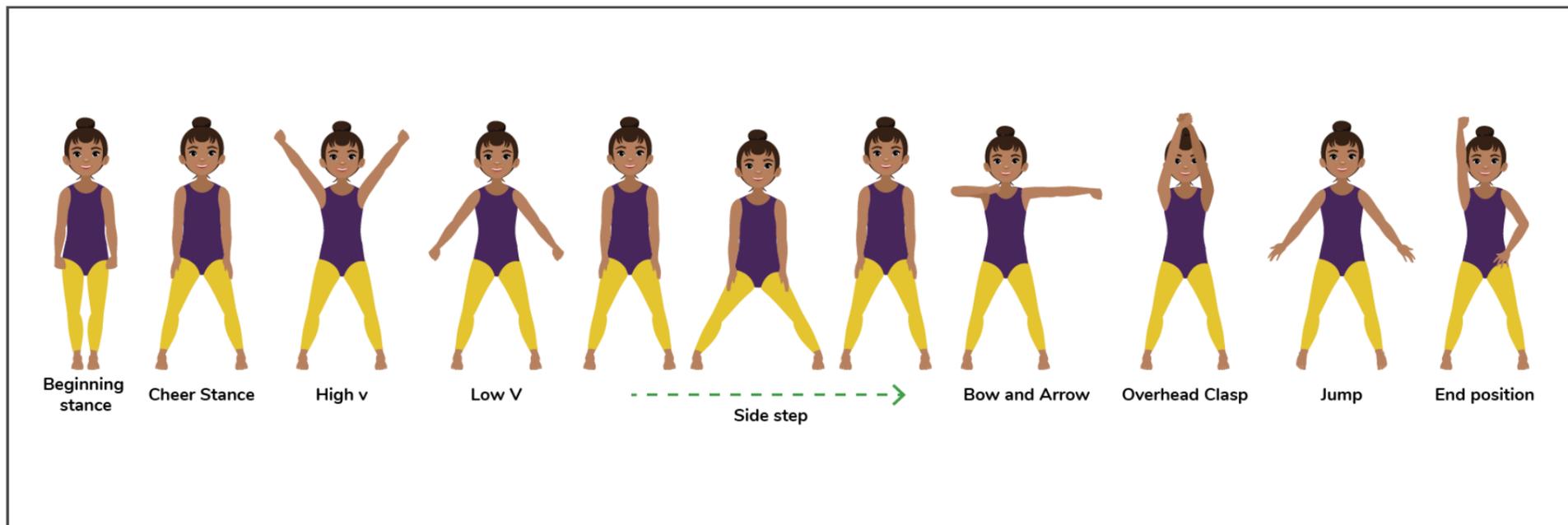


Image 16:

Dance Phrase Ideas

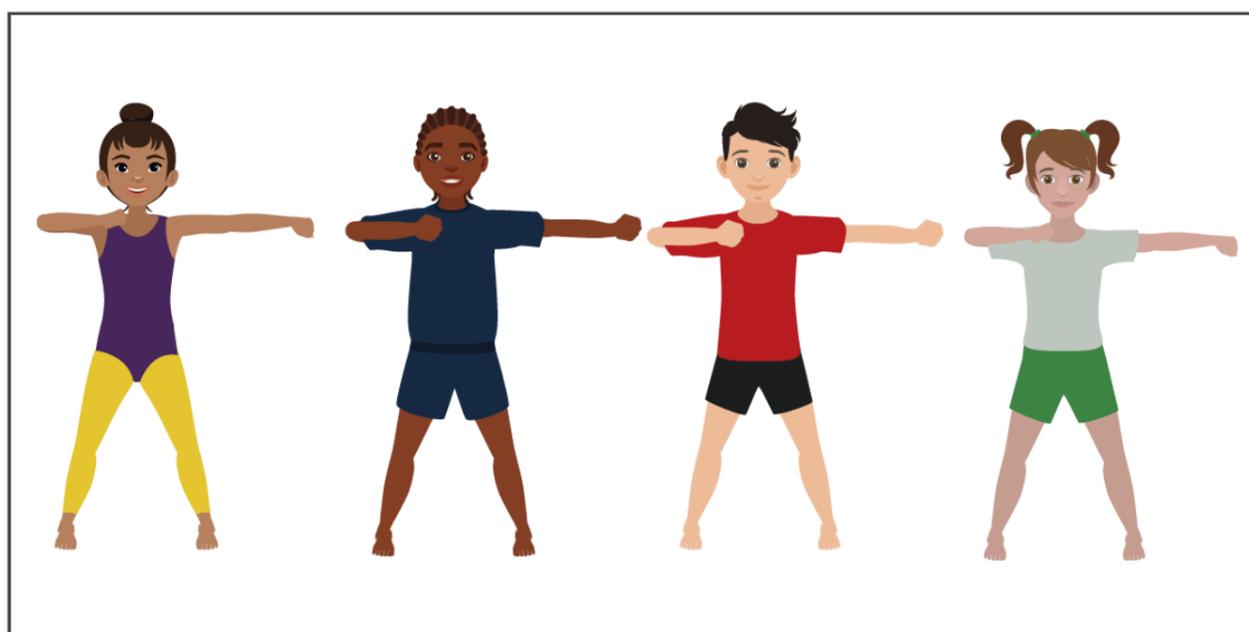


Image 17:

Mirroring

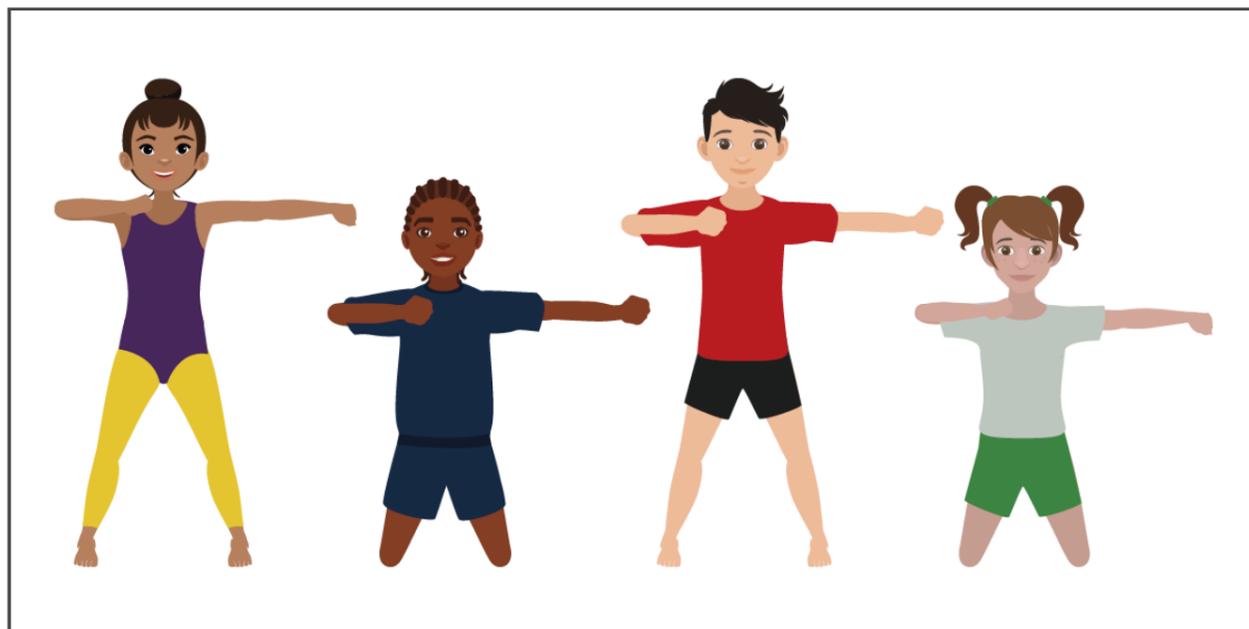


Image 18:

Low/High



Image 19:

Alternating Positions



Image 20:

Cannon