

Dance 1 (Year 5)

Unit Overview

Summary

This unit focuses on the Haka. Pupils will learn Haka movements, leading to a choreographed dance phrase based on the Ka Mate Haka.

Prior learning

Pupils will have been introduced to a range of 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. Pupils will be familiar with dance techniques such as dancing in unison and using the canon movement.

Teaching Tips

- SKILL DEVELOPMENT ACTIVITY - 'Flick! Catch!' 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 are based on lessons of 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 – Gymnastic 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 movements and gestures associated with Haka, pupils should be introduced to the Haka by using a variety of images and videos.
- The aim of this unit is to create a choreographed routine based on the Ka Mate Haka made famous by the All Blacks rugby union team.
- Before teaching this unit, Class Teachers should familiarise themselves with the movements and gestures taught.

Lesson 1 (Year 5)

Lesson Overview

Learning Objectives:

To be able to perform a simple range of Haka movements and patterns.

Success Criteria:

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

Pupils can follow a choreographed dance phrase.

Pupils can include characteristics of a traditional Haka.

Key Vocabulary:

Phrase (a gesture or movement), gesture, haka, unison, canon, repetition.

Equipment & Resources:

- 15x Gymnastic mats.

Warm Up (10 minutes)

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| <p>1 SKILL DEVELOPMENT ACTIVITY – 'Flick! Catch!' 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).</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>3 KEY TEACHING POINT – Beans: On command from the Class Teacher, the pupils perform the action that matches the name of the bean:</p> <ul style="list-style-type: none"> • Jumping Bean – Pupils jump around the space. • Runner Bean – Pupils run on the spot. • Broad Bean – Pupils march around the space making themselves as wide as possible. • Jelly Bean – Pupils wobble like a jelly. • Chilli Bean – Pupils shiver. | <p>LEADERSHIP OPPORTUNITY</p> <p>Ask a pupil to call out commands/hold up cards.</p> |
| <p>4 Transition – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p> | <p>PUPIL TALK</p> <p>Can pupils describe what happens to their breathing when they are active?</p> |

Main (30 minutes)

1 Class Teacher to introduce the dance topic of Haka. Inform the pupils they will be learning and creating dance phrases based on the traditional dance of Haka.

2 **KEY TEACHING POINT** – Haka are traditional dances performed by the Maori people who are indigenous to New Zealand. Traditionally, Haka were performed by warriors before battle as a way to intimidate their enemies. Today, Haka are performed at special occasions such as weddings and funerals. Famously, a Haka is performed by New Zealand's All Blacks and Black Ferns rugby teams before a match.

3 **KEY TEACHING POINT** – Class Teacher to inform pupils of some of the characteristics of a Haka:

- Give a fierce facial expression.
- Puff out your chest.
- Bend your knees.
- Stamp/tap feet as hard as you can.
- Make strong arm movements.
- Perform in unison.

4 **KEY TEACHING POINT** – Class Teacher to show the pupils a variety of Haka movements and gestures. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Starting Stance (**See image 1**) – Pupils start with feet firmly on the ground, hip-width apart.
- Shake/Vibrate fingers during movements (**See image 2**).
- Bring arms up (**See image 3**) so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows (**See image 4**) into body and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.
- Lift right arm (**See image 5**) out horizontally in front of body, fingers pointing forwards. Bring left hand up to the side of head with elbow pointing forwards.
- Face forwards (**See image 6**) with feet hip-width apart. Bend left arm so that elbow points forwards. Tap left elbow with the right hand whilst taking a step forwards.
- Jump up (**See image 7**) with hands by side of head, landing firmly on both feet with hands on your hips to finish. Feet should be hip-width apart.

VARIATION

Class Teacher could show the pupils a variety of images and videos of New Zealand and Haka being performed.

PUPIL TALK

Encourage pupils to discuss where they might have seen a Haka performed.

VARIATION

Class Teacher could ask pupils for names for the different movements to help pupils remember.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss the movements and come up with names for movements.

5 **KEY TEACHING POINT** – Class Teacher to lead the pupils through the opening choreography of a Haka:

- Starting stance – Pupils start with feet firmly on the ground, hip-width apart.
- Hold arms down, with hands by the sides of legs. Start to shake fingers while keeping the rest of body still.
- Place hands on hips for count of 1.
- Bring arms up so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows into body and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.

6 **Performance** – Class Teacher to split class into two groups. Each group to face the other and perform the beginning of the learnt Haka to the other.

PUPIL TALK

Pupils to discuss dance based on success criteria.

LEADERSHIP OPPORTUNITY

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

Cool Down (10 minutes)

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

EXTEND

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

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

EXTEND

Hold stretches for count of 8.

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.

Lesson 2 (Year 5)

Lesson Overview

Learning Objectives:

To be able to perform a choreographed dance phrase using a simple range of Haka movements and patterns.

Success Criteria:

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

Pupils can follow a choreographed dance phrase.

Pupils can include characteristics of a traditional Haka.

Key Vocabulary:

Phrase (a gesture or movement), gesture, haka, unison, canon, repetition.

Equipment & Resources:

- 15x Gymnastic mats.

Warm Up (10 minutes)

- | | |
|---|---|
| <p>1 KEY TEACHING POINT – Beans: On command from the Class Teacher, the pupils perform the action that matches the name of the bean:</p> <ul style="list-style-type: none"> • Jumping Bean – Pupils jump around the space. • Runner Bean – Pupils run on the spot. • Broad Bean – Pupils march around the space making themselves as wide as possible. • Jelly Bean – Pupils wobble like a jelly. • Chilli Bean – Pupils shiver. <p>2 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 Ask a pupil to call out commands/hold up cards.</p> <p>PUPIL TALK Can pupils describe what happens to their breathing when they are active?</p> |
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Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Haka. Inform the pupils they will be learning and creating dance phrases based on the traditional dance of Haka.

2 **KEY TEACHING POINT** – Class Teacher to inform pupils of some of the characteristics of a Haka:

- Give a fierce facial expression.
- Puff out your chest.
- Bend your knees.
- Stamp/tap feet as hard as you can.
- Make strong arm movements.
- Perform in unison.

3 **KEY TEACHING POINT** – Class Teacher to consolidate learning last week by showing the pupils a variety of Haka movements and gestures. Pupils to find a space facing the Class Teacher so they can mirror the positions shown.

- Starting Stance (**See image 1**).
- Shake/Vibrate fingers (**See image 2**)
- Bring arms up (**See image 3**).
- Tuck elbows (**See image 4**) into body and make hands into fists.
- Lift right arm (**See image 5**) out in front of body. Bring left hand up to the side of head with elbow pointing forwards.
- Jump up (**See image 7**) with hands by side of head, landing firmly on both feet with hands on your hips to finish.

VARIATION

Class Teacher could show the pupils a variety of images and videos of New Zealand and Haka being performed.

VARIATION

Class Teacher could ask pupils for names for the different movements to help pupils remember.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss the movements and come up with names for movements.

4 **KEY TEACHING POINT** – Class Teacher to lead the pupils through the opening choreography of the Haka from last week, as well as the ending:

- Starting Stance (**See image 1**) – Pupils start with feet firmly on the ground, hip-width apart.
- Hold arms down (**See image 2**), with hands by the sides of legs. Start to shake fingers while keeping the rest of body still.
- Place hands on hips (**See image 8**) for count of 1.
- Bring arms up (**See image 3**) so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows into body (**See image 4**) and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.
- Lift right arm out horizontally (**See image 5**) in front of body, fingers pointing forwards. Bring left hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body (**See image 9**) to the left with small steps to face the left for count of 3.
- Whilst facing left (**See image 10**), slap hands on thighs for count of 1.
- Lift left arm out horizontally (**See image 11**) in front of body, fingers pointing forwards. Bring right hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body (**See image 9**) to the right with small steps to face front again for count of 3.
- Face forwards with feet hip-width apart (**See image 6**). Bend left arm so that elbow points forwards. Tap left elbow with the right hand whilst taking a step forwards.
- Do the same with the right arm (**See image 12**) in the same way and tap right elbow with left hand whilst taking another step forward.
- Jump up with hands by side of head (**See image 7**), landing firmly on both feet with hands on your hips to finish. Feet should be hip-width apart.

5 **KEY TEACHING POINT** - Class Teacher inform pupils that Haka is normally performed by men and woman separately. Traditionally, male warriors would perform a Haka to prepare for battle. Female members of the group would watch to check it was being performed in unison. If the women were impressed, they would perform their own Haka in reply.

6 **Performance** - Class Teacher to split class into two groups. Each group to face the other and perform the Haka to the other.

VARIATION

Class Teacher to teach opening and ending separately before performing entire routine.

VARIATION

Split boys and girls into separate groups.

Cool Down (10 minutes)

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

EXTEND

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

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.

- 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.

Lesson 3 (Year 5)

Lesson Overview

Learning Objectives:

To be able to perform a dance phrase using a simple range of Haka movements and patterns in a group.

Success Criteria:

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

Pupils can follow a choreographed dance phrase.

Pupils can work in a group to create a short dance phrase which includes characteristics of a traditional Haka.

Key Vocabulary:

Phrase (a gesture or movement), gesture, Haka, unison, canon, repetition.

Equipment & Resources:

- 15x Gymnastic mats.

Warm Up (10 minutes)

1 **Body Parts** - Class Teacher to call out an instruction, telling pupils; the number of pupils in a group and the number of body parts collectively touching the floor. For example: 3 pupils, 5 body parts. These body parts can be any part of the body.

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

VARIATION

Start with pupils working on their own, with a certain number of body parts touching the floor.

PUPIL TALK

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

Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Haka. Inform the pupils they will be learning and creating dance phrases based on the traditional dance of Haka.

2 **KEY TEACHING POINT** - Class Teacher to inform pupils of some of the characteristics of a Haka:

- Give a fierce facial expression.
- Puff out your chest.
- Bend your knees.
- Stamp/tap feet as hard as you can.
- Make strong arm movements.

Perform in unison.

3 **KEY TEACHING POINT** - Class Teacher to lead the pupils through the Haka learnt last week. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Starting Stance (**See image 1**) – Pupils start with feet firmly on the ground, hip-width apart.
- Hold arms down (**See image 2**), with hands by the sides of legs. Start to shake fingers while keeping the rest of body still.
- Place hands on hips (**See image 8**) for count of 1.
- Bring arms up (**See image 3**) so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows (**See image 4**) into body and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.
- Lift right arm (**See image 5**) out horizontally in front of body, fingers pointing forwards. Bring left hand up to the side of head with elbow pointing forwards.
- Slowly turn (**See image 9**) whole body to the left with small steps to face the left for count of 3.
- Whilst facing left (**See image 10**), slap hands on thighs for count of 1.
- Lift left arm out horizontally (**See image 11**) in front of body, fingers pointing forwards. Bring right hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body to the right (**See image 9**) with small steps to face front again for count of 3.
- Face forwards with feet hip-width apart (**See image 6**). Bend left arm so that elbow points forwards. Tap left elbow with the right hand whilst taking a step forwards.
- Do the same with the right arm (**See image 12**) in the same way and tap right elbow with left hand whilst taking another step forward.
- Jump up with hands by side of head (**See image 7**), landing firmly on both feet with hands on your hips to finish. Feet should be hip-width apart.

VARIATION

Class Teacher could show the pupils a variety of images and videos of New Zealand and Haka being performed.

LEADERSHIP

Ask confident pupil/pupils to demonstrate these different expressions/gestures.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate different movements.
Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different movements.

4 **Improvisation** – Inform the pupils they will now be working in groups to rework part of the Haka using some of their own moves.

5 **Performance** – Class Teacher to pair up the groups. Each group to face the other and perform their Haka to the other, then give feedback.

6 **KEY TEACHING POINT** – Inform the pupils they will continue with their own phrases next lesson, using feedback to improve and extend their Haka.

PUPIL TALK

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

EXTEND

Class Teacher to remind pupils of some of the dance techniques the pupils could use:

- Repetition of one of the movements.
- Canon – Where one movement is performed by several dancers spaced out in time.

PUPIL TALK

Pupils to discuss their 'Wow and Now' with their partner and feedback to the group.

EXTEND

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

Cool Down (10 minutes)

1 Repeat '**Body Parts**' activity from warm-up.

EXTEND

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

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

EXTEND

Hold stretches for count of 8.

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.

Lesson 4 (Year 5)

Lesson Overview

Learning Objectives:

To be able to perform a dance phrase using a simple range of Haka movements and patterns in a group.

Success Criteria:

Pupils can follow a choreographed dance phrase.

Pupils can work in a group to create a short dance phrase.

Pupils can include characteristics of a traditional Haka.

Key Vocabulary:

Phrase (a gesture or movement), gesture, haka, unison, canon, repetition.

Equipment & Resources:

- 15x Gymnastic mats.

Warm Up (10 minutes)

1 **Body Parts** - Class Teacher to call out an instruction, telling pupils; the number of pupils in a group and the number of body parts collectively touching the floor. For example: 3 pupils, 5 body parts. These body parts can be any part of the body.

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

VARIATION

Start with pupils working on their own, with a certain number of body parts touching the floor.

PUPIL TALK

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

Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Haka. Inform the pupils they will be learning and creating dance phrases based on the traditional dance of Haka.

2 **KEY TEACHING POINT** - Class Teacher to recap with the pupils some of the characteristics of a Haka:

- Give a fierce facial expression.
- Puff out your chest.
- Bend your knees.
- Stamp/tap feet as hard as you can.
- Make strong arm movements.
- Perform in unison.

3 **KEY TEACHING POINT** - Class Teacher to continue to reinforce the Haka learnt in previous lessons. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Starting Stance (**See image 1**) – Pupils start with feet firmly on the ground, hip-width apart.
- Shake/Vibrate fingers during movements.
- Hold arms down (**See image 2**), with hands by the sides of legs. Start to shake fingers while keeping the rest of body still.
- Place hands on hips (**See image 8**) for count of 1.
- Bring arms up (**See image 3**) so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows into body (**See image 4**) and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.
- Lift right arm out horizontally (**See image 5**) in front of body, fingers pointing forwards. Bring left hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body (**See image 9**) to the left with small steps to face the left for count of 3.
- Whilst facing left (**See image 10**), slap hands on thighs for count of 1.
- Lift left arm out horizontally in front of body (**See image 11**), fingers pointing forwards. Bring right hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body to the right (**See image 9**) with small steps to face front again for count of 3.
- Face forwards with feet hip-width apart (**See image 6**). Bend left arm so that elbow points forwards. Tap left elbow with the right hand whilst taking a step forwards.
- Do the same with the right arm in the same way (**See image 12**) and tap right elbow with left hand whilst taking another step forward.
- Jump up with hands by side of head (**See image 7**), landing firmly on both feet with hands on your hips to finish. Feet should be hip-width apart.

VARIATION

Class Teacher could show the pupils a variety of images and videos of New Zealand and Haka being performed.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to demonstrate these different expressions/gestures.

LEADERSHIP OPPORTUNITY

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

4 **Improvisation** - Inform the pupils they will now continue to work in groups to rework the Haka using some of their own moves. Using the pupil feedback from last week, each group to improve and extend their own Haka.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss feedback from last week and improve their dance phrase.

EXTEND

Class Teacher to remind pupils of some of the dance techniques the pupils could use:

- Repetition of one of the movements.
- Canon – Where one movement is performed by several dancers spaced out in time.

5 **Performance** - Class Teacher to pair up the groups. Each group to face the other and perform their Haka to the other, then give feedback.

PUPIL TALK

Pupils to discuss their 'Wow and Now' with their partner and feedback to the group.

EXTEND

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

6 **KEY TEACHING POINT** - Inform the pupils they will be using an element of their dance phrase as part of a choreographed group performance to be rehearsed next week.

Cool Down (10 minutes)

1 Repeat '**Body Parts**' 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.

- 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.

Lesson 5 (Year 5)

Lesson Overview

Learning Objectives:

To be able to learn and rehearse a choreographed dance phrase based on the Ka Mate Haka.

Success Criteria:

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

Pupils to follow a choreographed dance phrase which includes characteristics of a traditional Haka.

Key Vocabulary:

Phrase (a gesture or movement), gesture, haka, unison, canon, repetition.

Equipment & Resources:

- 15x Gymnastic mats.

Warm Up (10 minutes)

1 **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.

2 **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.
- **Thigh Tap** – Tap thighs while marching around the space.
- **Elbow Tap** – Tap left elbow with the right hand whilst taking a step forwards.

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

VARIATION

Class Teacher to use a beat of 4.

PUPIL TALK

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

Main (30 minutes)

- 1 Class Teacher to remind pupils of the dance topic of Haka. Inform the pupils they will be learning and creating dance phrases based on the traditional dance of Haka.
- 2 **KEY TEACHING POINT** – Class Teacher to inform pupils that they will be learning a dance based on a Haka called the Ka Mate Haka, made famous by the All Blacks rugby union team. Pupils will be learning the words to chant along with the dance.
- 3 **KEY TEACHING POINT** – Class Teacher to share the words for the Ka Mate Haka. It involves a 'Leader' starting and the team replying:
Leader: Ears open! Get ready! Line up! Stand fast!
Team: Yeah!
Leader: Slap the hands against the thighs! Stomp the feet as hard as you can!
Team: As hard as we can!
Leader: I die! I die!
Team: I live! I live!
Leader: I die! I die!
Team: I live! I live!
All: Here stands the Hairy Man...
 Who summons the Sun and makes it shine on us!
 Ride now! Ride now! Take the first step!
 Let the sunshine in! Rise!

- 4 **KEY TEACHING POINT** – Class Teacher to remind pupils of some of the characteristics of a Haka:
 - Give a fierce facial expression.
 - Puff out your chest.
 - Bend your knees.
 - Stamp/tap feet as hard as you can.
 - Make strong arm movements.
 - Perform in unison.

VARIATION

There are many different Hakas pupils could learn.

VARIATION

Pupils could learn the English translation or the Maori words:

Leader: *Taringa whakarongo!
Kia rite! Kia rite! Kia mau!*

Team: *Hī!*

Leader: *Ringa ringa pakia!
Waewae takahia kia kino nei hoki!*

Team: *Kia kino nei hoki!*

Leader: *Ka mate, ka mate*

Team: *Ka ora' Ka ora'*

Leader: *Ka mate, ka mate*

Team: *Ka ora' Ka ora'*

All: *Tēnei te tangata
pūhuru*

*Nāna ne I tiki mai whakawhiti
te rā*

*A Upane! Ka Upane! A Upane
Kaupane*

Whiti te rā! Hī!

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to demonstrate these different expressions/gestures.

5

KEY TEACHING POINT – Class Teacher to lead the pupils through the Haka learnt in previous lessons. Class Teacher to choose a pupil to be the ‘Leader’ to say the leader’s words. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Starting Stance (**See image 1**) – Pupils start with feet firmly on the ground, hip-width apart.
- Shake/vibrate fingers during movements.
- Hold arms down (**See image 2**), with hands by the sides of legs. Start to shake fingers while keeping the rest of body still.
- Place hands on hips (**See image 8**) for count of 1.
- Bring arms up (**See image 3**) so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows into body (**See image 4**) and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.
- Lift right arm out horizontally (**See image 5**) in front of body, fingers pointing forwards. Bring left hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body to the left (**See image 9**) with small steps to face the left for count of 3.
- Whilst facing left, (**See image 10**) slap hands on thighs for count of 1.
- Lift left arm out horizontally in front of body (**See image 11**), fingers pointing forwards. Bring right hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body to the right (**See image 9**) with small steps to face front again for count of 3.
- Face forwards with feet hip-width apart (**See image 6**). Bend left arm so that elbow points forwards. Tap left elbow with the right hand whilst taking a step forwards.
- Do the same with the right arm (**See image 12**) in the same way and tap right elbow with left hand whilst taking another step forward.
- Jump up with hands by side of head (**See image 7**), landing firmly on both feet with hands on your hips to finish. Feet should be hip-width apart.

6

Rehearsal – Class Teacher to lead the pupils through a rehearsal of the choreography for the Haka.

VARIATION

Class Teacher to split class into two groups. Each group to face the other and perform beginning of Haka to the other.

LEADERSHIP OPPORTUNITY

Ask the ‘Leader’ to stand at the front alongside Class Teacher to model different movements.

7 **Improvisation** – Inform the pupils they will now be working in groups to add a new element to the class Haka. Using the pupils improvised phrases last week, each group to add one element.

PUPIL TALK

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

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

EXTEND

Class Teacher to remind pupils of some of the dance techniques the pupils could use:

- Repetition of one of the movements.
- Canon – Where one movement is performed by several dancers spaced out in time.

8 **KEY TEACHING POINT** – Inform the pupils they will continue learning the choreography next lesson.

Cool Down (10 minutes)

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

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.

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

EXTEND

Hold stretches for count of 8.

EXTEND

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

Lesson 6 (Year 5)

Lesson Overview

Learning Objectives:

To be able to rehearse and perform a choreographed dance phrase based on the Ka Mate Haka.

Success Criteria:

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

Pupils can follow a choreographed dance phrase.

Pupils can include characteristics of a traditional Haka.

Key Vocabulary:

Phrase (a gesture or movement), gesture, haka, unison, canon, repetition.

Equipment & Resources:

- 15x Gymnastic mats.

Warm Up (10 minutes)

| | |
|---|---|
| <p>1 KEY TEACHING POINT – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.</p> <p>2 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.</p> <p>3 KEY TEACHING POINT – On command from the Class Teacher, the pupils change the way they copy the beat with their bodies:</p> <ul style="list-style-type: none"> • Feet – Stamp feet on the spot. • March - Stamp feet whilst moving around the space. • Clap – Clap the beat on the spot. • Thigh Tap – Tap thighs while marching around the space. • Elbow Tap – Tap left elbow with the right hand whilst taking a step forwards. <p>4 Transition – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p> | <p>VARIATION Class Teacher to use a beat of 4.</p> |
|---|---|

Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Haka. Inform the pupils that they will be rehearsing and then performing a choreographed dance phase based on the Ka Mate Haka, made famous by the All Blacks rugby union team.

2 **KEY TEACHING POINT** – Class Teacher to practice the words for the Ka Mate Haka. It involves a ‘Leader’ starting and the team replying:

Leader: Ears open! Get ready! Line up! Stand fast!

Team: Yeah!

Leader: Slap the hands against the thighs! Stomp the feet as hard as you can!

Team: As hard as we can!

Leader: I die! I die!

Team: I live! I live!

Leader: I die! I die!

Team: I live! I live!

All: Here stands the Hairy Man...

Who summons the Sun and makes it shine on us!

Ride now! Ride now! Take the first step!

Let the sunshine in! Rise!

3 **KEY TEACHING POINT** – Class Teacher to remind pupils of how we can make a Haka as accurate as possible.

- Give a fierce facial expression.
- Puff out your chest.
- Bend your knees.
- Stamp/tap feet as hard as you can.
- Make strong arm movements.
- Perform in unison.

VARIATION

Pupils could learn the English translation or the Maori words:

Leader: *Taringa whakarongo!*

Kia rite! Kia rite! Kia mau!

Team: *Hī!*

Leader: *Ringa ringa pakia!*

Waewae takahia kia kino nei hoki!

Team: *Kia kino nei hoki!*

Leader: *Ka mate, ka mate*

Team: *Ka ora' Ka ora'*

Leader: *Ka mate, ka mate*

Team: *Ka ora' Ka ora'*

All: *Tēnei te tangata*

pūhuruhuru

Nāna ne I tiki mai whakawhiti te rā

A Upane! Ka Upane! A Upane Kaupane

Whiti te rā! Hī!

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to demonstrate these different expressions/gestures.

4

KEY TEACHING POINT – Class Teacher to lead the pupils through the Haka learnt in previous lessons. Class Teacher to choose a pupil to be the ‘Leader’ to say the leader’s words. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Starting Stance (**See image 1**) – Pupils start with feet firmly on the ground, hip-width apart.
- Shake/vibrate fingers during movements
- Hold arms down (**See image 3**), with hands by the sides of legs. Start to shake fingers while keeping the rest of body still.
- Place hands on hips (**See image 8**) for count of 1.
- Bring arms up (**See image 3**) so they are horizontally out in front of body. Continue to shake fingers. Bring hands in to tap chest for count of 5.
- Tuck elbows into body (**See image 4**) and make hands into fists. Leaving left foot stationary, move right foot forward in front of body, twisting body to the left. Move right foot back behind body, twisting body to the left. Repeat for count of 5.
- Lift right arm out horizontally (**See image 5**) in front of body, fingers pointing forwards. Bring left hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body to the left (**See image 9**) with small steps to face the left for count of 3.
- Whilst facing left, (**See image 10**) slap hands on thighs for count of 1.
- Lift left arm out horizontally in front of body (**See image 11**), fingers pointing forwards. Bring right hand up to the side of head with elbow pointing forwards.
- Slowly turn whole body to the right (**See image 9**) with small steps to face front again for count of 3.
- Face forwards with feet hip-width apart (**See image 6**). Bend left arm so that elbow points forwards. Tap left elbow with the right hand whilst taking a step forwards.
- Do the same with the right arm (**See image 12**) in the same way and tap right elbow with left hand whilst taking another step forward.***
- Jump up with hands by side of head (**See image 7**), landing firmly on both feet with hands on your hips to finish. Feet should be hip-width apart.

5

Rehearsal – Class Teacher to lead the pupils through a rehearsal of the choreography for the Haka, recalling and refining each movement section, including the pupils own improvised phrases.

VARIATION

Class Teacher to split class into two groups. Each group to face the other and perform beginning of Haka to the other.

LEADERSHIP OPPORTUNITY

Ask ‘Leader’ to stand at the front alongside Class Teacher to model different movements.

6 **Performance** – Inform the pupils that they are going to perform their choreographed Haka, which will be filmed so that they can observe and evaluate their performances.

7 **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.

EXTEND

Class Teacher to split class into two groups. Each group to face the other and perform beginning of Haka to the other.

VARIATION

Split boys and girls into separate groups (as in Lesson 2).

PUPIL TALK

Encourage pupils to discuss what they enjoyed about the performance.

- Give feedback to performance..
- Did the performance look like a Haka?
- Did the performers follow success criteria for an accurate Haka (fierce facial expression, puffing out of the chest etc.)
- What could have been improved about the performance?
- What did they enjoy the most about the Haka dance topic?

Cool Down (10 minutes)

1 **SKILL DEVELOPMENT ACTIVITY-** *'Flick! Catch.'* 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 '**Beats**' 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.

EXTEND

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

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

Appendix (images)

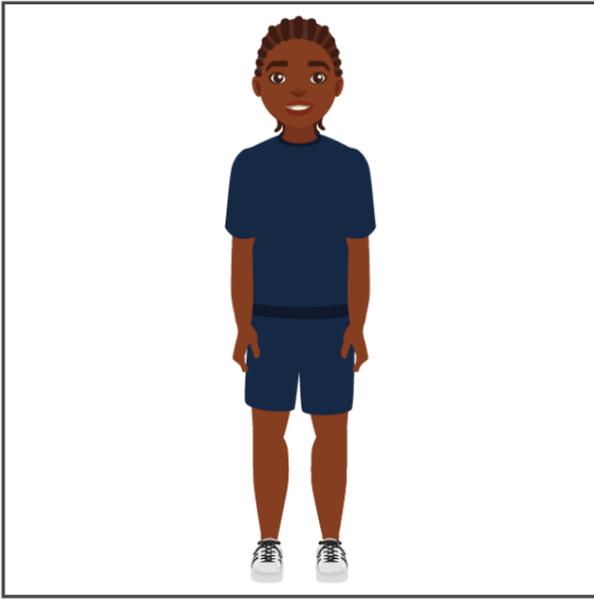


Image 1:

Starting Stance

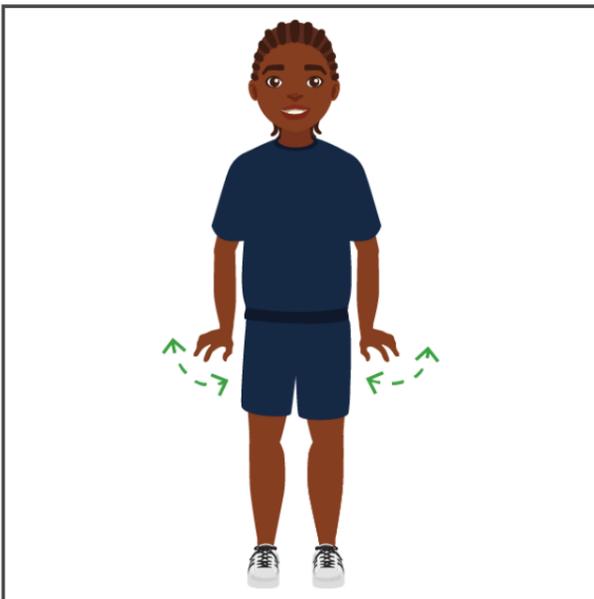


Image 2:

Shake/Vibrate Fingers

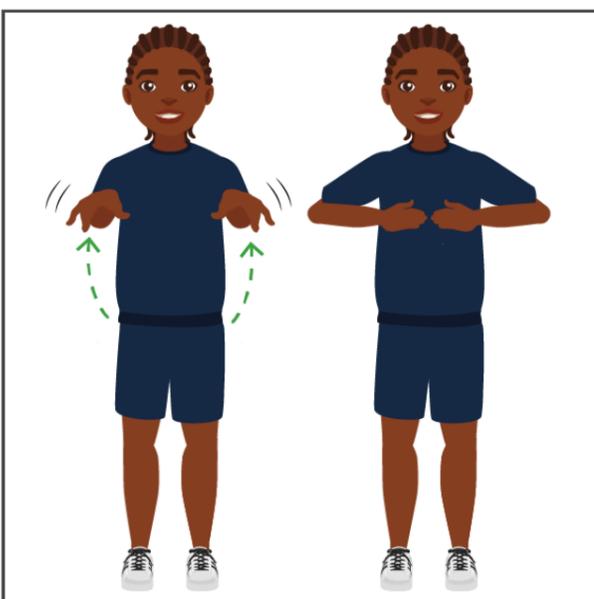


Image 3:

Bring Arms Up

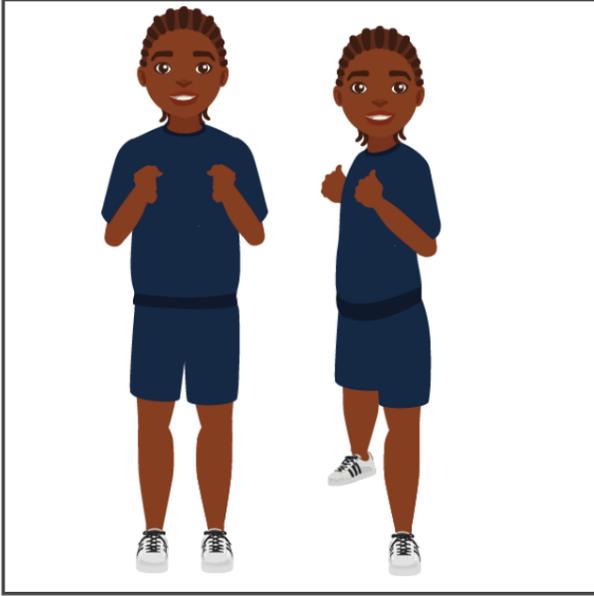


Image 4:

Tuck Elbows...



Image 5:

Lift Right Arm...

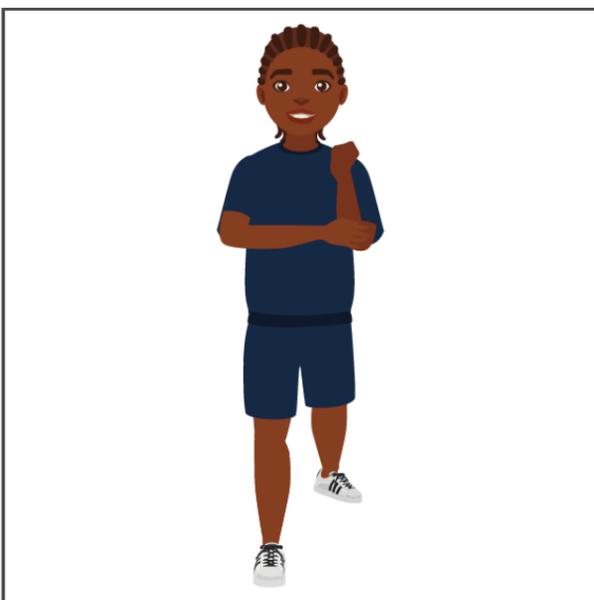


Image 6:

Face Forwards...



Image 7:

Jump Up...

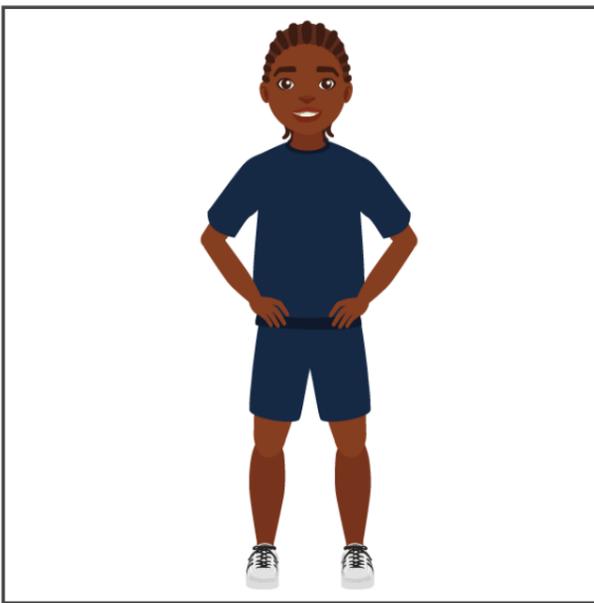


Image 8:

Place Hands...

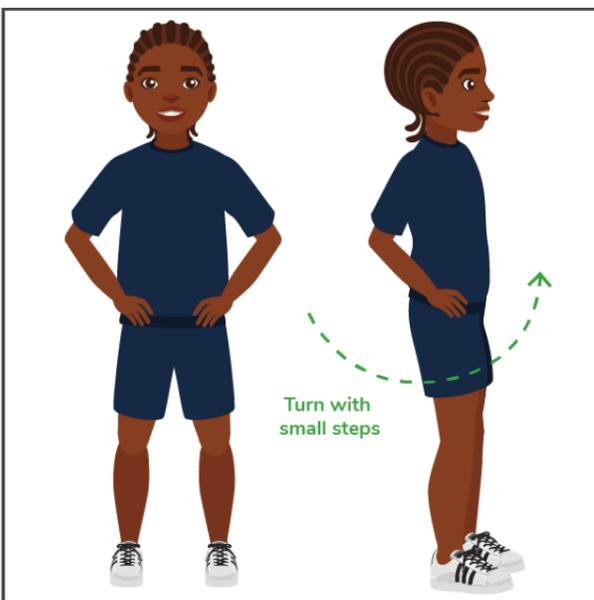


Image 9:

Slowly Turn...



Image 10:

Whilst Facing Left...



Image 11:

Lift Left Arm Out...

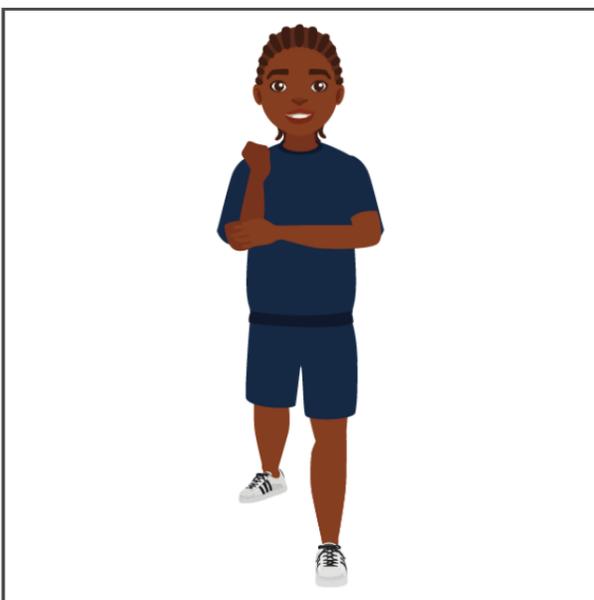


Image 12:

Do The Same With...