

# Dance 2 (Year 5)

## Unit Overview

### Summary

Pupils will learn basic street dance actions, moves and positions throughout this unit. They will showcase their learning over the unit through choreographed routines.

### 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, both as choreographed and improvised routines. Pupils will have had an opportunity to communicate ideas, thoughts and opinions of the work of other pupils, their own work and the creative dance process

### Teaching Tips

- SKILL DEVELOPMENT ACTIVITY - 'Take The Gold'. 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 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 – 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 Street Dance using a variety of music videos. Class Teachers should familiarise themselves with the basic Street Dance arm positions and movements taught.

# Lesson 1 (Year 5)

## Lesson Overview

### Learning Objectives:

To be able to perform basic Street Dance arm positions and 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 arm positions and movement actions to create a short dance phrase.

### Key Vocabulary:

Phrase, sequence, stance, musicality, variation, transition.

### Equipment & Resources:

- 15x Gymnastic mats laid out around the learning space (for cool down).
- Music (suggestion: something that pupils are familiar with).

### Warm Up (10 minutes)

|   |  |   |
|---|--|---|
| 1 | <b>SKILL DEVELOPMENT ACTIVITY - 'Take The Gold'</b> 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.   |   |
| 3 | <b>KEY TEACHING POINT</b> - Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.   | <b>LEADERSHIP OPPORTUNITY</b><br>Ask a pupil to demonstrate these different movements.  |
| 4 | <b>Remote Control</b> - Pupils travel around space in different ways (walking to start, then progress to skipping, hopping, etc.) and respond to different commands. This can either be verbally, visually or both.  |   |
| 5 | <b>KEY TEACHING POINT</b> – On command ‘change’ from the Class Teacher, the pupils change the way they move: <ul style="list-style-type: none"><li>• ► <b>Play</b> - Movement around space.</li><li>• ►► <b>Fast Forward</b> – Pupils perform movement with greater speed.</li><li>• ◄◄ <b>Rewind</b> - Movement backwards.</li><li>•    <b>Pause</b> - Balance still for four seconds.</li><li>• ■ Stop – Stop.</li><li>• ▲ Eject - Jump up</li></ul> | <b>VARIATION</b><br>Class Teacher to hold up cards displaying different symbols.<br><b>EXTEND</b><br>Use different movements - high knees, sideways movements, cross overs etc. |
| 6 | Class Teacher to signal the end of the warm up.  | <b>PUPIL TALK</b><br>Can pupils describe what happens to their breathing when they are active?  |

Main (30 minutes)

1 Class Teacher to introduce the dance topic of **Street Dance**. Inform the pupils that they will be creating dance phrases based on **Street Dance** arm positions and movement actions.  
Discuss how **Street Dance** is an informal style of dance involving a variety of moves, sometimes known as **Commercial Dance**.

2 **KEY TEACHING POINT** - Class Teacher to inform pupils that in the first few lessons they will be learning and rehearsing a **Street Dance** routine. This week they will be focusing on basic **Street Dance** moves and learning about musicality.

3 **Catwalk** - Class Teacher to lead pupils through a series of travelling steps using a count of 8. Pupils move from one side of the learning space to the other, starting on the count of 1 and striking a pose on the count of 8; e.g. marching, skipping, side-stepping etc.

4 **KEY TEACHING POINT** - Class Teacher to demonstrate basic **Street Dance** moves, each using a count of 8. Pupils to find a space facing the Class Teacher so they can mirror the moves shown:

- **Shoulder Brush (See image 1)** - Imagine brushing something off the shoulder with the opposite hand. Bring right hand up to left shoulder, using two brushing motions with tips of the fingers, looking at shoulder. Then the same movement on with left hand on right shoulder.
- **Chest Pop (See image 2)** - With arms by side, as shoulders are moved back, chest moves forward; as shoulders move forward, chest moves back.
- **Arm Wave (See image 3)** - Arms out straight in T-position. Starting from the left hand, create a wave through the hand, along the arm, across the shoulders and down the right arm to the hand.
- **Heal-Toe Shuffle (See image 4)** - With both feet flat on the floor, shift weight onto both heels, lifting toes. Swing toes 45° to the right. Transfer weight to the toes and shift heels 90° to the right, then repeat, travelling across the floor. Travel one way to the count of 4, then back for 8.

PUPIL TALK

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

VARIATION

Class Teacher to show music videos where **Street Dance** movements are performed.

VARIATION

Depending on pupil confidence, the 8 count tempo can be increased or decreased.

EXTEND

Pupils to use arm movements. Class Teacher to play music to introduce musicality.

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|----|---|--|
| 5  | <p><b>Performance</b> - With music playing in background, Class Teacher to call out and demonstrate creating a sequence of <b>Street Dance</b> moves, each for a count of 8.</p>  | <div>EXTEND</div> <p>Class Teacher to start in the order demonstrated, then mix up the order of the different moves.</p> <p>Class Teacher to call out different moves without demonstrating.</p> <div>LEADERSHIP OPPORTUNITY</div> <p>Ask a pupil to lead the sequence of movements.</p> |
| 6  | <p><b>Composition</b> - Pupils to work in groups of 4 to create a short <b>Street Dance</b> sequence using movements from the lesson as well as their own variations and movement ideas; e.g.</p> <ul style="list-style-type: none"><li>• Opening position.</li><li>• 2 different <b>Street Dance</b> steps each for a count of 8.</li><li>• Ending stance/gesture.</li></ul> | <div>EXTEND</div> <p>Pupils to use transitions to link their learnt positions and movements together.</p>  |
| 7  | <p><b>Performance</b> - Class Teacher to choose a group to perform their dance sequence to the class (with music in the background).</p>  | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask a group to be the first to demonstrate their dance sequence.</p>  |
| 8  | <p><b>KEY TEACHING POINT</b> - Class Teacher model how to give praise based on success criteria:</p> <ul style="list-style-type: none"><li>• Positions or movements the pupils did well; Transitions between learnt movements.</li><li>• One thing to think about for next time.</li></ul>  | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask a pupil to choose movement or action they enjoyed and explain why.</p>  |
| 9  | <p>Pupils to take in turns performing their dance sequence to another group, giving feedback to the performance.</p>  | <div>EXTEND</div> <p>Groups to perform their dance sequence again using feedback to improve their performance.</p>   |
| 10 | <p>Class Teacher to inform the pupils they will be exploring more movement ideas based on <b>Street Dance</b> in the next lesson.</p>   |  |

Cool Down (10 minutes)

|  |   |
|--|---|
| <div>1</div> <p>Repeat <b>'Remote Control'</b> activity from warm-up.</p>  |   |
| <div>2</div> <p><b>Stretching</b> - 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:</p> <ul style="list-style-type: none"><li>• Close your eyes.</li><li>• Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).</li><li>• Keeping your arms straight, slowly bring them back down behind your head.</li><li>• Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.</li><li>• As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.</li><li>• Feel the air escape from the balloon, bring your shoulders back onto the mat.</li></ul> | <div>EXTEND</div> <p>Hold stretches for count of 8.</p> <div>LEADERSHIP</div> <p>Ask a pupil to count out loud.</p> |
| <div>3</div> <p><b>Breathing</b> - 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.</p>  | <div>EXTEND</div> <p>Pupils to breathe in for a count of 3, and breathe out for a count of 3.</p>                   |
| <div>4</div> <p>Class teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.</p>   | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask two pupils to tap the other pupils on the shoulder.</p>                    |

# Lesson 2 (Year 5)

## Lesson Overview

### Learning Objectives:

To be able to perform basic Street Dance arm positions and movement actions in unison.

### 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 with a partner to select arm positions and movement actions to create a short dance phrase.

### Key Vocabulary:

Phrase, sequence, stance, musicality, variation, transition, unison.

### Equipment & Resources:

- 15x Gymnastic mats laid out around the learning space (for cool down).
- Music (suggestion: something that pupils are familiar with).

### Warm Up (10 minutes)

|   |   |   |
|---|---|---|
| 1 | Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.  |   |
| 2 | <b>KEY TEACHING POINT</b> - Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.  | <b>LEADERSHIP OPPORTUNITY</b><br>Ask a pupil to demonstrate these different movements.  |
| 3 | <b>KEY TEACHING POINT</b> – On command ‘change’ from the Class Teacher, the pupils change the way they move: <ul style="list-style-type: none"><li>• ► <b>Play</b> - Movement around space.</li><li>• ►► <b>Fast Forward</b> – Pupils perform movement with greater speed.</li><li>• ◄◄ <b>Rewind</b> - Movement backwards.</li><li>•    <b>Pause</b> - Balance still for four seconds.</li><li>• ■ Stop – Stop.</li><li>• ▲ Eject - Jump up.</li></ul> | <b>VARIATION</b><br>Class Teacher to hold up cards displaying different symbols.<br><b>EXTEND</b><br>Use different movements - high knees, sideways movements, cross overs etc. |
| 4 | Class Teacher to signal the end of the warm up.   |   |



Main (30 minutes)

- 1

Class Teacher to remind pupils of the dance topic of **Street Dance**. Inform the pupils that they will be creating dance phrases based on **Street Dance** arm positions and movement actions.

Discuss how **Street Dance** is an informal style of dance involving a variety of moves.
- 2

Class Teacher to inform pupils that in the first few lessons they will be learning and rehearsing a **Street Dance** routine. This week they will be focusing on rehearsing basic **Street Dance** moves from the previous lesson and learning new ones. They will then use these to form a routine in partners.
- 3

**Catwalk** – Class Teacher to lead pupils through a series of travelling steps using a count of 8. Pupils move from one side of the learning space to the other, starting on the count of 1 and striking a pose on the count of 8; e.g. marching, skipping, side-stepping etc.
- 4

**KEY TEACHING POINT** - Class Teacher to demonstrate basic **Street Dance** moves from the previous lesson, each using a count of 8. Pupils to find a space facing the Class Teacher so they can mirror the moves shown:

  - Shoulder Brush (**See image 1**).
  - Chest Pop (**See image 2**).
  - Arm Wave (**See image 3**).
  - Heal-Toe Shuffle (**See image 4**).
- 5

**KEY TEACHING POINT** - Class Teacher to demonstrate new **Street Dance** moves, each using a count of 8. Discuss how **Street Dance** moves are to be performed with sharp movements in time with the beat of the music. Pupils to find a space facing the Class Teacher so they can mirror the moves shown:

  - Hip Pull (**See image 5**) – Feet apart. Stretch left hand across the body with an open hand. Turn body to the right and imagine grabbing a door handle and pull back across the body with a sudden movement, creating a line perpendicular to the body. Then repeat with right hand turning to the left.
  - Walk Flick (**See image 6**) – Start with feet shoulder width apart. Take three steps forward. On fourth count, extend right arm and flick hand out in front. Take three steps back and on eighth count cross arms across body.
  - Lunge Stop (**See image 7**) - Start with feet shoulder width apart. Side-step to the right, extending arm with palm out flat as if telling someone to stop. Side-step to the left, extending left arm out with same movement.

PUPIL TALK

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

VARIATION

Class Teacher to show music videos where **Street Dance** movements are performed.

VARIATION

Depending on pupil confidence, the 8 count tempo can be increased or decreased.

EXTEND

Pupils to use arm movements.

LEADERSHIP OPPORTUNITY

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

VARIATION

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

LEADERSHIP OPPORTUNITY

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

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|----|--|---|
| 6  | <p><b>Freeze Stance</b> – Class Teacher to play some music (this should be something with a strong beat or a song familiar to pupils).</p> <p>Pupils to march around the space, turning to face the front and recreating the different <b>Street Dance</b> moves when called out.</p>  | <p><b>EXTEND</b></p> <p>Class Teacher could use moves from previous lesson as well as the <b>Street Dance</b> moves just learnt.</p> <p><b>LEADERSHIP OPPORTUNITY</b></p> <p>Ask a pupil to call out different moves.</p> |
| 7  | <p><b>Composition</b> – Pupils to work in partners to create a short <b>Street Dance</b> sequence using movements learn so far as well as their own variations and movement ideas. Discuss how each of the moves should be performed in <b>unison</b> or <b>mirroring</b> each other’s movements; e.g.</p> <ul style="list-style-type: none"><li>• Opening position.</li><li>• 4 different <b>Street Dance</b> steps each for a count of 8.</li><li>• Ending stance/gesture.</li></ul> | <p><b>EXTEND</b></p> <p>Pupils to use transitions to link their learnt positions and movements together.</p>  |
| 8  | <p><b>Performance</b> – Class Teacher to choose a pair to perform their dance sequence to the class (with music in the background).</p>  | <p><b>LEADERSHIP OPPORTUNITY</b></p> <p>Ask a pair to be the first to demonstrate their dance sequence.</p>   |
| 9  | <p><b>KEY TEACHING POINT</b> – Class Teacher model how to give praise based on success criteria:</p> <ul style="list-style-type: none"><li>• Positions or movements the pupils did well; Transitions between learnt movements.</li><li>• One thing to think about for next time.</li></ul>   | <p><b>LEADERSHIP OPPORTUNITY</b></p> <p>Ask a pupil to choose movement or action they enjoyed and explain why.</p>  |
| 10 | <p>Pupils to take in turns performing their dance phrase to another pair, giving feedback to the performance</p>   | <p><b>EXTEND</b></p> <p>Pairs to perform their dance sequence again using feedback to improve their performance.</p>  |
| 11 | <p>Class Teacher to inform the pupils they will be exploring more movement ideas based on <b>Street Dance</b> in the next lesson.</p>  |   |



Cool Down (10 minutes)

|  |   |
|--|---|
| <div>1</div> <p>Repeat <b>'Remote Control'</b> activity from warm-up.</p>  |   |
| <div>2</div> <p><b>Stretching</b> – 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:</p> <ul style="list-style-type: none"><li>• Close your eyes.</li><li>• Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).</li><li>• Keeping your arms straight, slowly bring them back down behind your head.</li><li>• Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.</li><li>• As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.</li><li>• Feel the air escape from the balloon, bring your shoulders back onto the mat.</li></ul> | <div>EXTEND</div> <p>Hold stretches for count of 8.</p>   |
| <div>3</div> <p><b>Breathing</b> – 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.</p>  | <div>EXTEND</div> <p>Pupils to breathe in for a count of 3, and breathe out for a count of 3.</p> |
| <div>4</div> <p>Class teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.</p>   |   |

# Lesson 3 (Year 5)

## Lesson Overview

### Learning Objectives:

To be able to perform basic Street Dance arm positions and movement actions in unison.

### 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 with a partner to select arm positions and movement actions to create a short dance sequence.

### Key Vocabulary:

Phrase, sequence, stance, musicality, variation, transition, unison, mirroring, pathways, speed, level, popping.

### Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space (for cool down).
- Music (suggestion: something that pupils are familiar with).

### Warm Up (10 minutes)

|   |   |  |
|---|---|--|
| 1 | Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.  |  |
| 2 | <b>KEY TEACHING POINT</b> – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.   |  |
| 3 | <b>Taps</b> - 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. | <b>VARIATION</b><br>Using a range of movements rather than tapping, moving the body in different ways. |
| 4 | Class Teacher to signal the end of the warm up.   | <b>PUPIL TALK</b><br>Can pupils describe what happens to their breathing when they are active?         |
| 5 | <b>Transition</b> - Class Teacher to ask pupils to sit in a space placing hands on knees to show they are ready.  |  |

Main (30 minutes)

|   |   |   |
|---|---|---|
| 1 | Class Teacher to remind pupils of the dance topic of <b>Street Dance</b> . Inform the pupils that they will be creating dance phrases based on <b>Street Dance</b> arm positions and movement actions.  |   |
| 2 | Class Teacher to inform pupils that they will be learning and rehearsing a <b>Street Dance</b> routine. This week they will be focusing on rehearsing basic <b>Street Dance</b> moves from the previous lesson and learning new ones. They will then use these to form a routine in groups.   |   |
| 3 | <b>KEY TEACHING POINT</b> – Class Teacher to demonstrate basic <b>Street Dance</b> moves from the previous lesson, each using a count of 8. Pupils to find a space facing the Class Teacher so they can mirror the moves shown: <ul style="list-style-type: none"><li>• Shoulder Brush (<b>See image 1</b>).</li><li>• Chest Pop (<b>See image 2</b>).</li><li>• Arm Wave (<b>See image 3</b>).</li><li>• Heal-Toe Shuffle (<b>See image 4</b>).</li><li>• Hip Pull (<b>See image 5</b>).</li><li>• Walk Flick (<b>See image 6</b>).</li><li>• Lunge Stop (<b>See image 7</b>).</li></ul> | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the different moves.</p> <div>VARIATION</div> <p>Pupils could dance around the space, then recreate the different moves when called out.</p> |
| 4 | <b>Freeze Stance</b> – Class Teacher to play some music (this should 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 <b>Street Dance</b> moves when called out.   | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask a pupil to call out different moves.</p>   |
| 5 | <b>KEY TEACHING POINT</b> – Class Teacher to discuss musicality. Whilst playing music, Class Teacher to lead pupils through different movements techniques exploring arm and body patterns whilst moving around the learning space: <ul style="list-style-type: none"><li>• <b>Speed</b> – Slow-fast, Fast-slow.</li><li>• <b>Level</b> – Low to high.</li><li>• <b>Pathways</b> – Travelling in a straight line, zig-zags, arcing, narrow-wide.</li></ul>  | <div>VARIATION</div> <p>Depending on pupil confidence, the 8 count tempo can be increased or decreased.</p> <div>EXTEND</div> <p>Encourage pupils to explore their own shapes.</p>  |

- 6

**KEY TEACHING POINT** – Class Teacher to discuss **Body Popping**. Discuss how this often referred to as **The Robot** and involves isolating different parts of the body, creating movements using one part of the body, while keeping the rest still.

Discuss how, just like other **Street Dance** moves, these are to be performed with sharp movements in time with the beat of the music. Pupils to find a space facing the Class Teacher so they can mirror the moves shown:

  - The Robot Box (**See image 8**) – Imagine tracing a box in front of the body with jerky movements. Feet apart, arms in front with elbows bent. Fingers splayed. Arms up to the top-left. Bring arms across the body, keeping the same distance between hands. Freeze when hands are top-right. Bring arms down to the bottom-right. Then across body to the bottom-left. Return arms to their original position in the top-left.
  - Puppeting (**See image 9**) – Mirroring movements made by the hands and arm with the legs. With legs straight and arms by the side, as arm is lifted at the elbow, lift the leg bent at the knee on the same side. Bend wrist up and down, mirrored with ankle movements. Can be performed with different parts of the body in different directions.

- 7

**Composition** – Pupils to work in partners to create a short **Street Dance** sequence using movements based on **Body Popping**, using their own variations and movement ideas. Discuss how each of the moves should be performed in **unison** or **mirroring** each other’s movements; e.g.

  - Opening position.
  - 4 different **Body Popping** movements each for a count of 8.
  - Ending stance/gesture.

- 8

**Performance** – Class Teacher to choose a pair to perform their dance sequence to the class (with music in the background).
- 9

**KEY TEACHING POINT** – Class Teacher model how to give praise based on success criteria:

  - Positions or movements the pupils did well; Isolation of different parts of the body.
  - One thing to think about for next time.

- 10

Pupils to take in turns performing their dance phrase to another pair, giving feedback to the performance.
- 11

**KEY TEACHING POINT** - Inform the pupils they will be exploring more movement ideas based on **Street Dance**, linking these ideas together, in the next lesson.

- EXTEND

These moves are an introduction to **Body Popping** and the same skills can be used for different movements, which the pupils can explore.
- LEADERSHIP OPPORTUNITY

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

- EXTEND

Pupils to use transitions to link their learnt positions and movements together.
- LEADERSHIP OPPORTUNITY

Ask a pair to be the first to demonstrate their dance sequence.
- LEADERSHIP OPPORTUNITY

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

- EXTEND

Pairs to perform their dance sequence again using feedback to improve their performance.

Cool Down (10 minutes)

|  |   |
|--|---|
| <div>1</div> <p>Repeat ‘<b>Taps</b>’ activity from warm-up.</p>  |   |
| <div>2</div> <p><b>Stretching</b> – 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:</p> <ul style="list-style-type: none"><li>• Close your eyes.</li><li>• Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).</li><li>• Keeping your arms straight, slowly bring them back down behind your head.</li><li>• Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.</li><li>• As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.</li><li>• Feel the air escape from the balloon, bring your shoulders back onto the mat.</li></ul> | <div>EXTEND</div> <p>Hold stretches for count of 8.</p> <div>LEADERSHIP OPPORTUNITY</div> <p>Ask a pupil to count out loud.</p> |
| <div>3</div> <p><b>Breathing</b> - 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.</p>  | <div>EXTEND</div> <p>Pupils to breathe in for a count of 3, and breathe out for a count of 3.</p>                               |
| <div>4</div> <p>Class teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.</p>   |   |

# Lesson 4 (Year 5)

## Lesson Overview

### Learning Objectives:

To be able to perform basic Street Dance arm positions and 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 can use choreographed movements and patterns as a whole class.

Pupils are able to work within a group to select arm positions and movement actions to create a short dance sequence.

### Key Vocabulary:

Phrase, sequence, stance, musicality, variation, transition, unison, mirroring, pathways, speed, level, popping, gesture, choreographed.

### Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space (for cool down).
- Music (suggestion: something that pupils are familiar with).

### Warm Up (10 minutes)

|   |   |   |
|---|---|---|
| 1 | Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.  |   |
| 2 | <b>KEY TEACHING POINT</b> – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.   | <b>LEADERSHIP OPPORTUNITY</b><br>Ask a pupil to demonstrate these different movements.  |
| 3 | <b>Taps</b> - 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. | <b>VARIATION</b><br>Using a range of movements rather than tapping, moving the body in different ways. Take the beats on a journey around the learning space. |
| 4 | Class Teacher to signal the end of the warm up.   | <b>PUPIL TALK</b><br>Can pupils describe what happens to their breathing when they are active?  |
| 5 | <b>Transition</b> - Class Teacher to ask pupils to sit in a space placing hands on knees to show they are ready.  |   |



Main (30 minutes)

|  |  |
|--|--|
| <div>1</div> <p>Class Teacher to remind pupils of the dance topic of <b>Street Dance</b>. Inform the pupils that they will be creating dance phrases based on <b>Street Dance</b> arm positions and movement actions.</p>  |  |
| <div>2</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to inform pupils that they will be learning and rehearsing a <b>Street Dance</b> routine. This week they will be focusing on rehearsing basic <b>Street Dance</b> moves from the previous lessons. They will then create a group routine using their own ideas and movements.</p>  |  |
| <div>3</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to demonstrate basic <b>Street Dance</b> moves from the previous lessons, each using a count of 8. Pupils to find a space facing the Class Teacher so they can mirror the moves shown:</p> <ul style="list-style-type: none"><li>• Shoulder Brush (<b>See image 1</b>).</li><li>• Chest Pop (<b>See image 2</b>).</li><li>• Arm Wave (<b>See image 3</b>).</li><li>• Heal-Toe Shuffle (<b>See image 4</b>).</li><li>• Hip Pull (<b>See image 5</b>).</li><li>• Walk Flick (<b>See image 6</b>).</li><li>• Lunge Stop (<b>See image 7</b>).</li><li>• The Robot Box (<b>See image 8</b>).</li><li>• Puppeting (<b>See image 9</b>).</li></ul> | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the different moves.</p>  |
| <div>4</div> <p><b>Freeze Stance</b> – Class Teacher to play some music (this should be something with a strong beat or a song familiar to pupils that will be used in the final performance).</p> <p>Pupils to march around the space, turning to face the front and recreating the different <b>Street Dance</b> moves when called out.</p>  |  |
| <div>5</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to lead the pupils through the opening of a choreographed routine. Pupils to find a space facing the Class Teacher so they can mirror the positions shown; e.g.</p> <ul style="list-style-type: none"><li>• Pupils start in a space.</li><li>• Opening stance/gesture.</li><li>• <b>Shoulder Brush</b> for a count of 8.</li><li>• <b>The Robot Box</b> into <b>Puppeting</b>.</li><li>• Movement.</li><li>• <b>Walk Flick</b> for a count of 8.</li><li>• <b>Chest Pop</b> for a count of 8.</li><li>• <b>Lunge Stop</b> for a count of 8.</li><li>• Group dance routine.</li><li>• Ending stance/gesture.</li></ul>                        | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different movements.</p> <div>VARIATION</div> <p>Pupils to stand in set positions; e.g. lines, V-shape.</p> |
| <div>6</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to inform pupils they will now be improvising and rehearsing a group routine to be performed as part of the class choreographed routine.</p>   |  |

|    |  |  |
|----|--|--|
| 7  | <p><b>KEY TEACHING POINT</b> – Class Teacher to demonstrate different choreographic devices that the pupils could include:</p> <ul style="list-style-type: none"><li>• <b>Mirroring</b> – Pupils perform all the same arm position at the same time.</li><li>• <b>Levels</b> – Pupils perform in a group at different heights.</li><li>• <b>Cannon</b> - Where one position/movement is performed by several dancers spaced out in time.</li></ul> |  |
| 8  | <p><b>Composition</b> – Pupils to work in groups to create a short <b>Street Dance</b> sequence using movements based on those learnt using their own variations and movement ideas.</p> <p>Pupils could pair up within the group to create a series of paired <b>Street Dance</b> phrases.</p>  | <p><b>PUPIL TALK</b></p> <p>Class Teacher to give pupils an opportunity to discuss the arm positions and movements they would like to use in their dance phrase.</p> <p>How will the dance phrase look to an audience?</p> <p><b>VARIATION</b></p> <p>Encourage pupils to think about mirroring a partner or starting movements at different times.</p> <p><b>EXTEND</b></p> <p>Pupils to use transitions to link their learnt positions and movements together.</p> <p>Pupils to include tricks and gymnastic moves which can be incorporated into the sequence.</p> <p><b>LEADERSHIP OPPORTUNITY</b></p> <p>Ask a pupil to choose movement or action they enjoyed and explain why.</p> |
| 9  | <p><b>Performance</b> – Class Teacher to choose a group to perform their dance sequence to the class (with music in the background).</p>   |  |
| 10 | <p><b>KEY TEACHING POINT</b> - Inform the pupils they will be rehearsing both the choreographed routine as well as their improvised group routines based on <b>Street Dance</b>, linking these ideas together, in the next lesson.</p>   |  |

Cool Down (10 minutes)

|  |   |
|--|---|
| <div>1</div> <p>Repeat ‘<b>Taps</b>’ activity from warm-up.</p>  |   |
| <div>2</div> <p><b>Stretching</b> – 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:</p> <ul style="list-style-type: none"><li>• Close your eyes.</li><li>• Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).</li><li>• Keeping your arms straight, slowly bring them back down behind your head.</li><li>• Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.</li><li>• As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.</li><li>• Feel the air escape from the balloon, bring your shoulders back onto the mat.</li></ul> | <div>EXTEND</div> <p>Hold stretches for count of 8.</p>   |
| <div>3</div> <p><b>Breathing</b> – 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.</p>  | <div>EXTEND</div> <p>Pupils to breathe in for a count of 3, and breathe out for a count of 3.</p> |
| <div>4</div> <p>Class teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.</p>   | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask two pupils to tap the other pupils on the shoulder.</p>  |

# Lesson 5 (Year 5)

## Lesson Overview

### Learning Objectives:

To be able to learn and rehearse a choreographed Street Dance 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 can use choreographed movements and patterns as a whole class.

Pupils are able to work within a group to select arm positions and movement actions to create a short dance sequence.

### Key Vocabulary:

Phrase, sequence, stance, musicality, variation, transition, unison, mirroring, pathways, speed, level, popping, choreographed.

### Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space (for cool down).
- Music (suggestion: something that pupils are familiar with).

### Warm Up (10 minutes)

|   |   |  |
|---|---|--|
| 1 | Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.  |  |
| 2 | <b>KEY TEACHING POINT</b> - Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.  | <b>LEADERSHIP OPPORTUNITY</b><br>Ask a pupil to demonstrate these different movements.   |
| 3 | <b>Copy Cats</b> - 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. |  |
| 4 | <b>KEY TEACHING POINT</b> - 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.     | <b>VARIATION</b><br>Use different movements - high knees, sideways movements, cross overs etc.<br><b>LEADERSHIP OPPORTUNITY</b><br>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. |
| 5 | Class Teacher to signal the end of the warm up.   | <b>PUPIL TALK</b><br>Can pupils describe what happens to their breathing when they are active?   |
| 6 | <b>Transition</b> - Class Teacher to ask pupils to sit in a space placing hands on knees to show they are ready.  |  |

Main (30 minutes)

|   |  |
|---|--|
| <div>1</div> <p>Class Teacher to remind pupils of the dance topic of <b>Street Dance</b>. Inform the pupils that they will be creating and rehearsing dance phrases based on <b>Street Dance</b> arm positions and movement actions. 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.</p>  |  |
| <div>2</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to remind pupils of basic <b>Street Dance</b> moves from the previous lessons, each using a count of 8. Pupils to find a space facing the Class Teacher so they can mirror the moves shown:</p> <ul style="list-style-type: none"><li>• Shoulder Brush (<b>See image 1</b>).</li><li>• Chest Pop (<b>See image 2</b>).</li><li>• Arm Wave (<b>See image 3</b>).</li><li>• Heal-Toe Shuffle (<b>See image 4</b>).</li><li>• Hip Pull (<b>See image 5</b>).</li><li>• Walk FlickLunge Stop (<b>See image 6</b>).</li><li>• The Robot Box (<b>See image 7</b>).</li><li>• Puppeting (<b>See image 8</b>).</li></ul>  | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the different moves.</p>  |
| <div>3</div> <p><b>Freeze Stance</b> - Class Teacher to choose a piece of music which will be used for the final whole class <b>Street Dance</b> performance.Pupils to march around the space, turning to face the front and recreating the different <b>Street Dance</b> moves when called out.</p>  | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask a pupil to call out different moves.</p> <div>EXTEND</div> <p>Class Teacher to add in stances and jumps.</p>  |
| <div>4</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to lead the pupils through the opening of a choreographed routine. Pupils to find a space facing the Class Teacher so they can mirror the positions shown; e.g.</p> <ul style="list-style-type: none"><li>• Pupils start in a space.</li><li>• Opening stance/gesture.</li><li>• Shoulder Brush (<b>See image 1</b>) for a count of 8.</li><li>• The Robot Box (<b>See image 8</b>) into Puppeting (<b>See image 9</b>).</li><li>• Movement.</li><li>• Walk Flick (<b>See image 6</b>) for a count of 8.</li><li>• Chest Pop (<b>See image 2</b>) for a count of 8.</li><li>• Lunge Stop (<b>See image 7</b>) for a count of 8.</li><li>• Group dance routine.</li><li>• Ending stance/gesture.</li></ul> | <div>LEADERSHIP OPPORTUNITY</div> <p>Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different movements.</p> <div>VARIATION</div> <p>Pupils to stand in set positions; e.g. lines, V-shape.</p> |
| <div>5</div> <p><b>KEY TEACHING POINT</b> - Class Teacher to inform pupils they will now be improvising and rehearsing a group routine to be performed as part of the class choreographed routine.</p>  |  |
| <div>6</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to demonstrate different choreographic devices that the pupils could include:</p> <ul style="list-style-type: none"><li>• <b>Mirroring</b> – Pupils perform all the same arm position at the same time.</li><li>• <b>Levels</b> – Pupils perform in a group at different heights.</li><li>• <b>Cannon</b> - Where one position/movement is performed by several dancers spaced out in time.</li></ul>   |  |

|    |  |  |
|----|--|--|
| 7  | <b>Composition</b> - Inform the pupils they will now continue to work in their groups to create their own <b>Street Dance</b> sequence using movements based on those learnt using their own variations and movement ideas. Pupils to return to their groups from the previous lesson. | <b>PUPIL TALK</b><br>How will the dance phrase look to an audience?<br><b>VARIATION</b><br>Pupils could pair up within the group to create a series of paired <b>Street Dance</b> phrases.<br><b>EXTEND</b><br>Pupils to use transitions to link their learnt positions and movements together.<br>Pupils to include tricks and gymnastic moves which can be incorporated into the sequence. |
| 8  | Give pupils enough time to practise their routines.  |  |
| 9  | <b>Performance</b> - Class Teacher to choose a group to perform their dance sequence to the class (with music in the background).  | <b>LEADERSHIP OPPORTUNITY</b><br>Ask a group to be the first to demonstrate their dance sequence.  |
| 10 | Class Teacher to inform the pupils they will be rehearsing and performing both the choreographed routine as well as their improvised group routines based on <b>Street Dance</b> , linking these ideas together, in the next lesson.   |  |



Cool Down (10 minutes)

|  |   |
|--|---|
| <div>1</div> <p>Repeat ‘<b>Copy Cats</b>’ activity from warm-up.</p> <div>2</div> <p><b>Stretching</b> - 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:</p> <ul style="list-style-type: none"><li>• Close your eyes.</li><li>• Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).</li><li>• Keeping your arms straight, slowly bring them back down behind your head.</li><li>• Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.</li><li>• As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.</li><li>• Feel the air escape from the balloon, bring your shoulders back onto the mat.</li></ul> <div>3</div> <p><b>Breathing</b> - 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.</p> <div>4</div> <p>Class Teacher to signal the end of the lesson.</p> | <div>EXTEND</div> <p>Hold stretches for count of 8.</p> |
|--|---|

# Lesson 6 (Year 5)

## Lesson Overview

### Learning Objectives:

To be able to perform a choreographed Street Dance in a group and as a whole class.

### Success Criteria:

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

Pupils respond to a beat using music.

Pupils use choreographed movements and patterns as a whole class.

Pupils able to work within a group to select arm positions and movement actions to create a short dance sequence.

### Key Vocabulary:

Phrase, sequence, stance, musicality, variation, transition, unison, mirroring, pathways, speed, level, popping, choreographed.

### Equipment & Resources:

- 15 x Gymnastic mats laid out around the learning space (for cool down).
- Music (suggestion: something that pupils are familiar with), video camera.

### Warm Up (10 minutes)

|   |   |  |
|---|---|--|
| 1 | Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space.  |  |
| 2 | <b>KEY TEACHING POINT</b> - Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.  | <b>LEADERSHIP OPPORTUNITY</b><br>Ask a pupil to demonstrate these different movements.         |
| 3 | <b>Copy Cats</b> - 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. |  |
| 4 | <b>KEY TEACHING POINT</b> – 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.     | <b>VARIATION</b><br>Use different movements - high knees, sideways movements, cross overs etc. |
| 5 | Class Teacher to signal the end of the warm up.   | <b>PUPIL TALK</b><br>Can pupils describe what happens to their breathing when they are active? |
| 6 | <b>Transition</b> - Class Teacher to ask pupils to sit in a space placing hands on knees to show they are ready.  |  |

Main (30 minutes)

|   |   |
|---|---|
| <div>1</div> <p>Class Teacher to remind pupils of the dance topic of <b>Street Dance</b>. Inform pupils that they will be rehearsing and performing a <b>Street Dance</b> routine. 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.</p>  |   |
| <div>2</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to lead the pupils through the opening of a choreographed routine. Pupils to find a space facing the Class Teacher so they can mirror the positions shown; e.g.</p> <ul style="list-style-type: none"><li>• Pupils start in a space.</li><li>• Opening stance/gesture.</li><li>• Shoulder Brush (<b>See image 1</b>) for a count of 8.</li><li>• The Robot Box (<b>See image 8</b>) into Puppeting (<b>See image 9</b>).</li><li>• Movement.</li><li>• Walk Flick (<b>See image 6</b>) for a count of 8.</li><li>• Chest Pop (<b>See image 2</b>) for a count of 8.</li><li>• Lunge Stop (<b>See image 7</b>) for a count of 8.</li><li>• Group dance routine.</li><li>• Ending stance/gesture.</li></ul> |   |
| <div>3</div> <p><b>KEY TEACHING POINT</b> – Class Teacher to rehearse the transitions between the choreographed routine, the pupils group phrases and the ending position/movement.</p>   | <div>PUPIL TALK</div> <p>How could the performance end?</p>   |
| <div>4</div> <p>Class Teacher to discuss how the performance could end. This could include pupils performing any individual skills they might have before creating a final gesture/stance.</p>  | <div>LEADERSHIP OPPORTUNITY</div> <p>Pupils to demonstrate their individual skills/ticks/gymnastic moves to the class.</p>  |
| <div>5</div> <p><b>Rehearse</b> – Class Teacher to lead pupils through a rehearsal of the <b>Street Dance</b> choreographed routine, giving pupils the opportunity to perform their group routines. Pupils to return to their groups from the previous lesson. (Safety: Consider how pupils move around the space, limiting numbers moving at once).</p>  | <div>PUPIL TALK</div> <p>How will the dance phrase look to an audience?</p>   |
| <div>6</div> <p><b>Performance</b> – Inform the pupils that they are going to perform their <b>Street Dance</b> routine, which will be filmed so that they can observe and evaluate their performances.</p>   | <div>VARIATION</div> <p>Pupils from other classes could be invited in to watch the performance to give pupils an audience.</p> <div>EXTEND</div> <p>Class Teacher to split class into two groups. Each group to face the other and perform the routine so pupils can assess each other.</p> |

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

- PUPIL TALK
- Encourage pupils to discuss what they enjoyed about the performance.
- Give feedback to performance.
  - Which movements had the most impact?
  - Did the performance stay in time with the music?
  - What could have been improved about the performance?
  - What did they enjoy the most about the **Street Dance** topic?

Cool Down (10 minutes)

|  |   |
|--|---|
| <div>1</div> <p><b>SKILL DEVELOPMENT ACTIVITY-</b> <i>'Take The Gold'</i>. 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).</p>  |   |
| <div>2</div> <p><b>Stretching</b> – 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:</p> <ul style="list-style-type: none"><li>• Close your eyes.</li><li>• Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).</li><li>• Keeping your arms straight, slowly bring them back down behind your head.</li><li>• Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.</li><li>• As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.</li><li>• Feel the air escape from the balloon, bring your shoulders back onto the mat.</li></ul> | <div>EXTEND</div> <p>Hold stretches for count of 8.</p>   |
| <div>3</div> <p><b>Breathing</b> - 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.</p>  | <div>EXTEND</div> <p>Pupils to breathe in for a count of 3, and breathe out for a count of 3.</p> |
| <div>4</div> <p>Reflect on the unit of work with the pupils.</p>   |   |

Appendix (images)



Image 1:  
Shoulder Brush

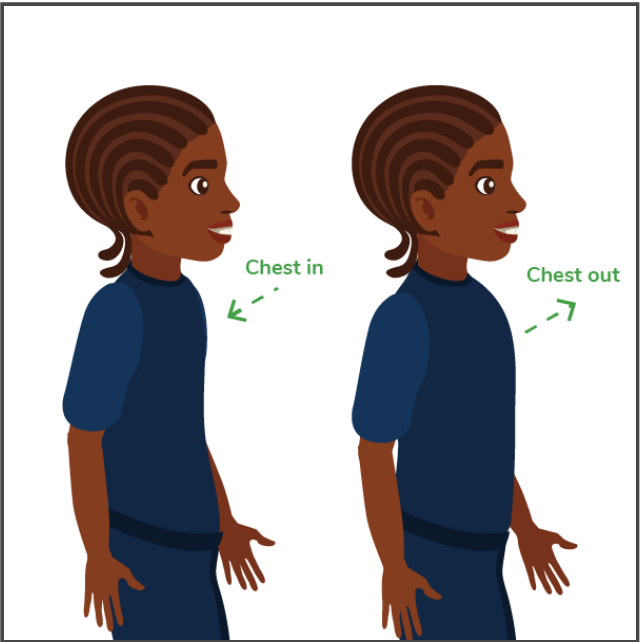


Image 2:  
Chest Pop

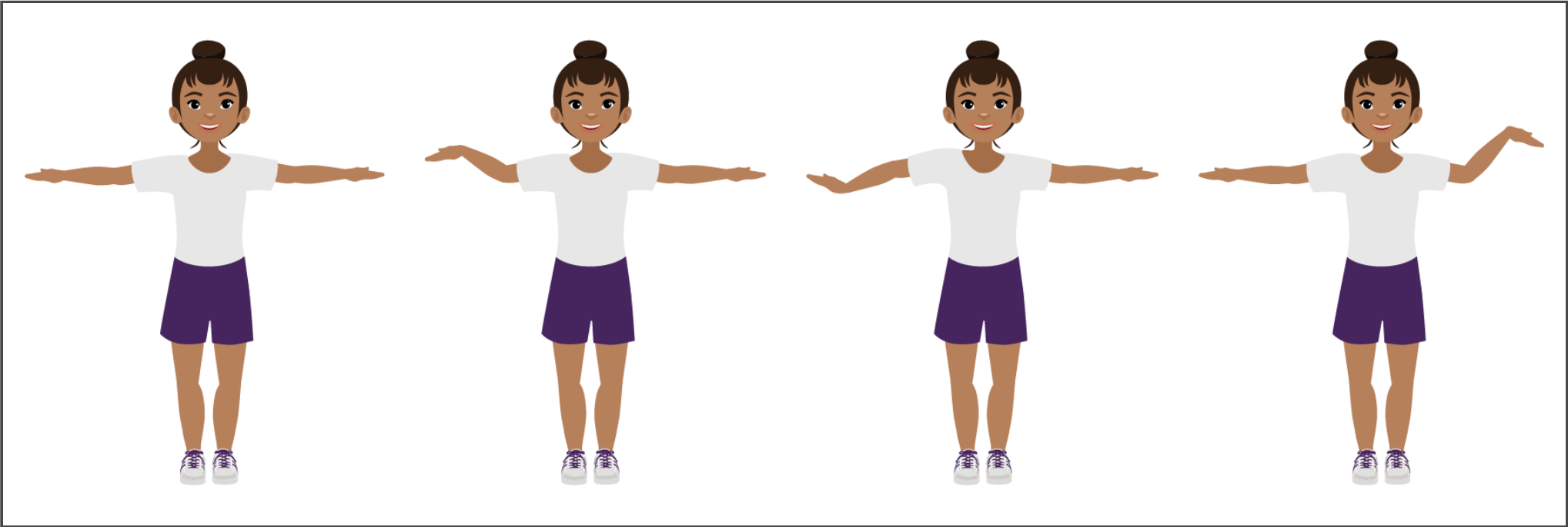


Image 3:  
Arm Wave



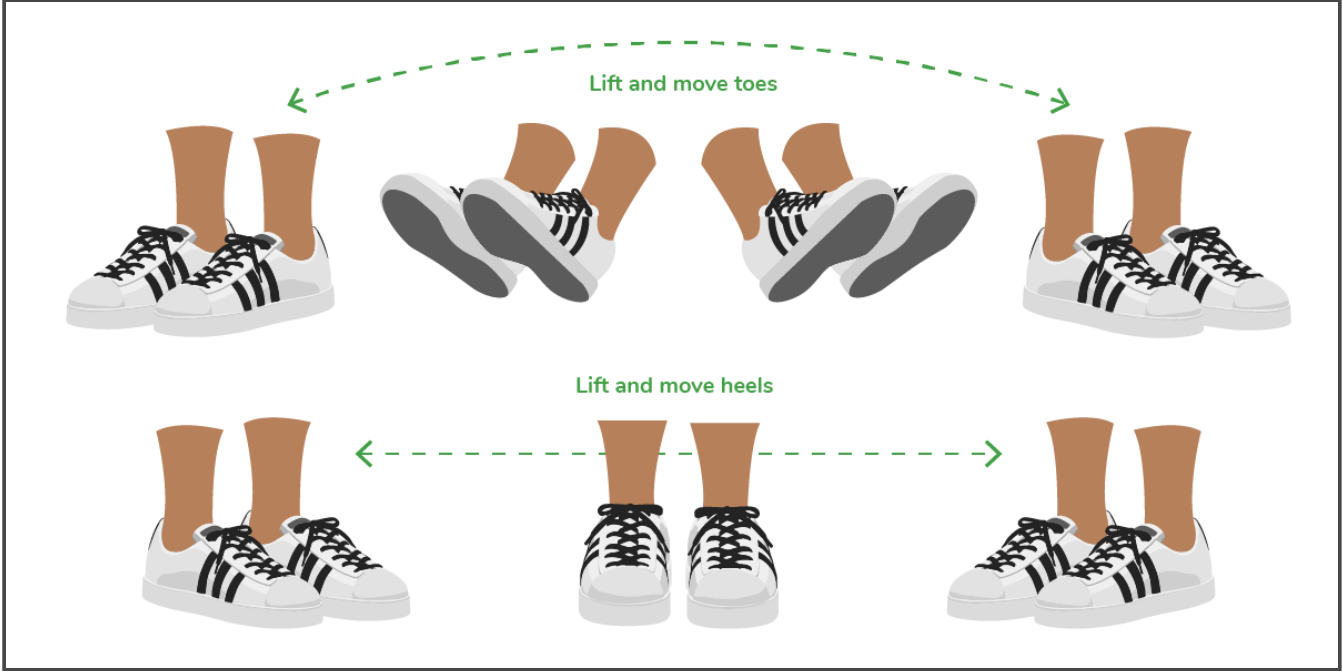


Image 4:  
Heal-Toe Shuffle

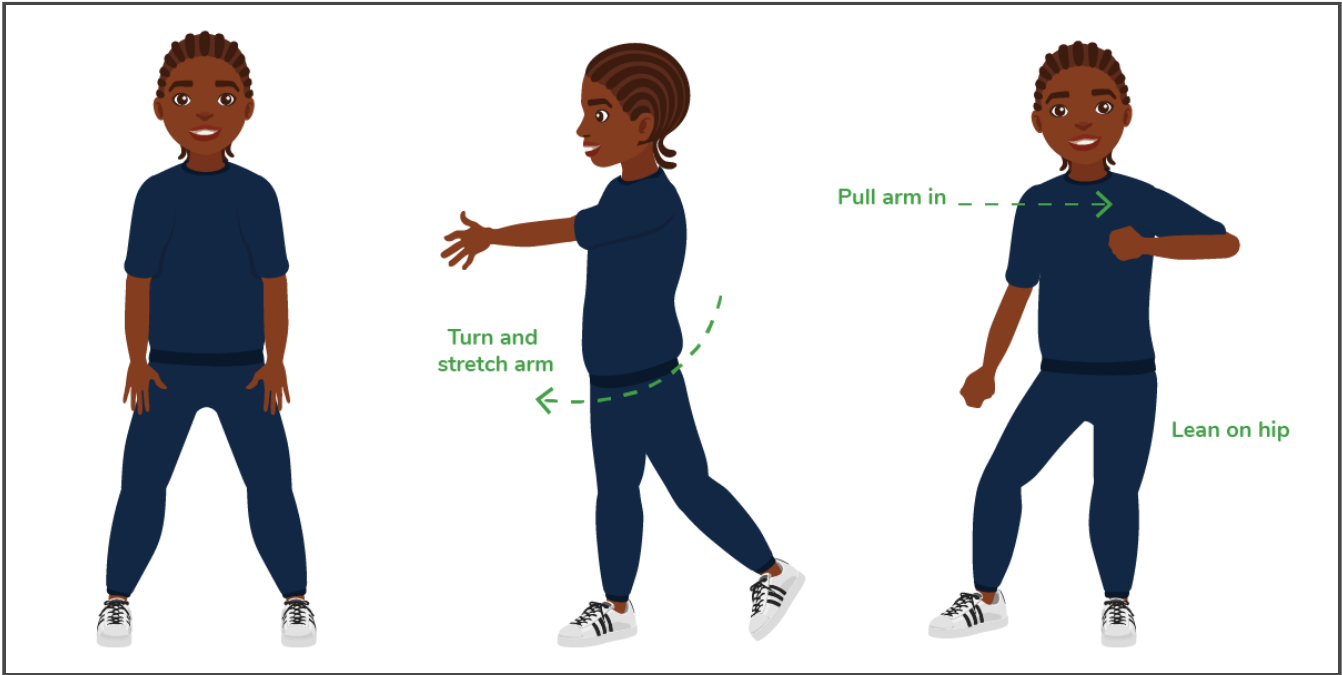


Image 5:  
Hip Pull

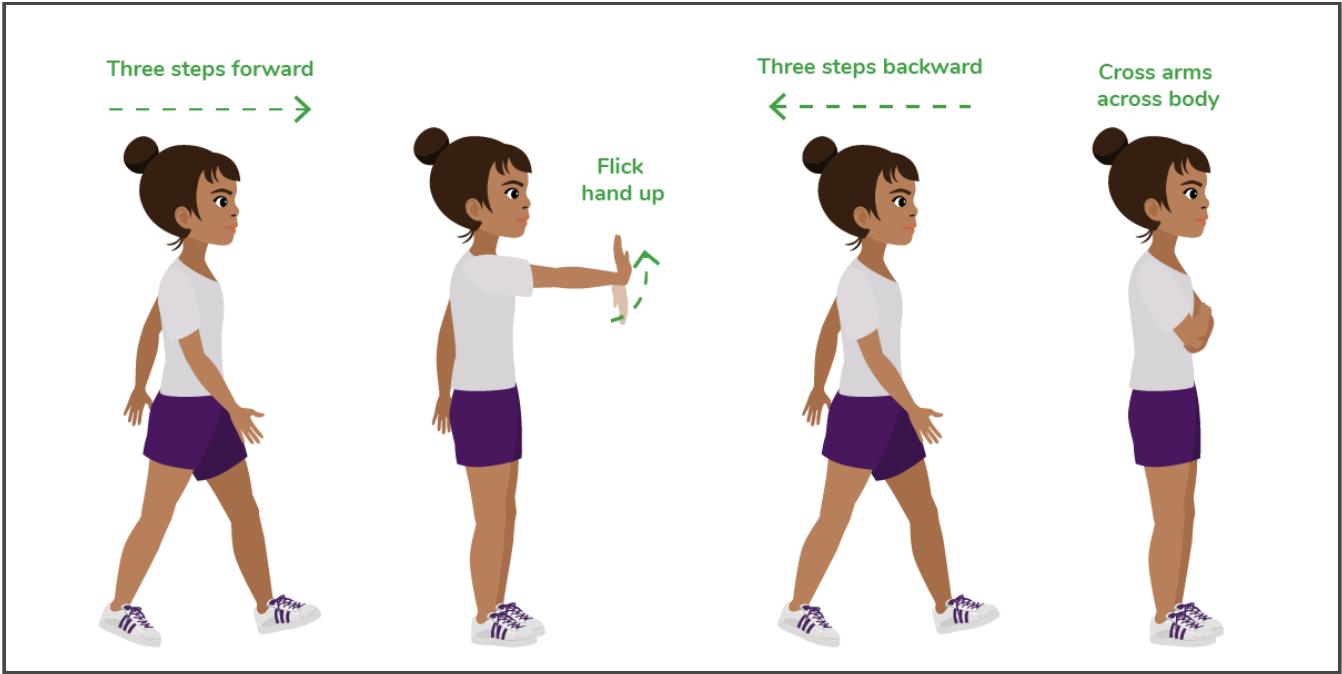


Image 6:  
Walk Flick

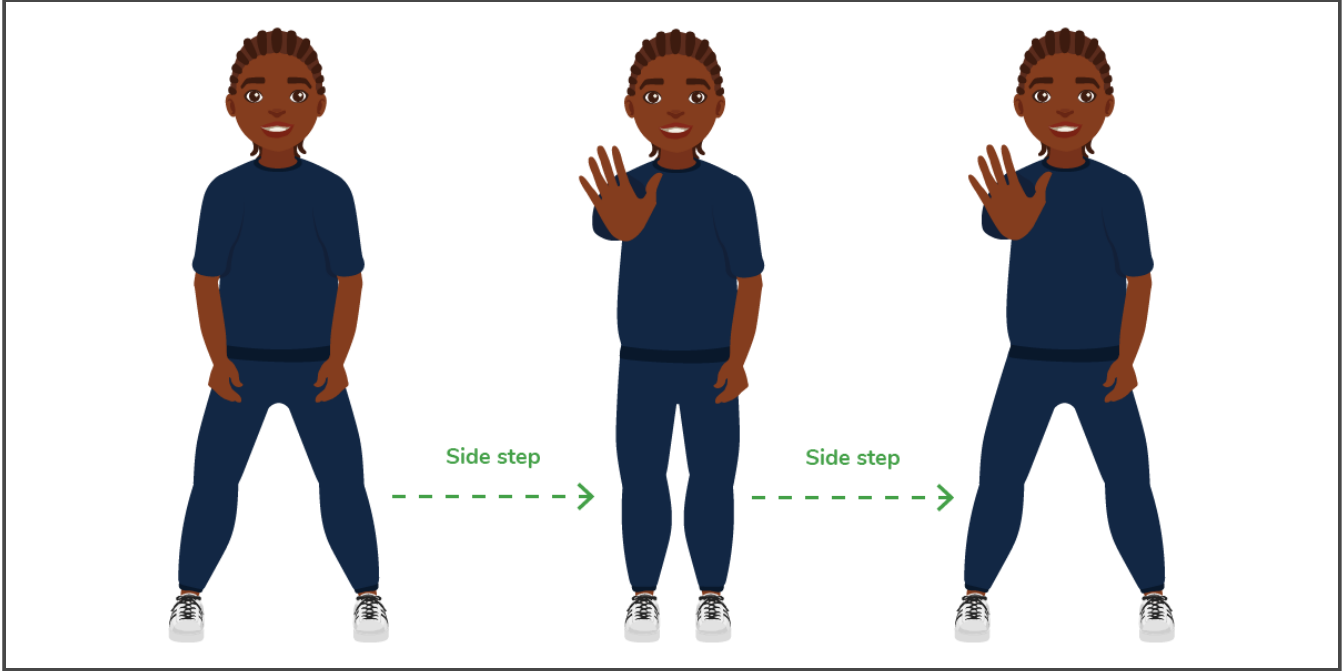


Image 7:  
Lunge Stop

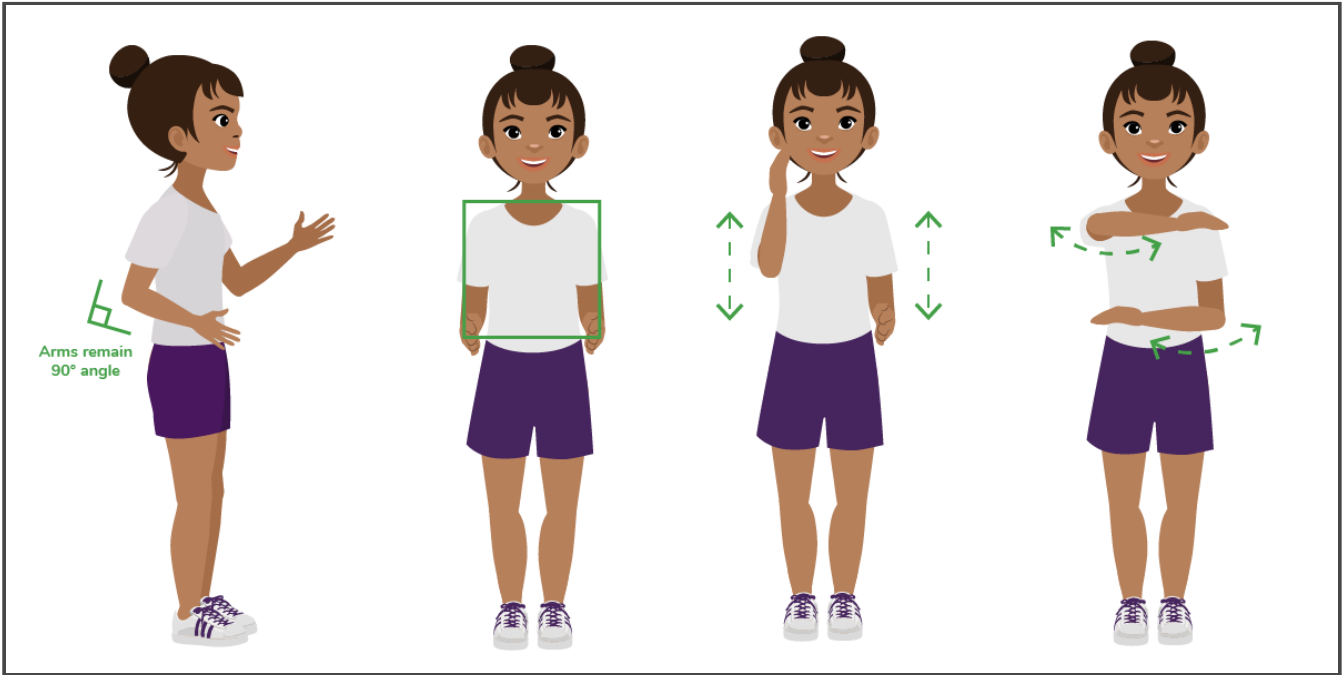


Image 8:  
Robot Box



Image 9:  
Puppeting