

Objective & Rationale

This unit of work focuses on the elements of Action, Dynamics, Time, Space, Relationships and Structure. Students make short movement phrases in response to ideas, moods and kinesthetic stimuli, which they may share with their peers. Students learn to respond in movement to a variety of accompaniment (sounds, voice, music and percussion). They learn to respond spontaneously (improvise) with maturity, and reflect and refine movement at their particular stage of development.

Outcomes and Indicators:

Creative Arts – Dance

PD/H/PE

DAES1.1

Participates in dance activities and demonstrates awareness of body parts, control over movement and expressive qualities

- travel around the space in a variety of ways without contacting others
- perform a sequence of movement using different parts of the body.

DAES1.2

Explores movement in response to a stimulus to express ideas, feelings or moods

- make and explore body shapes to express an idea
- develop a sequence of actions that begin to tell a story.

DAES1.3

Responds to and communicates about the dances they view and/or experience

- show movements to others in the class and talk about the dancing they have done
- discuss why some shapes are more difficult to make than others.

Skills

MOES1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

PSES1.5 Seeks help as needed when faced with simple problems.

Values and Attitudes

V5 Willingly participates in regular physical activity.

Learning Outcomes

Students in Early Stage One will learn to:

- move safely and expressively in a dance with control and sensitivity to sound accompaniment.
- explore the elements of dance expressively in the composition of dances.
- use memory and imagination to explore a range of familiar and fantasy movement ideas for dance.
- show their dance ideas to others, watch other people dance, and think and talk about themselves and others dancing.

Students in Early Stage One will learn about:

- the importance of moving safely, as an individual and with others, in a designated dance space.
- the basic elements of dance: actions of the body, dynamic qualities of movement, timing, spatial aspects and relationships.
- the use of everyday and fantasy movement ideas as active and physical starting points for creating dances.
- the basic components of dances — dancers, movement, sound and physical settings — and how they and their classmates can think about dance ideas.

ASSESSMENT CRITERIA - Assessment is ongoing.

The teacher:

- observes students' movement and performance in dance sequences which explore the use of body parts.
- interviews individual students about their use of body shapes and space.

Students:

- explore ways the body can move.
- display competence in non-locomotor and locomotor movements.
- create a sequence of actions to express an idea.
- discuss the shapes and movements that they have made.
- understand and follows a short sequence of instructions.

Beginning	Developing	Achieved	Working Beyond
<p>DAES1.2 Composing</p> <ul style="list-style-type: none"> - Demonstrates limited understanding of the elements of dance. - Uses limited body parts for actions. - Makes limited use of levels and no changes in dynamics and tempo when dancing. - Does not dance independently of others using others/teacher's ideas. <p>DAES1.3 Appreciating</p> <ul style="list-style-type: none"> - Unable to use arms to dance. - Unable to twist body when dancing. - Unable to make comments about dance with prompts from teacher. 	<p>DAES1.2 Composing</p> <ul style="list-style-type: none"> - Demonstrates some understanding of the elements of dance. - Uses some body parts for actions. - Makes limited use of levels and minimal changes in dynamics and tempo when dancing. - Dances independently of others using others/teacher's ideas. <p>DAES1.3 Appreciating</p> <ul style="list-style-type: none"> - able to express the following about the dance: - Sometimes uses arms to dance. - Sometimes twists body when dancing. - Makes limited comments about dance with prompts from teacher. 	<p>DAES1.2 Composing</p> <ul style="list-style-type: none"> - Demonstrates sound understanding of the elements of dance. - Uses body parts, mainly arms for actions. - Makes some use of levels and small changes in dynamics and tempo when dancing. - Dances independently of others using own ideas. <p>DAES1.3 Appreciating</p> <ul style="list-style-type: none"> - able to express the following about the dance: - Uses arms to dance. - Sometimes uses one arm and sometimes uses two arms. - Twists body when dancing. - Makes comments about dance with some prompts from teacher. 	<p>DAES1.2</p> <ul style="list-style-type: none"> - Demonstrates a good understanding of the elements of dance through interesting and varied use of body parts and action to express ideas. - Use different levels of space and changes in dynamics and tempo throughout their dance. - Dance independently of others using their own ideas. <p>DAES1.3 Appreciating</p> <ul style="list-style-type: none"> - able to express the following about the dance: - Uses low, middle and high space. - Demonstrate movements that are small/ big, and fast/slow. - Makes comments about dance without teacher prompting.

Focus: Using Space

Students explore the use of personal space and set the rules for using the general space in the room.

Music/Resources:

- Just Dance CD
- Everybody - Justice Crew
- Beat Like a Drum – Guy Sebastian
- Best Night - Justice Crew

Week: 3
Lesson 1

Learning Experiences:

Warm Up: Play movement game Near and Far. On teachers signal, the groups move:

- As close as possible to each other in the centre of the room, without touching.
- As far away from each other as possible. Repeat several times moving in a variety of ways

Direct students to use personal space in the room (using Everybody - Justice Crew - 8 beats):

- Find a space alone. Come to me, now we are all crowded
- Find a space alone. Sit in your space. Come to me without touching anyone.
- Find a space in the room (different to previous space). Spin around in your space, run on the spot, lift knees as high as you can, make a big shape in your space, lie down long and thin. Walk anywhere in the room without touching anyone else.

Play a game of Simon Says using different body parts.

Play Beat of a Drum by Guy Sebastian, clap in time (8 beats).

- Perform body part actions in time with the beat by moving: body planes (front, back, sides), use large body parts, eg head, shoulders, bottom, arms, legs, use small body parts, eg elbows, knees, toes;

Play Best Night (Justice Crew - 4 beats).

- explore moving different body parts, eg head, feet, hands, shoulders, elbows, in a variety of different ways, eg shaking, wriggling, circling, pointing, thrusting, swinging;

- Students dance to Just Dance – 2 songs

Teacher Note: Explain the meaning of 'directions' as leading with a body part and 'levels' by relating to objects in the room.

Focus: Using body parts

Students focus on ways in which different parts of the body can move, and begin developing a vocabulary for talking about dance

Music/Resources:

Just Dance CD
I Can't Feel My Face - The Weekend
What Do You Mean? - Justin Bieber
Party Rock Anthem - LMFAO
Love Generation - Bob Sinclair

Week: 4
Lesson 2

Learning Experiences:

Warm Up: Use I Can't Feel My Face (different beat throughout song. Discuss this).

- Discuss the different shapes the body can make. Students move continuously in response to teacher's directions, eg stretch, twist, curl, turn, stretch; vary by performing movement very slowly and smoothly to 8 beats or very fast to a single beat.

Discuss relaxation. Focus on correct breathing showing students how to inhale through the nose. Play What Do You Mean - Justin Bieber (8 beats).

- Provide directions for students to participate in a relation sequence using a variety of body part. Gradually direct students to sit in their own space on the floor. For example, slowly move your head to look from side to side, draw shapes with your shoulders, roll your body down slowly to the floor, make small circles with your hands and fingers.
- Give students opportunities to explore what they can do with their hand, their hand touching their wrist, their hand touching their elbow, their hand touching their shoulder.

Using action cards (see below) to encourage students to explore which parts of their bodies they can move in different ways.

- Movements that students will perform: flap hands, stamp feet, twist torso, wriggle everything

In groups of 4 students (class circle) compose a dance using one body part and demonstrating different ways it can move. For example, the arm dance, leg dance.

- Play Party Rock Anthem and have students perform their dance. In class circles, half the class perform while the other half observe. Discuss the range of movements shown.
- Play Love Generation (8 beats)- Free Dance

Focus: Travelling

Students explore the ways in which they can travel around the space and look at the range of movement possibilities involved. The lesson examines how locomotor movement can change when performed at a different level.

Music/Resources:

Just Dance

Go Your Own Way - Fleetwood Mac

Uptown Funk - Bruno Mars

I Gotta Feeling - Black Eyed Peas

Week: 5
Lesson 3

Learning Experiences:

Warm Up: Go Your Own Way - Fleetwood Mac (4 beats).

- Students walk around the space with different body parts leading. For example: elbow, armpit, chin.
- Alternate how students walk, fast and slow

- Discuss walking around the room in different ways. Have students move around the room hopping like kangaroos, sliding like snakes, crawling and hopping on one foot.

- Play Uptown Funk (4 beats) and have students move around the hall walking tall, walking short
- walk holding hand high, hands low.
- walk lifting feet high, feet low
- slide your feet along the floor

- Play I Gotta Feeling (8 beats) Have students explore different ways to walk:

- on toes, heels, sides of feet, with toes pointed in with toes pointed out, marching lifting knees high and swinging arms.
- explore other locomotor movements in a similar way. For example: jump from one foot to the other, small jump, long jump, do a high jump and bend knees when landing

Have students walk from one side of the hall to the other putting their hands on the following:

- front of body and walk forwards;
- back of body and walk backwards;
- right side of body and walk sideways to the right, left side of body and walk sideways to the left.

Focus: Body shapes

Students investigate the use of personal space by using their bodies and parts of their bodies to make shapes.

Music/Resources:

Just Dance
Just Beat It - Michael Jackson
The Way You Make Me Feel
Stayin Alive
Shape Cards

Week: 6
Lesson 4

Learning Experiences:

Warm Up:

- Play Beat It (8 beats), play musical statues. Students move around the hall. When the music stops, students assume a shape and freeze, as statues.

Play 'The Way You Make Me Feel' (4 beats). Have students use their body to make: a circle, a triangle, a square.

- Discuss which body parts were used to make each shape.
- Ask students to make a square with their legs, their whole body, a partner.

Further develop student's knowledge of shapes

- Have students to make the widest shape that they can.
- the widest shape at a high level/low level

Play Stayin Alive (4 beats)- have shape cards in each corner of the room.

- Select locomotor movements to travel between stations. When the music stops, students go to the nearest station and make the shape/action on the card.

Students make a tall shape. Ask students to balance on one foot with arms raised above the head when making shapes. See who can hold their shape the longest. Discuss why this is hard to do.

- Students dance to Just Dance – 2 songs

<p>Focus: Everyday dance Students explore everyday actions which form the basis of a short sequence to be developed in the next lesson.</p>	<p>Music/Resources: I Wanna Dance With Somebody - Whitney Houston Thinking Out Loud - Ed Sheeran World Hold On - Bob Sinclair Rock This Party - Bob Sinclair</p>	<p>Week: 7 Lesson 5</p>
<p>Learning Experiences: Play 'I Wanna Dance With Somebody' (4 beats). Students need to dance on the spot as if they are:</p> <ul style="list-style-type: none"> - moving through honey. - their hands and feet are joined with an elastic. - just got out of bed. - in mud up to their knees. - on a hot road. - moving through water. <p>Repeat previous activity. Play Thinking Out Loud (2 beats) and discuss with students how you change your style depending on how many beats a song has.</p> <p>Introduce mime. What does it mean? One Teacher tells a story about getting ready for school while other teachers demonstrate. Demonstrate doing the groceries, big bounce: little bounce, sprinkler, washing the car, slicing pizza, making a cake.</p> <ul style="list-style-type: none"> - Discuss with students what is involved in painting a picture, have them demonstrate as a group how to do this: - the brush stroke, is it zig-zag, straight, how are they holding the brush, what actions do we use when getting colours, pouring paint, washing the brush, getting our paint shirt on. - Play World Hold On (8 beats) and have students go through all scenarios. Some may have their own. <p>Students get in groups of 4. Each group is given an scenario. Groups perform their scenario to students. Half observing/half performing. Students try and guess what each group is doing. Students give feedback to their partner: Assess whether students</p> <ul style="list-style-type: none"> - did they use their whole body? - did they maintain eye contact or were they looking around the room or at the floor? - were there any actions that really stood out? <p>Play Party Rock Anthem - Free dance</p>		

<p>Focus: Assessment - Students explore how the actions chosen for the sequence can be performed in relation to the elements of dance.</p>	<p>Music/Resources: World Hold On - Bob Sinclair Thinking Out Loud - Ed Sheeran I Gotta Feeling - Black Eyed Peas Casper Slide</p>	<p>Week: 8 Assessment</p>
<p>Learning Experiences: Warm Up:</p> <ul style="list-style-type: none"> - Play World Hold On. Students practise their mime dance from previous week. Assess how students are moving their body. - Play Thinking Out Loud (2 beats). Have students move around the room to the beat of the music. Assess students ability to dance to the beat. - Play I Gotta Feeling (8 beats). Have students move around the room to the beat of the music. Assess students ability to dance to the beat. - Teach Students the Casper Slide (students should be able to listen to the beat and instructions). 		

swing

rock

twist

stretch

curl

bend

shake

flick

stamp

wriggle

push

pull

Square

Triangle

Circle

wide

Tall

Flat

Bumpy