

THE ARTS - DANCE UNIT PLAN

Levels 2, 3 AND 4

Term: 1 & 2 Year: 7 Class: All Whanau Duration: 11 – 13 lessons Context / Topic: Creative Dance

<p>STRANDS AND ACHIEVEMENT OBJECTIVES - Level 2 <i>Students will:</i> UC: UNDERSTANDING DANCE IN CONTEXT - Identify and describe dance in their lives and in their communities. PK: DEVELOPING PRACTICAL KNOWLEDGE - Explore and identify, through movement, the dance elements of body, space, time, energy, and relationships. DI: DEVELOPING IDEAS - Use the elements of dance in purposeful ways to respond to a variety of stimuli. CI: COMMUNICATING AND INTERPRETING - Share dance movement through informal presentation and identify the use of the elements of dance.</p>	<p>STRANDS AND ACHIEVEMENT OBJECTIVES - Level 3 <i>Students will:</i> UC: UNDERSTANDING DANCE IN CONTEXT - Explore and describe dances from a variety of cultures. PK: DEVELOPING PRACTICAL KNOWLEDGE - Use the dance elements to develop and share their personal movement vocabulary. DI: DEVELOPING IDEAS - Select and combine dance elements in response to a variety of stimuli. CI: COMMUNICATING AND INTERPRETING - Prepare and share dance movement individually and in pairs or groups. - Use the elements of dance to describe dance movements and respond to dances from a variety of cultures.</p>	<p>STRANDS AND ACHIEVEMENT OBJECTIVES - Level 4 <i>Students will:</i> UC: UNDERSTANDING DANCE IN CONTEXT - Explore and describe how dance is used for different purposes in a variety of cultures and contexts. PK: DEVELOPING PRACTICAL KNOWLEDGE - Apply the dance elements to extend personal movement skills and vocabularies and to explore the vocabularies of others. DI: DEVELOPING IDEAS - Combine and contrast the dance elements to express images, ideas, and feelings in dance, using a variety of choreographic processes. CI: COMMUNICATING AND INTERPRETING - Prepare and present dance, with an awareness of performance context. - Describe and record how the purpose of selected dances is expressed through the movement.</p>
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HABITS OF MIND	Persisting	√	KEY COMPETENCIES	Thinking	√	ASSESSMENT	Pre-test (Diagnostic)	
	Responding with wonderment and awe	√		Using Language, Symbols and Texts	√		Post-test (Summative)	
	Striving for accuracy	√		Managing Self	√		Sample	
	Remaining open to continuous learning	√		Relating to Others	√		Observation	√
	Listening and understating with empathy	√		Participating and Contributing	√		Self Assessment	√
	Managing impulsivity	√					Group Assessment	√
	Finding humour	√					ARB's	
	Creating, imaging, innovating	√					Other e.g. Exemplars, asTTle, etc	
	Taking responsible risks Questioning and problem posing Thinking with clarity and precision Gathering data through all senses Thinking interdependently Thinking flexibly Thinking about thinking Applying past knowledge to new situations							

E-LEARNING (ICT) TEACHER ONLY	Computer/Word Processing	√	OTHER CURRICULUM LINKS	English	√	Elements	Space	√
	Programming			Mathematics	√		Group formation	√
	Publisher/Excel/PowerPoint	√		Science			Flow	√
	e-mail/Fax/Phone/Scan			Social Studies	√		Levels	
	Internet-Research	√		Technology			Theme work	
	Digital Camera/Video	√		The Arts (Music/Dance/Drama/Visual)	√		Shape	√
	Internet – Webquests and Web 2.0	√		Health and Physical Education	√		Direction	√
	Video Conferencing			Languages (Te Reo etc)			Pathways	√
	Inspiration and Other Programmes	√		EOTC			Unison	√
							Choreographing a dance	√
				Performing a group dance to an audience	√			
				Analysing dance	√			
				power	√			
				Speed	√			
				Travelling	√			

	ASSESSMENT COVERED
BEFORE THE UNIT:	None
DURING THE UNIT:	Ongoing group and individual assessment and evaluations throughout lessons based on Dance knowledge, understanding and performance levels
END OF THE UNIT:	- Teacher and children to assess group role play based on Dance knowledge, understanding and performance levels individually and as a group - Portfolio Self Assessment sheet filled in expressing opinions and dance knowledge

SPECIFIC LEARNING INTENTIONS: We are learning to: SUCCESS CRITERIA: We know we have achieved this when we can:	LEARNING EXPERIENCES / ASSESSMENT / EVALUATION:	RESOURCES / NOTES:
<p>Lesson 1:</p> <p><u>Learning Intention</u> We are learning to Apply effectively and utilise dance elements; Space, travelling, levels, beat and unison</p> <p>We are learning it To gain confidence in Dance and this will also help us build our self esteem.</p> <p><u>Success Criteria</u> We will know when we have learnt it when We can apply the dance elements - Space, travelling, levels, beat and unison effectively in the dance element activities</p> <p>Elements - Space, travelling, levels, beat and unison</p>	<p>Introduce myself and my back ground Explanation of specialist subject Introduce and describe LI's and SC for the lesson Explain expectations, rules and responsibilities (participation, be yourself, enjoyment) consequences (xxx) Warm up activity - crazy movement activity Introduce and explain drama elements - Space, travelling, levels, beat and unison Element activities:</p> <ul style="list-style-type: none"> - Square space activity using space, travelling and levels - children to find a square on the floor and number the corners of the square. Teacher calls out numbers, children to jump on those numbers. Speed up and mix up the numbers. Repeat with a square above their heads and call out all 8 numbers. - Move their space around the room with out disturbing any one else's space. Teacher calls out freeze. Children start to get faster and faster and avoid each others space. - Teach children an 8 count square dance. Children to add 4 of their won counts. Once they have memorised this they can choose a partner and teach each other the their dance and mix both together. - Discussion about the previous travelling activity relating it to the elements explain space, levels and travelling definitions <p>Evaluation: Discuss in pairs what they enjoyed in the lesson and what they learnt. Explain to them what they will be working on next week.</p>	
<p>Lesson 2:</p> <p><u>Learning Intention</u> We are learning to Apply effectively and utilise dance elements; Pathways, non locomotor and locomotor movements</p> <p>We are learning it To gain confidence in Dance and this will also help us build our self esteem.</p> <p><u>Success Criteria</u> We will know when we have learnt it when</p>	<p>Introduce and describe LI's and SC for the lesson Recap on expectations, rules and responsibilities (participation, be yourself, enjoyment) consequences (xxx) Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Warm up activity - Balance and stretching activity Introduce and explain drama elements - Pathways, non locomotor and locomotor movements Element activities:</p> <ul style="list-style-type: none"> - Introduce and explain the new dance elements - Direction, pathways, focus and locomotor and 	

<p>We can apply the dance elements - Pathways, non locomotor and locomotor movements effectively in our partner dance</p> <p>Elements - Pathways, non locomotor and locomotor movements</p>	<p>non-locomotor.</p> <ul style="list-style-type: none"> - In partners children to choose 2 locomotor out of the hat and 2 non locomotor out of the hat create the movements for these words. To put these movements into a sequence using unison. - Introduce the music. Children to put their sequence to a beat. - Ask the children to add in a pathway to one of their locomotor movements. - Ask the children to change levels in their sequence. - Children to perform their sequence altogether with the rest of the class to the music provided. <p>Evaluation:</p> <ul style="list-style-type: none"> - Discuss as a class group what they enjoyed and what they learnt and how can they improve their sequences for next time? Explain to them what they will be working on next week 	
<p>Lesson 3: <u>Learning Intention</u> We are learning to Apply effectively and utilise dance elements; Shape, Direction and Dance sequence</p> <p>We are learning it To gain confidence in Dance and this will also help us build our self esteem.</p> <p><u>Success Criteria</u> We will know when we have learnt it when</p> <p>We can apply the dance elements - Shape, Direction and Dance sequence movements effectively in our group dance</p> <p>Elements - Shape, Direction and Dance sequence</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?"</p> <p>Warm up activity - Level and shape photographs Introduce and explain drama elements - Shape, direction and dance sequence Introduce element activities:</p> <ul style="list-style-type: none"> - In groups of 3, children to make a starting shape for a sequence. - Give each group a locomotor movements and they are to use this as their first move for their dance sequence. Moving from their starting shape. - Add on a non locomotive movements and a locomotive movement. - Tell children to add different direction to one of their locomotive movements. - Make a finishing shape for their sequence. - Half of the class to perform at the same time and swap over. <p>Evaluation: Children to respond to other groups sequences with positive comments and comments that can help groups to improve.</p>	

	<p>Explain to them what they will be working on next week</p>	
<p>Lesson 4: <u>Learning Intention</u> We are learning to Apply effectively and utilise dance elements; Power, speed and flow We are learning it To gain confidence in Dance and this will also help us build our self esteem. <u>Success Criteria</u> We will know when we have learnt it when We can apply the dance elements - Power, speed and flow movements effectively in our group dance Elements - Power, speed and flow</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Warm up activity - Mirroring and puppet movements Introduce and explain drama elements - Power, speed and flow Introduce element activities:</p> <ul style="list-style-type: none"> - Children need to pretend they are robots and to move one part of their body in a sharp manner, once they have done this add 2 more body movements and put in an order. - Repeat the previous activities with smooth movements, forceful movements, delicate movements. - Stand opposite a partner and challenge the partner with their moves. Then move parents to a group of four and challenge again. Then move class to 2 groups and challenge each others. - Give the children a variety of non locomotive movements and locomotor movements in groups children to create their own group dance using a variety of power and speed. <p>Evaluation Discuss as a class group what they enjoyed and what they learnt and how can they improve their sequences for next time? Explain to them what they will be working on next week</p>	
<p>Lesson 5: <u>Learning Intention</u> We are learning to Apply effectively and utilise dance elements; Theme work and choreography We are learning it To understand how a dance movements can portray a theme <u>Success Criteria</u> We will know when we have learnt it when We have effectively created a group dance that portrays a theme. Elements - Theme work and choreography</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Warm up activity - Circle run Introduce and explain drama elements - Theme work and choreography Introduce element activities:</p> <ul style="list-style-type: none"> - Individually children to show different movements for a variety of sports. - Children to individually choose 3 sport movements that they like and put in order. Add a variety of speed to the movements. - In pairs children to choose a sport and choose 4 moves that the particular sport would have. Put the movements to 2 counts each. - Practise the movements in a sequence - Change each movement to 4 counts each and add travelling. 	

	<ul style="list-style-type: none"> - Add a type of speed to one of their movements changing the beats if needed. - Add a start and finishing shape to sequence. - Perform to the rest of the class with music. - Children to respond to other groups sequences with positive comments and comments that can help groups to improve. <p>Evaluation Discuss as a class what other types of power you could show in a dance and how does speed effect the dance and how it may look.</p>	
<p>Lesson 6: <u>Learning Intention</u> We are learning to Apply effectively and utilise dance elements; Group formation We are learning it To understand how a group formation can change a dance to make it look more effective for an audience to watch <u>Success Criteria</u> We will know when we have learnt it when We have effectively created a group dance that involves a variety of creative group formation movements.</p> <p>Elements - Group formation</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Warm up activity - Teach hip hop moves on cards Introduce and explain drama elements - Group formation</p> <ul style="list-style-type: none"> - Children to use the hip hop cards used in the warm up activity. Each group are given 4 cards and they can decide what order they need to go in. Each Card movement needs to be 4 counts. - In their groups children to choose a type of group formation to start their sequence in. - Give each group a group formation dice and a travelling dice. Groups to throw the dice and use the roll to move to their next dance position. 4 counts to do this. Then they execute their next hip hop dance move in their sequence. - Continue with this 3 times to add to their group sequence. - Add starting and finishing shapes. - Perform to the rest of the class. - Children to respond to other groups sequences with positive comments and comments that can help groups to improve. <p>Evaluation: Discuss as a class group what they enjoyed and what they learnt and how can they improve their sequences for next time? Explain to them what they will be working on next week</p>	
<p>Lesson 7: <u>Learning Intention</u> We are learning to 1. Co-operate with a group to choreograph, plan and practise an assessment group dance. 2. Include the dance elements taught in previous lessons in our group</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Introduce and explain dance elements - Planning, choreographing and practising a group dance Introduce element activities:</p> <ul style="list-style-type: none"> - Explain to the children the assessment activity and what is expected of them. 	

<p>assessment dance</p> <p>We are learning it To show our understanding and knowledge of the dance elements we have learnt in previous lessons.</p> <p>Success Criteria</p> <p>We will know when we have learnt it when We have included all of the dance elements required in our group assessment dance plan and whilst practising our group assessment dance</p> <p>Elements - Planning, choreographing and practising a group dance</p>	<ul style="list-style-type: none"> - Children to record their dance sequence on a planning sheet and they will also have a list of dance elements that they will need to include in their dance. - Children continue to choreograph their sequence and continue practising it. - Groups to show their sequence to another group and the group give them feed back on what to improve on next time. <p>Evaluation:</p> <ul style="list-style-type: none"> - Ask the children what they worked well on for the lesson and what they can work on for their next lesson. - Let the children know that they are to look out for more dance moves to add to their sequence and to remind them that they will be performing it next lesson. 	
<p>Lesson 8:</p> <p>Learning Intention</p> <p>We are learning to</p> <ol style="list-style-type: none"> 1. Continue to co-operate with a group to choreograph, plan and practise an assessment group dance. 2. Include the dance elements taught in previous lessons in our group assessment dance 3. Perfect our group assessment dance to make it effective for an audience to watch. 4. Act and perform our group assessment dance to an audience <p>We are learning it</p> <ol style="list-style-type: none"> 1. To demonstrate our understanding and knowledge of the Drama elements we have learnt in previous lessons. 2. To gain confidence in Dance and this will also help us build our self esteem. <p>Success Criteria</p> <p>We will know when we have learnt it when</p> <ol style="list-style-type: none"> 1. We have included all of the Dance elements required in our group assessment dance plan and whilst practising our group assessment dance 2. We have co-operated as a group and completed planning and creating our group assessment dance. 3. Performed our group assessment dance in front of an audience with confidence and enthusiasm <p>Elements - Choreographing and</p>	<p>Introduce and describe LI's and SC for the lesson</p> <p>Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?"</p> <p>Introduce and explain dance elements - Choreographing and planning a group dance, performing in front of an audience.</p> <p>Introduce element activities:</p> <ul style="list-style-type: none"> - Recap on the expectations of their assessment group sequence. Point out the time limit, type of beat for their dance, including all the dance elements needed in their dance and group co-operation. - Children to continue choreographing their group dance ready for their performance. Give children 30 mins to complete. Through out the lesson tell the groups to discuss if the have covered all of the elements and if they have not to add some more to their sequence. If children have all the elements they need to think about where their sequence needs changing or adding and work on this. - Teacher to time the children and give them suggestions and advise if needed - Video each performance. - Perform to the rest of the class. The audience are watching for good movements and combination of dance elements and well as improvements that the groups could work on. <p>Evaluation: Children discuss with the class how they thought their dance performance went and what they could improve on for next time.</p>	

<p>planning a group dance, performing in front of an audience.</p>		
<p>Lesson 9: <u>Learning Intention</u> We are learning to</p> <ol style="list-style-type: none"> 1. Act and perform our group assessment dance to an audience 2. Analyse and evaluate our group assessment dances <p>We are learning it</p> <ol style="list-style-type: none"> 1. To demonstrate our understanding and knowledge of the dance elements we have learnt in previous lessons. 2. To gain confidence in Dance and this will also help us build our self esteem. 3. Evaluate our drama experiences and knowledge <p><u>Success Criteria</u> We will know when we have learnt it when</p> <ol style="list-style-type: none"> 1. Performed our group assessment dance in front of an audience with confidence and enthusiasm 2. Orally express our opinions by giving constructive feedback about our group assessment dance <p>Elements - performing in front of an audience, analysing dance</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Introduce and explain dance elements - performing in front of an audience, analysing dance Introduce element activities:</p> <ul style="list-style-type: none"> - Children to continue performing dances if they did not get to perform last lesson. - Video each performance. - Perform to the rest of the class. The audience are watching for good movements and combination of dance elements and well as improvements that the groups could work on. - Children to watch their group assessment dances from the video footage and give feedback on the elements that were covered and constructive comments on how they could improve their dance for next time. - As a group they need to assess themselves on the following: What elements did your group do well at? What elements does your group need to improve on? - Teacher to check, sign and mark. <p>Evaluation: Ask the children what they enjoyed about dance and what they learnt and if it was worth doing? If you had the opportunity would you want to learn more about different types of dance?</p>	
<p>Lesson 10: <u>Learning Intention</u> We are learning to</p> <ol style="list-style-type: none"> 1. Analyse and evaluate our group assessment dances 2. Assess our own dance knowledge on a portfolio sheet <p>We are learning it to</p> <p>Evaluate our dance experiences and knowledge</p> <p><u>Success Criteria</u> We will know when we have learnt it when we have</p> <ol style="list-style-type: none"> 1. Orally express our opinions by giving constructive feedback about our group assessment dances 2. Completed our portfolio sheet honestly expressing our opinions about what we have learnt in Dance <p>Elements - analysing dance and self assessment</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?" Introduce and explain dance elements - analysing dance and self assessment Introduce element activities:</p> <ul style="list-style-type: none"> - Portfolio assessment sheet - Teacher to explain portfolio sheet and children to self assess on the following: Exploring dance, Choreographing dance, performing dance and interpreting dance. Children to also fill in self evaluation on portfolio sheet. - Read the children's self evaluation including the following: what element they have learnt, what they enjoyed and why, has their confidence improve and why, co-operation and contribution with their group and enjoyment of the dance lessons. - Teacher will watch through group assessment dances after and assess the children on her professional judgement and to mark while children are in class. 	

<p>Lesson 11: <u>Learning Intention</u> We are learning to Analyse and evaluate professional dance</p> <p>We are learning it to Compare the differences between creative dance and cultural dance</p> <p><u>Success Criteria</u> We will know when we have learnt it when we have Orally explained the differences between creative dance and cultural dance</p> <p>Elements - analysing dance</p>	<p>Introduce and describe LI's and SC for the lesson Recap children on the previous lesson "what elements did we learn last lesson and what do they mean?"</p> <p>Introduce and explain dance elements - Analysing dance</p> <p>Introduce element activities: - Children to watch extracts from a Variety of movies and cultural performances and analyse their dancing skills and what makes it look effective and compare the differences between the two dances. - Show children the following extracts from performances and give them a focus question think about and answer while watching it: Honey (last dance) - Focus questions: What types of genres are there in this dance? What do you think they are trying to portray in this dance. Discovering dance styles in Aotearoa New Zealand (Break dancing and hip hop dance) Focus question: What are the differences and similarities between these two dances? Discovering dance styles in Aotearoa New Zealand (pacific dance) Focus Question: where are these dances from and what makes them all so similar?</p> <p>Evaluation: Donut circle: Tell the person opposite you in the donut circle how could you combine creative dance and cultural dance together. Move around the donut. Tell the person opposite you what are some of the moves you could use to combine creative dance and cultural dance together. Move around the donut. Tell the person opposite you what theme you could use to represent a dance mixture of cultural and creative dance.</p>	
<p>Lesson 12: Children's choice <u>Learning Intention</u> We are learning to Develop and expand our current dance element knowledge</p> <p>We are learning it to Extend our dance repertoire and skills</p> <p><u>Success Criteria</u> We will know when we have learnt it when we have Experimented with a variety of Dance activities</p>	<p>Children's choice: The children have the opportunity to extend their knowledge of skills by deciding as a class what elements they wish to focus on and improve. Teacher to have activities ready that relate to the elements chosen.</p>	