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| **Year: 2**  **Unit: Monster Dance** |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. |

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| Week | Objective | Lesson – intro and Chorus section | | | Short Term Comments | Cross-Curricular Links | |
| 1 | To understand how to explore and create characters and narratives in response to a range of stimuli.  To know how to create and link dance phrases using a simple dance structure.  To know how to use simple choreographic principles to create motifs and narratives.  To know how to describe, interpret and evaluate their own and others’ dances, taking account of character and narrative.  **Learning Outcome**  To be able to explore and create characters and narratives in response to a range of stimuli.  To be able to create and link dance phrases using a simple dance structure.  To be able to use simple choreographic principles to create motifs and narratives.  To be able to describe, interpret and evaluate their own and others’ dances, taking account of character and narrative. | Overview: Monster Dance | | | \*Before the lesson discuss what the class  Success Criteria: To be generated by the children.  This process will be repeated each week to develop the different sections of the song. Intro to a new section, idea generation, practise, perform analyse and then link into the whole song performance adding in new section.  Ensure each group has several confident or GAT children to support less confident! | Literacy - speaking and listening – discuss movements – evaluate each others performances. | |
| **Introduction** \* Play Monster song (see monster breakdown sheet). Tell the children they are a monster. On the spot ask them to show you arm/leg movements and body positions that match the tempo/speed and emotion of each section. | | |
| **Main Activity** (including differentiation): Introduce the children to the song they will be working with over the next 7 weeks (The Automatic – Is it a Monster?). Ask the chn what they think their dance will be about? Explain to the chn that we will be producing a class dance performance by the time week 7 comes around.  Today we will be developing the chorus section that everyone will be performing (we will be creating, performing and evaluating).  Chn working in rainbow pairs or 3s, should be reintroduced to the chorus (use the monster song breakdown sheet for timings) ask the chn what sort of actions might suit the worlds and tempo of the song – discuss as group these ideas so they can be shared.  **FOCUS** – chn focus on use of arms, hands, legs, facial expressions  **AIM** – chn need to produce a mini routine that includes 3-5 movements that suit the music – keep the idea of monsters in the mind (how would you feel if you saw one??)  Without music children given time to discuss their group choreography about actions and movements they might use. 1 or 2 opportunities to practice to the music.  **PERFORMANCE AND ANALYSIS** – each group to perform to music and have other groups 2 star and wish performance – teacher to decide which ideas can best be used to use in 24 second chorus as a group (3 step repetition) PERFORM AS CLASS - when not in chorus standing like a monster! | | |
| Plenary: Lie on backs and extend arms above heads. Stretch for 5 and relax. Repeat. Get up slowly, looking down and bring heads up last. Remember good posture. | | |
| General Resources - <http://www.youtube.com/watch?v=7tSy4cBKl4c&feature=related> – watch while changing in class from 1.12 | | | | | | | |
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| **Year: 2**  **Unit: Monster Dance** | | |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. | | |

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| **Week** | **Objective** | **Lesson – Intro section** | **Short Term Comments** | **Cross-Curricular Links** |
| 2 | To understand how to explore and create characters and movement with a partner in response to stimuli.  To know how to create and link dance phrases and narrative, using a dance structure, simple choreographic principles or motifs.  To know how to perform and link dance phrases with an awareness of rhythmic, dynamic and expressive qualities on their own and with a partner.  To know how to perform more complex dance phrases and dances that communicates character and narrative.  **Learning Outcome**  To be able to explore and create characters and movement with a partner in response to stimuli.  To be able to create and link dance phrases and narrative, using a dance structure, simple choreographic principles or motifs.  To be able to perform and link dance phrases with an awareness of rhythmic, dynamic and expressive qualities on their own and with a partner. | Overview: Monster Dance | A group each week will be allocated a section as well as performing the chorus.  This process will be repeated each week to develop the different sections of the song.  - Rehearse sections so far in introduction  -Intro to a new section,  -idea generation,  -practise,  -perform analyse  -and then link into the whole song performance adding in new section  Ensure each group has several confident or GAT children to support less confident! | Literacy - speaking and listening – discuss movements – evaluate each others performances. |
| **Introduction** Play Monster song . As a whole group the children need to rehearse this chorus section. Organise the children intro performing groups and gave group space. |
| **Main Activity** (including differentiation): see short term comments  Introduce the group to the intro of the song (see breakdown sheet) (40second section)  Explain one group will be taking this part in the final performance!  **FOCUS/AIM** - Emotion – this section should reflect – an unsure, wary, not sure, searching type of emotion where at this point we are not sure what is going to happen / or “Come over the hill”. Ask the children what they think of the introduction piece. What actions and emotions does it reflect? What body parts can we use in this piece? How are we feeling? What is the tempo like?  **Practice -** Groups go away and develop a 3-5 step performance. Give some opportunities to practice and fine tune to the music.  **PERFORMANCE AND ANALYSIS** – each group to perform to music and have other groups 2 star and wish performance – teacher to decide which group has the most suitable performance to be used when we perform. PERFORM AS CLASS FULL SONG BUILDING IN NEW SECTION - groups without a section when not in chorus standing like a monster! |
| Plenary: Lie on backs and extend arms above heads. Stretch for 5 and relax. Repeat. Get up slowly, looking down and bring heads up last. Remember good posture. |
| General Resources, CD Tracks 5, CD player. CHANGING VIDEO - <http://www.youtube.com/watch?v=vs4hgInURcc&feature=related> – watch from beginning.  ICT. | | | | |
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| **Year: 2**  **Unit: Monster Dance** |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. |

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| **Week** | **Objective** | **Lesson - Verse 1** | **Short Term Comments** | **Cross-Curricular Links** |
| 3 | To understand how to improvise in groups, translating ideas from a stimulus into movement, characters and narrative.  To know how to perform dances with an awareness of rhythmic and expressive qualities, on their own, with a partner or in a group.  **Learning Outcome**  To be able to improvise in groups, translating ideas from a stimulus into movement, characters and narrative.  To be able to perform dances with an awareness of rhythmic and expressive qualities, on their own, with a partner or in a group. | Overview: Monster Dance | A group each week will be allocated a section as well as performing the chorus.  This process will be repeated each week to develop the different sections of the song.  - Rehearse sections so far in introduction  -Intro to a new section,  -idea generation,  -practise,  -perform analyse  -and then link into the whole song performance adding in new section  Success Criteria: To be generated by the children. | Literacy - speaking and listening – discuss movements – evaluate each others performances. |
| **Introduction -** Play Monster song (last week). As a whole group the children need to rehearse work so far intro plus chorus. Organise the children intro performing groups and gave group space. |
| **Main Activity** (including differentiation): Introduce the group to the verse 1 of the song (see breakdown sheet) (34second section)  Explain one group will be taking this part in the final performance!  **FOCUS/AIM** - Emotion – this section should reflect – searching, chasing, hunting, maybe even finding clues? Ask the children what they think of the verse 1 piece. What actions and emotions does it reflect? What body parts can we use in this piece? How are we feeling? What is the tempo like? What actions can we use? How can we use the small space around us (1m sq) dance area.  **Practice -** Groups go away and develop a 3-5 step performance. Give some opportunities to practice and fine tune to the music.  **PERFORMANCE AND ANALYSIS** – each group to perform to music and have other groups 2 star and wish performance – teacher to decide which group has the most suitable performance to be used when we perform. PERFORM AS CLASS FULL SONG BUILDING IN NEW SECTION - groups without a section when not in chorus standing like a monster! |
| Plenary:  Lie down and stretch. Hold for a count of 5. Get up slowly and in a controlled manner. |
| KS2 Yrs3/4 Dance Cd Tracks 5. CD Player – CHANGING VIDEO - <http://www.youtube.com/watch?v=4V90AmXnguw> – watch from beginning.  ICT. | | | | |
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| Year: 2  Unit: Monster Dance |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. |

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| **Week** | **Objective** | **Lesson – Guitar Solo - 2.05 – 2.36 (Group 3) (31 secs)** | **Short Term Comments** | **Cross-Curricular Links** |
| 4 | To understand how to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To evaluate and describe some of the compositional features of dances performed with a partner and in a group.  **Learning Outcome**  To be able to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To be able evaluate and describe some of the compositional features of dances performed with a partner and in a group. | Overview: Monster Dance | A group each week will be allocated a section as well as performing the chorus.  This process will be repeated each week to develop the different sections of the song.  - Rehearse sections so far in introduction  -Intro to a new section,  -idea generation,  -practise,  -perform analyse  -and then link into the whole song performance adding in new section  Ensure each group has several confident or GAT children to support less confident! | Literacy - speaking and listening – discuss movements – evaluate each others performances. |
| **Introduction** Play Monster song (last week). As a whole group the children need to rehearse work so far intro plus chorus. Organise the children intro performing groups and gave group space. |
| **Main Activity** (including differentiation): Introduce the group to the guitar solo section of the song (see breakdown sheet) (31second section)  Explain one group will be taking this part in the final performance!  **FOCUS/AIM** - Emotion – chasing then lost the monster. Excitement then disappointment (if the vocals start gone to far). This group take over from chorus excitement and have a short piece of disappointment. Before the next group begins in next lessons. How can we change of movement from excitement to disappointment(we need to use our body to show this, not just facial expression)  **Practice -** Groups go away and develop a 3-5 step performance. Give some opportunities to practice and fine tune to the music.  **PERFORMANCE AND ANALYSIS** – each group to perform to music and have other groups 2 star and wish performance – teacher to decide which group has the most suitable performance to be used when we perform. PERFORM AS CLASS FULL SONG BUILDING IN NEW SECTION - groups without a section when not in chorus standing like a monster! |
| **Plenary:** Stretch arms to the sides, then bend at the elbows, hands into chest, rotate upper body to the left and right.  Leg stretches and hamstring stretches. |
| General Resources CD Track 5, CD player, video camera.  ICT. | | | | |
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| Year: 2  Unit: Monster Dance |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. |

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| **Week** | **Objective** | **Lesson The Build Up (final group) 33 secs** | | | **Short Term Comments** | **Cross-Curricular Links** |
| 5 | To understand how to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To know how to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.  To understand how to describe and evaluate some of the compositional features of dances performed with a partner and in a group.  **Learning Outcome**  To be able to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To be able to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.  To be able to describe and evaluate some of the compositional features of dances performed with a partner and in a group. | Overview: Monster Dance | | | A group each week will be allocated a section as well as performing the chorus.  This process will be repeated each week to develop the different sections of the song.  - Rehearse sections so far in introduction  -Intro to a new section,  -idea generation,  -practise,  -perform analyse  -and then link into the whole song performance adding in new section  Ensure each group has several confident or GAT children to support less confident! | Literacy - speaking and listening – discuss movements – evaluate each others performances. |
| **Introduction** Play Monster song (last week). As a whole group the children need to rehearse work so far intro plus chorus. Organise the children intro performing groups and gave group space. | | |
| **Main Activity** (including differentiation): Introduce the group to the build up section of the song (see breakdown sheet) (33second section)  Explain one group will be taking this part in the final performance!  **FOCUS/AIM** - Emotion – enthusiasm building, getting close, finding clues, there it is, WOW!!, lets catch him!! Come on!!! (Then final chorus) Groups to develop this section to reflect what happening, getting closer and chasing (see emotion above) this is a really up beat section! Ask chn How can we use our arms/legs? Bodies? What emotions? What is happening? What is the tempo like? How can our movements reflect this?  **Practice -** Groups go away and develop a 3-5 step performance. Give some opportunities to practice and fine tune to the music.  **PERFORMANCE AND ANALYSIS** – each group to perform to music and have other groups 2 star and wish performance – teacher to decide which group has the most suitable performance to be used when we perform. PERFORM AS CLASS FULL SONG BUILDING IN NEW SECTION - groups without a section when not in chorus standing like a monster! | | |
| **Plenary:**  Invite the audience to give their comments both critical and constructive. | | |
| General Resources CD Track 5, CD player, video camera.  ICT. | | | | | | |
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| **Year: 2**  **Unit: Monster Dance** | | |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. | | |

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| **Week** | **Objective** | **Lesson The Build Up (final group) 33 secs** | **Short Term Comments** | **Cross-Curricular Links** |
| 6 | To understand how to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To know how to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.  To understand how to describe and evaluate some of the compositional features of dances performed with a partner and in a group.  **Learning Outcome**  To be able to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To be able to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.  To be able to describe and evaluate some of the compositional features of dances performed with a partner and in a group. | Overview: Monster Dance | A group each week will be allocated a section as well as performing the chorus.  Ensure each group has several confident or GAT children to support less confident!  This process will be repeated each week to develop the different sections of the song.  - Rehearse sections so far in introduction  -Intro to a new section,  -idea generation,  -practise,  -perform analyse  -and then link into the whole song performance adding in new section | Literacy - speaking and listening – discuss movements – evaluate each others performances. |
| **Introduction** Play Monster song As a whole group the children need to rehearse work so far intro plus chorus. Organise the children intro performing groups and gave group space. |
| **Main Activity** (including differentiation): Group rehearsals and group rehearsals.  **FOCUS/AIM** – Being in role. Discuss how the chn must be in role for the whole song!! When they are not performing the have roles still as monsters. This lesson is to focus on the roles when not performing whilst rehearsing the whole performance ready for next weeks performance for other students in the school (Years 3 – 2 star and a wish each classes performances)  **Practice -** Groups go to areas and song is played in full. Several times so areas can be fine tuned. Possibly ask GAT children to come out and analyse the group – select areas for improvement.  **PERFORMANCE AND ANALYSIS** – each group to perform to music and have other groups 2 star and wish performance – teacher to decide which group has the most suitable performance to be used when we perform. PERFORM AS CLASS FULL SONG BUILDING IN NEW SECTION - groups without a section when not in chorus standing like a monster! |
| **Plenary:**  Invite the audience to give their comments both critical and constructive. |
| General Resources CD Track 5, CD player, video camera.  ICT. | | | | |
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| **Year: 2**  **Unit: Monster Dance** |  | Vocab: body language, change direction, cool down, facial expressions, find a space, freeze, high, jog, low, middle, mobilise, stretch, turn, unison, walk, warm up, arms, legs, hands, positioning, emotions, fear, scared, monster, tempo. |

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| **Week** | **Objective** | **Lesson FINAL PERFORMANCE** | **Short Term Comments** | **Cross-Curricular Links** |
| 7 | To understand how to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To know how to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.  To understand how to describe and evaluate some of the compositional features of dances performed with a partner and in a group.  **Learning Outcome**  To be able to perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.  To be able to keep up activity over a period of time and know what they need to do to warm up and cool down for dance.  To be able to describe and evaluate some of the compositional features of dances performed with a partner and in a group. | Overview: Monster Dance | A group each week will be allocated a section as well as performing the chorus.  Ensure each group has several confident or GAT children to support less confident!  This process will be repeated each week to develop the different sections of the song.  - Rehearse sections so far in introduction  -Intro to a new section,  -idea generation,  -practise,  -perform analyse  -and then link into the whole song performance adding in new section | Literacy - speaking and listening – discuss movements – evaluate each others performances. |
| **Introduction** Play Monster song As a whole group the children need to rehearse work so far intro plus chorus. Organise the children intro performing groups and gave group space. FINAL REHEARSAL |
| **Main Activity** – Final performance.  Focus – Explain to chn how dance is a very enjoyable medium of performance and people love to watch the performances. Lots of people can make careers out of dancing.  Performing is the ultimate goal so that can people can see your interpretation of what the song.  A lot of focus, attention and courage is required to perform.  Video performance. |
| **Plenary:**  Invite the audience to give their comments both critical and constructive. |
| General Resources CD Track 5, CD player, video camera.  ICT. | | | | |
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