

PESS approach to Teaching Dance - Key Stage 2

Lesson 1

Outcomes Lesson 1

- Put forward their own ideas of the actions to include in a series of linked actions by responding imaginatively to stimuli
- Create and perform an individual dance that demonstrates a variety of dance actions
- Describe what they have included in their dance using key words

Recap

Recap learning from previous unit. Warm up by playing musical statues. Encourage the pupils to hold strong, clear, imaginative shapes when the music stops. Ask the pupils when they might play musical statues. Link to theme for this unit ♦ Birthday Party. Show pupils pictures of Birthday cake, presents, etc. Stimulate the pupils to think about the journey to a birthday party by asking them what words they would use to describe their feelings/mood as they travel to a birthday party. Excited, happy, impatient, etc.

Explore

Explain to the pupils that they are going to consider the journey to a party as the first part of their dance. Ask pupils to explore travelling, jumping and turning actions in response to the stimulus. Encourage pupils to think about directions, speed, pathways etc. Discuss the use of clapping/hand gestures to help communicate their mood.

Track 3 - PESS Approach to Teaching Dance - KS2 Audio CD.

Create

As an individual create a 'Going to the party' phrase that includes a variety of actions and includes changes in direction and pathway etc. As pupils are working ask them to put forward their own ideas as to what they might include in their phrase.

Intervene

Highlight pupils who use a variety of actions, imaginative pathways, directions, etc. Discuss the mood and highlight pupils whose actions convey this happy, excited mood through their dance actions. What is it about their actions that make them effective?

Perform

Everyone performs together. Teacher creates a sense of performance.

Evaluate

Teacher leads self evaluation using move cube. Teacher rolls move cube; it lands displaying an action ♦ How did you use this action? If you did not use this action, how could you use it? Teacher rolls a mood word move cube ♦. Which actions did you use that communicated this mood? What could you do next time to make your communication of this mood more effective?