

# PESS approach to Teaching Dance - Key Stage 2

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## Lesson 3

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### Outcomes Lesson 3

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

### Recap

Warm up by recapping 'Going to the party' unison phrase from last lesson. Pupils try to implement improvements identified last time.

Track 3 PESS Approach to Teaching Dance KS2 Audio CD.

### Explore

Explain that over the next three lessons that we are going to look at the games and activities played at parties. Lesson plans will consider pass the parcel, musical statues and the hokey-cokey. Teacher could choose different activities if so wished by substituting own activities into the lesson plan. Discuss how you play pass the parcel and some of the tactics that are used during the game - delaying handing over the parcel as long as possible, passing it as quickly as possible, squeezing it, poking it, pulling at the paper, finding a present, etc. Ask the pupils to explore pass the parcel actions by themselves. Remind them use all the basic dance actions and to exaggerate the actions from the game, to consider different levels, using different body parts. Explore different air pathways the parcel might travel in as you take it from one place to another. If appropriate, pupils could actually dance with a parcel. Ask pupils to put forward some ideas for what they might include in a pass the parcel phrase. Join up with a partner and share ideas. Discuss the ideas you like best. Practise performing some of these ideas in unison and explore different spatial arrangements.

### Create

Create a 'Pass the parcel' phrase in pairs that should include a range of different dance actions, changes in levels, directions and pathways and to be danced in unison.

### Intervene

Highlight pairs who effectively convey 'Pass the parcel' through their dance actions. Highlight good use of levels, actions, pathways, facial expression etc. Ask pupils to use key words to describe what they are seeing, what they have included in their dance, etc.

### Perform

Perform to another pair. Observers watching referring to a key words sheet.

### Evaluate

Pupils provide feedback to one another based on what they liked about the phrase and why they like it. Give the other pair one thing they could work on to make their dance even better. Once pupils have performed their pass the parcel phrase to

another pair and received feedback. Each pair then add their 'Pass the parcel' phrase onto their 'Going to the party' phrase. Pupils then self-evaluate with the help of teacher-led questioning. Pupils rewarded/praised for using key words. What do you like most about your dance so far and why do you like it? Describe unison. Which dance actions did you included? Do you think someone watching your dance would be able to describe the mood of your dance? How could you communicate your mood more effectively? What are you going to do next time to improve your dance

