

PESS approach to Teaching Dance - Key Stage 2

Quality Learning and Teaching

Making links to other subjects

- The RECIPE Approach is based on the premise that pupils' learning is enhanced if they can be helped to make links between current learning and previous learning and between current learning and future learning.
- If education is to develop the whole child and if pupils are to have a holistic understanding that integrates all learning rather than compartmentalising it, then teachers must help pupils make links between different areas of experience and between different subjects.
- The PESS project ensures that similar language and concepts are used within Gymnastics and Dance and that wherever possible previous and future learning is referred to, applied and incorporated within the lesson plans.
- The nature of Dance is such that other subjects can impact positively on the standard and quality of pupils' learning experiences in Dance and the pupils' experiences in Dance can impact positively on their learning in other subjects.
- Obviously, this can only be achieved through planning either on an individual class basis or on a whole-school basis to ensure that opportunities for making links are maximised and continuity and progression take place.
- Teachers who have worked in this way say that the benefits to the development of the whole child completely outweigh the extra time for planning and organising.
- There are many ways that this can be undertaken and you will have discussed some of these at the PESS Approach to Teaching Dance CPD events, but a few examples have been listed below.

Examples of Links

English

- The poems and stories that pupils may discuss in English could be used as a stimulus for dance.
- The structure of the poem or story may help pupils structure their dance. Pupils will be able to use the vocabulary from the poem or story as action words or quality words to help inspire actions and motifs/phrases.
- The poem could be recited by the class and recorded digitally for use as accompaniment in the dance lesson.
- As pupils expand their general vocabulary they will be able to expand their movement vocabulary, particularly verbs, adjectives and adverbs, as these can all be related to actions and how these actions are performed.
- Alternatively, if the pupils have experienced a particular dance or theme in the dance lessons then they could create their own poems or creative writing on that theme or idea.
- It is suggested that by physically engaging in dance pupils' vocabulary and understanding may improve to a greater extent than if they had not had the dance experience.
- Pupils appear to benefit cognitively and physically from the dance experience.
- Links could also be made to Music, Art and History.



Welsh

- The situation is very similar to that in English in terms of literature and vocabulary.
- However, there are obviously opportunities to develop aspects of Curriculum Cymreig such as mining, industry and Eisteddfodau.
- Links could be made to Art and Music.

History

- Pupils' knowledge and understanding of people and times past could be use as a stimulus for dance. For example if pupils were studying World War II then they could look at the dances of the 1940's in their dance lesson.
- This may happen in reverse so that pupils experience the dance first and then move on to study the period in more detail so the dance becomes an appetiser for the learning about the relevant historical period.
- Links could also be made to English and Welsh.

Science

- Pupils could study scientific concepts and then use these as a stimulus for their dance lessons.
- Unit 14 uses magnetism in this way. Other examples are electricity, solids, liquids and gases, molecular structure, and many more.
- Again, there may well be cognitive benefits from pupils exploring and experiencing these concepts physically.
- Links could also be made to DT and Geography

Music

- Pupils could study a piece of music or music from specific countries or particular forms of music and use any of these as a stimulus to and accompaniment for their dance.
- Pupils could compose, perform and record their own music to use as accompaniment.
- Links could also be made to Welsh and History.

Geography

- Pupils could study particular countries, for example Africa or China and then look at dances from those countries in their dance lessons.
- Pupils could look at an aspect of physical geography, for example volcanoes, and use this as a stimulus for dance: Unit 13 uses volcanoes as a stimulus.
- Alternatively, pupils could consider an aspect in Dance and then develop their knowledge and understanding in Geography as a result of the input in Dance.
- Links could also be made to History, RE and Science.

Religious Education

- Many religious ceremonies and celebrations involve some form of dance.
- Pupils could study different religions and then perform some of the dances
- Alternatively, pupils could be introduced to different dances associated with particular religions and then study the religion in more depth.
- This would be an idea opportunity to develop empathy and understanding of other cultures by discussing feelings and emotions.
- Links could also be made to Geography, History Music and Art.

Art

- The obvious link here is through the use of pictures, artifacts, and works of art, etc. as stimuli for dance.
- Pupils could also create costumes, scenery, props, etc. to help stage their dance.
- Once pupils had completed a unit of work in dance they could then draw, paint, make models, puppets, etc using the same theme.
- In this way the dance is a stimulus for work in Art.
- Links could also be made to History.



Whilst there are links to the other subjects they are more tenuous and therefore not discussed here. In the PESS Projects experience teachers only need to be given the seed of an idea and then they take it away and develop it far beyond expectations.

