

PESS approach to Teaching Dance - Key Stage 2

Lesson 4

Outcomes Lesson 4

- Put forward their own ideas of the actions to include in a longer series of linked actions by responding imaginatively to stimuli
- Practise to improve fluency and flow of actions
- Increase the amount of time over which they can sustain activity

Recap

Pupils warm up by practising the phrases of the dance so far and trying to incorporate improvements identified last lesson.

Track 3 PESS Approach to Teaching Dance KS2 Audio CD.

Explore

Musical statues. In pairs pupils explore the concept of musical statues. Explain to the pupils that you will not be turning the music off so pupils will have to decide for themselves when they are going to hold a moment of stillness. Ask pupils to explore dancing and stillness in response to the musical statue stimulus. Encourage them to use a variety of levels, directions and imaginative shapes. Pupils explore using unison: dancing at the same time, doing the same thing at the same time, freeze at the same time and in the same shape.

Create

Create a 'musical statues' phrase in pairs that can be added onto the end of your dance so far. This section is to be in unison using a variety of dance actions, directions, levels, pathways and shapes. Practise to ensure that you link each section of your dance smoothly and fluently.

Intervene

Ask the pupils what sort of ideas they are including. Highlight pairs who have good fluency and flow between their actions and between sections of their dance. Ask pupils to describe what good fluency and flow would look like in a dance. Ask pupils what they need to do to ensure that they can maintain the quality of their performance as the dance gets longer. What is happening to their bodies as they are active for longer? How might this benefit them in the future? What is the link between physical activity and health?

Perform

Perform your whole dance so far - 'Going to the party' followed by 'Pass the parcel' followed by 'Musical statues'. Everyone performs at the same time.

Evaluate

Teacher-led questions. Allow pupils to refer to the word wall or flash cards of key words. Which actions have you included in your 'Musical Statues' phrase. Describe the statue position you like best, why do you like it. What strategies have you and your partner used in order to keep in unison. Which section of your dance do you think demonstrates the best flow? Describe a section of the dance that you think could be improved in relation to flow/fluency. What will you do

next time to improve this? Did you maintain the quality of your performance throughout your longer dance? If not how can you improve this next time?

