

# LEARNING THEME

## inspire create perform



### PURPOSE

The ‘inspire create perform’ unit looks to develop pupils’ understanding of exploring, creating and performing movements and actions

The pupils will have the opportunity to develop their knowledge of simple actions and use of space, relationships and dynamics. They will have fun with different stimuli and experiment with simple choreographic approaches.

### KEY SUCCESS CRITERIA

#### inspire

How do I use a picture to make up dance ideas?

What moves can I make up using a prop?

How can listening to a poem help me think of movements

#### create

How can different music make me move?

How can I use different levels and pathways in my movements?

How can working with a partner make our movements better?

#### perform

I can move in time to the music.

I can show clear actions, levels and pathways.

I can show good control and posture

**ActivationBaseConnectionSchool**

### NATIONAL CURRICULUM

**‘perform dances using simple movement patterns’**

# inspire

## KEY SUCCESS CRITERIA

How do I use a picture to make up dance ideas?

What moves can I make up using at a prop?

How can listening to a poem help me think of movements

## ACTIVATION

**Corners Game – Get 4 themed pictures and put one on the wall in each corner of the room.**

**The children dance/freestyle/improvise in a space in the middle when the music is on.**

**When the teacher stops the music, they choose a corner to run to, then create an action that fits the picture.**

**Make sure they go to different corners each time.**

## BASE

**Read a poem, out loud and get the children to respond to the different words they hear. Share ideas as a class or in pairs.**

**Work with a partner. Use a prop: discuss how it looks, moves, feels, Use these ideas to create movements.**

## MANAGING DIFFERENCE

### SPACE

**Start performing actions on the spot. Can these be developed by using changes in pathway and level,**

### TASK

**How many actions can children create for each stimulus? It might be just one, it might be 4. Challenge their creativity**

### EQUIPMENT

**Use a range of stimuli: words, pictures, poems, props, pieces of music, videos.**

### PEOPLE

**Challenge children to work in pairs as well as individually**

## CONNECT

**How can you support others when they share their ideas? How can we explain and demonstrate our own ideas to others**

## SCHOOL

**How have we collaborated today? How have we been respectful and supportive with our class-mates?**

# create



## KEY SUCCESS CRITERIA

How can different music make me move?

How can I use different levels and pathways

How can working with a partner make our movements better

## ACTIVATION

-Find 2 contrasting pieces of music:  
Play the first piece and get the children to freestyle/improvise in a way they feel fits the music.  
Play the second, contrasting piece.  
Are the children able to move differently. Encourage use of levels and pathways  
In pairs: partner stretches work on synchronisation/ timing with partner

## BASE

In pairs, create a short sequence using some of the ideas/actions/movements from the props and the poem.  
Two prop related movements and two poem related. Four counts each.  
Can you link your movements together without any pauses? Make them flow.  
Not stop/start  
Can you include different levels and pathways in your sequences?

## MANAGING DIFFERENCE

### SPACE

Challenge children to use different levels, or different pathways, or both if they are able.

### TASK

Create 8, 16 or 32 count phrases dependent upon ability.

### EQUIPMENT

Scarves/ribbons/bibs can help make improvisation easier.

### PEOPLE

Try to mix ability partnerships. Those less able performers often have fantastic choreography skills.

## CONNECT

How can you work together in pairs to share ideas  
Can you help your partner improve their performances: think about timing and control (not going too fast or falling over)

## SCHOOL

What communication skills have you developed today? How can these help you outside of the dance lesson?

# perform

## KEY SUCCESS CRITERIA

I can move in time to the music.

I can show clear actions, levels and pathways.

I can show good control and posture

## ACTIVATION

**Musical Statues:** When the music plays children improvise/freestyle, when the music stops call out a number and they have to balance on that many body parts. Focus on core stability, posture and control to help improve performance skills.

**Teacher led stretches:** focus on extension (stretching arms, legs, fingers, toes) and posture.

## BASE

Using the pairs from the create section, partner with another pair. Perform sequences to other pair who act as the audience and give feedback.

**Checklist:**  
Levels, pathways, clear actions, good timing, control, posture.

## MANAGING DIFFERENCE

### SPACE

Focus just on level, just on pathway, or both.

### TASK

Alter the number of items on the feedback checklist dependent upon knowledge. (Main focus should always be timing)

### EQUIPMENT

Visual checklists, score cards, or picture feedback forms can help with communication

### PEOPLE

Encourage all children to give feedback and provide words/checklists if needed

## CONNECT

How can we improve our partner's performance? How can we encourage and build their confidence when they perform.? How can we make them feel good about themselves?

## SCHOOL

How have you developed your partner's confidence today? How can you do this for other people in the school?