

# 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 can I show my feelings in my movements?

How can I use chance choreography to create ideas?

How do I use whole/small group choreography to create ideas?

#### create

How can I develop a motif into a longer piece of work?

Can I use mirror image in my sequences?

Can I use canon in my sequences?

#### perform

Can I move in time to the music with good posture, extension and control?

Can I show use of area, levels, pathways., direction?

Can I show canon, unison and mirror image?

**ActivationBaseConnectionSchool**

### NATIONAL CURRICULUM

**‘perform dances using a range of movement patterns’**

# inspire



## KEY SUCCESS CRITERIA

I show my feelings in my movements

I use chance choreography to create ideas

I am working in small group choreography to create ideas

### ACTIVATION

**Expression:** Find 2 contrasting pieces of music. Play the first for 10 – 15 seconds, children think of 2 or 3 words to describe their emotional response (in partners) Play the track through and get the children to improvise using all the words to help their ideas. Repeat with the second track. There should be a clear difference in the dynamics (speed, tempo, and weight)

### BASE

**Chance choreography:** List 6 actions on the board. Children roll a dice 4 times and write down the corresponding 4 actions. Create a 32 – 64 count motif from the actions

OR

**Small group choreography:** Split into 6 groups of 5. Each group creates a 4 – 8 count action and teaches to the rest of the class. Combine all 6 actions together to create a motif

## MANAGING DIFFERENCE

### SPACE

Start performing actions on the spot. Can these be developed to move around the space using changes in pathway and level?

### TASK

Children can create shorter/longer motifs but must be in counts of 4 (eg: 8/16/32 etc)

### EQUIPMENT

6 images can be used instead of words as inspiration

### PEOPLE

Mixed ability groups

## CONNECT

Can you express your feelings/emotions to others through movements not words? Can you work with others in your class and share your learning?

## SCHOOL

How have we created an environment that allows our classmates to express themselves? Can we do this at other times in school?

# create



## KEY SUCCESS CRITERIA

I can develop a motif into a longer piece of work

I use mirror image in my sequences

I use canon in my sequences

## ACTIVATION

**Formations:** Children freestyle around the room to a piece of music. When the music stops, the teacher calls out a number and formation. The children get into a group of that size and create the specified formation

(Formation ideas: Horizontal line, diagonal line, vertical line, triangle, circle, square, parallel lines)

In pairs: Mirror Image Stretching

## BASE

Aim is to develop the motif/actions created in the inspire section.

Put children into groups of 4 (LKS2) and 6 (UKS2) Can they develop the previous motifs into longer phrases using the following devices:

Mirror Image

Canon (one after the other)

Formation Changes (use the ideas from the activation)

Ensure transitions between movements and formations flow and there are no gaps

## MANAGING DIFFERENCE

### SPACE

Challenge children to include 1,2 or 3 formation changes. Can their use of space reflect their theme?

### TASK

Children can focus on some or all of the devices (Canon/Mirror/Formation)

### EQUIPMENT

Use of ICT: Video/picture examples of mirror and canon can support understanding

### PEOPLE

Smaller groups can be easier to manage larger groups can add challenge.

## CONNECT

How do we make sure everyone in the group contributes ideas and feels listened to and considered?

## SCHOOL

Can we make sure we support and encourage our peers to share their opinions?  
How can we share our own and make other's feel valued?

# perform

## KEY SUCCESS CRITERIA

**Can I move in time to the music with good posture, extension and control**

**Am I able to show use of area, levels, pathways direction**

**Can I show canon, unison and mirror image**

## ACTIVATION

**Children move around the room in pairs. One leads and chooses the movements, the other follows. Teacher stops the music and calls out a letter. The children create their letter with their bodies (extension and posture are very important to make the letter clear) Change the leader each time. Good letters to use are W, V, K, L, M, T Mirror image stretches**

## BASE

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

**Create checklist on board:  
Timing, Good Posture extension and control,  
Area, levels, pathways, direction, Canon, Unison and Mirror Image**

## MANAGING DIFFERENCE

### SPACE

**Focus on any or all of use of level, area, pathway and direction.**

### 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. Teacher can model feedback, I do, we do, you do approach**

## 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 shared your feedback today? How can you consider the way you support your peers with feedback in other lessons without hurting their feelings?**