

Key Stage 2

Pickpockets



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Dance

Key Stage 2

Lesson Plan for Key Stage 2 Dance

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Objectives:

- Explore original movement
- Learn set movements
- Explore simple duet work
- Develop and practice a whole class dance
- Develop movement vocabulary

The 4 Strands of the National curriculum:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Knowledge and Understanding of Fitness and Health
- Evaluating and Improving Performance

Unit Contents:

Week 1: Travelling Safely Together

Week 2: Solo and Duets

Week 3: Group work

Week 4: Re-capping

Week 5: Unison

Week 6: Evaluation, Rehearse & Perform

Tracks Used *(click on links below to audition)*

- ◀ ["The One That Got Away"](#) (Madmusik library)
- ◀ ["Robots On The Run"](#) (Madmusik, Autumn 2010)
- ◀ ["The Fugitive"](#) (Madmusik, Autumn 2011)
- ◀ ["I Know"](#) (Madmusik, Winter 2011)
- ◀ ["No Escape"](#) (Dance Notes Volume 5)
- ◀ ["Metamorphosis"](#) (Madmusik, Autumn 2011)
- ◀ ["Gremlins"](#) (Madmusik)

Week 1: Travelling Safely Together

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Starter

Discuss safety.

The first exercise will be a test and something that can be built on when all have proven they can respect each other's space and safety.

Warm up ◀ ["The Fugitive"](#)

Begin by jogging around the Hall. Look for space and jog to it, repeat and repeat.

Your mission! Now faster - Emphasise the look before you run to the next space. You are desperate to find the space and capture it as your own. See how many spaces you can find within a specified time.

Still running around the hall - When you meet another person dodge from side to side (3 times), just like a boxer, before moving on.

Develop this movement by adding extended arms or a shadow punch. Remember NO contact.

Main ◀ ["The One That Got Away"](#)

A Discuss how a punch or a dodge can be made into a very big dance movement using jumps, turns or rolls. Use control, accuracy, tension and changes or speed for dramatisation:

- e.g. A punch can begin at the floor and finish at the end of a jump.
A dodge can be from standing and finish after a roll.

Discuss ideas and encourage pupils to demonstrate examples

B Self evaluate before a final rehearsal

C Half class to show; rest to evaluate - then swap over.

Which moves do we like and why? Which moves demonstrated control, tension, speed or accuracy?

Cool Down ◀ ["I Know"](#)

Consolidate Solo dance by all performing as slowly and controlled as possible
NB. Listen to the music.

Key Vocabulary:

spatial awareness, rehearsal, control, tension, accuracy

Week 2: Solo and Duets

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Starter

Re-cap last lesson. Can you remember your solo dances?

Warm up ◀ ["The Fugitive"](#)

Begin by searching for a space. Once there, perform one of the punches from last lesson. Be clear about low or high, tension and control.

On teacher's command of "Near" or "Far", pupils will try to move as close as possible to everyone in the room or as far away as possible, ensuring maintenance of personal distance from walls or apparatus.

"Bomb & Shield"

All jogging around looking for space decide who will be your shield and who will be your bomb, when teacher calls "Bomb!" Stay as far away from your bomb as possible and as closely behind your shield as possible.

Main ◀ ["Robots On The Run"](#)

A Re-cap solo made last week.

B With a partner - Your partner has something valuable that you want to get: it could be in their back pocket, in their backpack or anywhere else. Try to get it! You can use supporting movements and lifts to get the valuable item.
NB. Most important thing to remember is to take care of your partners!

C Try to consolidate the above movement ideas into a duet.
Discuss - How can we build tension? Which moves are most effective? What message will the audience read?

Cool Down ◀ ["I Know"](#)

Stand with feet under shoulders and slightly bent legs. Twist torso so arms wrap around body.

Take a deep breath in and stretch arms up and tense leg muscles, breath out and drop to the floor; repeat.

Key Vocabulary:

support, lift, audience appreciation

Week 3: Group work

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Starter

Re-cap last lesson. Can you remember your solo dances and duets?

Warm up ◀ ["Metamorphosis"](#)

Begin in a circle. One person begins passing an imaginary box around the circle, the box has to be passed on precisely as it is received.

Repeat - this time the object can be changed each time it is passed, each person can mould the object into any size, shape, texture or behaviour.

◀ ["No Escape"](#)

Walking around the Hall - carrying one of the objects made. Try a heavy object, to see how this changes the dynamic (the *how*) of our movement. Try a large and light object, try a precious object.

Lastly, try an object that keeps moving and trying to get away!

Main ◀ ["The Fugitive"](#)

A In groups of 4; number yourselves 1 - 4.

Each person will choreograph one move based on grabbing an object and teach their move to the rest of the group.

Make sure your dance is exciting by using high movements, low moves and changes of formation and direction.

B Ensure everyone in the group is performing in unison, once they have learnt all the moves.

C Share 2 groups at a time - rest of class provide feedback and evaluation.

D Evaluate & Improve

Cool Down ◀ ["I Know"](#)

Re-cap Solo dance by all performing as slowly and controlled as possible

Key Vocabulary:

unison

Week 4: Re-Capping

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Starter

Re-cap last lesson. Can you remember your solo dances, duets and group dances?

Discuss:

- how we can put all of the dances made into a big class dance.
- how to get from solos to duets. and from duets into groups. (transitions)
e.g. trying different ways of travelling using turns, jumps or slides

Warm up ◀ ["Gremlins"](#)

Gentle begin by performing solos. Freeze in start position. Dancers who are born in January to June to perform first whilst others are still, when first group are in their finish position, the rest begin their solos until they also freeze in their finish position.

Main ◀ ["The One That Got Away"](#)

◀ ["Robots On The Run"](#)

◀ ["The Fugitive"](#)

- A** Decide how to get from solos to duets. All travel to duet partners and perform duets.
- B** Now decide how to travel to groups.
- C** Perform 2 groups at a time; other groups can be off stage or still on stage.

Cool Down

Stand and take deep breath and hang torso over straight or slightly bent legs. Bend legs and come to stand and repeat.

Key Vocabulary:

transitions

Week 5: Unison

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Starter

Discussion - Re-cap whole of class dance so far.

Half class perform solos; other half travel to duets, perform duets, travel to groups; perform two groups at a time.

Warm up

In a circle. First person to perform a warm-up movement, others to copy; repeat, with next person in circle sharing a warm-up move; repeat, increasing speed until warmed up. It is unlikely everyone will have a go but remember how far you get in the circle and promise to complete next week.

Main

◀ ["The One That Got Away"](#)

◀ ["Robots On The Run"](#)

◀ ["The Fugitive"](#)

- A Perform dance so far - Solo, freeze, travel to duets, duets, then groups.
- B All stand in a space and select your favourite move so far; this can be a move from any section or even a move you have seen someone else. Perform.
- C Teacher select pupils to share their favourite chosen moves and put approximately 8 moves together, creating a unison section for the whole class to perform.
- D Practice, rehearse, evaluate and improve. Repeat!

Cool Down

Stand and take deep breath and hang torso over straight or slightly bent legs. Bend legs and come to stand and repeat.

Key Vocabulary:

unison

Week 6: Evaluation, Rehearse & Perform

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Starter

Discussion - Re-cap whole of class dance.

What performance skills do we need to ensure a successful performance?
Mental focus will improve our technique and movement will be stronger.

Warm up

Walk through dance.

Main

- ◀ ["The One That Got Away"](#)
- ◀ ["Robots On The Run"](#)
- ◀ ["The Fugitive"](#)

- A** Discuss how the dance may end - repeat another section? Have only one group performing the unison? have a few solos? etc.
- B** Rehearse whole of dance with ending
- C** whole class evaluate and rehearse again.
- D** Teacher to evaluate.
Rehearse, rehearse, and rehearse until ready to perform!

Cool Down

Stand and take deep breath and hang torso over straight or slightly bent legs.
Bend legs and come to stand and repeat.

Key Vocabulary:

performance, focus