



# Edward Peake C of E VC Middle School

## PE Department Medium Term Plan

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<b>Subject:</b> PE	<b>Unit:</b> Clown Dance	<b>Term/Duration:</b> Autumn term 2	<b>Year Group:</b> 5
<b>Prior Learning:</b> During PE lessons at lower school pupils should have: <ul style="list-style-type: none"> <li>➤ Knowledge that 8 counts equals one set</li> <li>➤ Basic performance skills of being quiet and still before and after dance is performed.</li> <li>➤ Move equipment or sheets not being used to the side for health and safety reasons.</li> </ul>		<b>Key Vocabulary:</b> Through the activities in this unit pupils will be able to understand, use and spell correctly word relating to dance and movement. Eg action, speed, relationships, mirroring, unison, expression, motif development. ICT Watch Video/compare performance. Communication. Speaking and Listening. Peer assessment. Cooperation. Working together. Problem solving.	
<b>By the end of this unit...</b> Pupils will develop and select compositional ideas to produce movements related around the activities and movements of a clown. Pupils will develop their ideas based around Laban’s analysis of actions, space, relationships and touch on elements of dynamics. Students will evaluate and assess their own and others performances to help improve dance. Pupils should learn to use the different sections of the music to influence when their movements take place.			
<b><i>most pupils will be able to:</i></b> Pupils will develop coordination and flexibility skills necessary to perform their dance. Pupils will select and apply compositional ideas related to a clowns movements and activities.			
<b><i>some children will not have made so much progress. They will be able to:</i></b> Control and timing will be refined. Pupils will apply continual development, adaptation and refinement of compositional ideas based on action, space and relationships movements that will contribute to producing an improved performance.			
<b><i>some children will have progressed further. They will be able to:</i></b> To demonstrate quality performances in individual work. Pupils will develop compositional ideas based around clown movements. Talk about how movements can be aesthetically improved – how you carry yourself. Pupils will be able to talk about their own and others strengths and weaknesses in a performance through observation.			



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	<b>Learning Objectives</b>	<b>Content</b>	<b>Assessment</b>	<b>Resources</b>	<b>Teaching Points</b>
1	<p><b>Introduction to unit. Waking up section 0-0.10) getting ready section</b></p> <p><b>L.O:</b> To use mirroring, unison in the getting ready section of the dance.</p>	<p>Warm - Up - Aerobics style warm up of your choice.</p> <p>Intro - Teacher will explain theme of the unit and what the aim is for them to have completed by the end of it. Teacher will explain pupils have to create a section related around getting ready for clown dance.</p> <p>Wake Up- Teacher will explain mirroring and get pupils to lay like they are asleep but mirroring their partner. Pupils will have 10 seconds to 'wake up' to a standing position. Pupils will do this in unison (pushing off the same hand from the floor) Pupils will perform to music.</p> <p>'Getting ready section – 20 seconds' share ideas using powerpoint (pupils create 2 poses each).</p> <p>Peer assessment, pupils will look for unison, mirroring, stretching, spinning and tick if they see it, swap over.</p>	See powerpoint	<p>Powerpoint Circus music- <a href="https://www.youtube.com/watch?v=SM_Z9udox0">https://www.youtube.com/watch?v=SM_Z9udox0</a> (fast version)</p> <p><a href="https://www.youtube.com/watch?v=CXxztZs82yE">https://www.youtube.com/watch?v=CXxztZs82yE</a> (slower version)</p>	See content notes and powerpoint.



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		Plenary: recap keywords learnt this lesson. Go through L.O to see which standard pupils achieved.			
2	<p><b>Developing teacher led clown actions of 3 sets, using Laban's analysis with music</b></p> <p>L.O To understand and be able to use motif development in the second section of their dance</p>	<p>Warm-Up - Re-cap last weeks opening as a warm up.</p> <p>Intro - Pupil read L.O. Teacher will go through what a motif is (original dance sequence). Pupils will come up with ideas of mischief clowns get up to see slide 4.</p> <p>Main Motif - Pupils will learn teacher led motif (scenes of circus acts). Perform to music (0.30-40).</p> <p>Development - Teacher will get pupils to listen to music and identify how the music repeats but develops (gets louder, more instruments, change in pitch) This is music motif development (something is added but the original pattern stays the same. English use of verbs to make a sentence more interesting, cat sat on the mat. Section is repeats 3 times 1<sup>st</sup>= original 2<sup>nd</sup> = add a spin 3<sup>rd</sup> = add a jump.</p> <p>Performance - Teacher will count pupils in and show dance. Show performance to class with music</p>	Continuous formative assessment of movement success and Remember to fill in pupil assessment books.	<p>Powerpoint Music</p> <p><a href="https://www.youtube.com/watch?v=vSM_Z9udox0">https://www.youtube.com/watch?v=vSM_Z9udox0</a> (fast version)</p> <p><a href="https://www.youtube.com/watch?v=CXxztZs82yE">https://www.youtube.com/watch?v=CXxztZs82yE</a> (slower version)</p>	See content notes and powerpoint.



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3	<p><b>Developing Lion Tamer Freeze Frames.</b></p> <p><b>L.O :</b> to be able to create the freeze frame section based on action reaction illustrating a lion and lion tamer.</p>	<p>Warm-up - Pupils will recap previous dance sections.</p> <p>Stillness - Question pupils on what a freeze frame and action reaction is (slide 3). Freeze frames based on Lion and lion tamer scene) examples (tamer could be getting attacked, lion scared of tamers whip.</p> <p>Development time - Pupils will create 3 freeze frames. Teacher will explain if you are the powerful one in the scene you need to be high . Pupils will hold freeze frames for 10 seconds then change.</p> <p>Peer assessment – Pupils will peer assess worksheets on use of clear freeze frames, action/ reaction and levels. Pupils will perform whole dance through</p>	<p>Continuous formative assessment of movement success and Remember to fill in pupil assessment books.</p>	<p>Powerpoint Music Assessment booklets</p> <p><a href="https://www.youtube.com/watch?v=vSM_Z9udox0">https://www.youtube.com/watch?v=vSM_Z9udox0</a> (fast version)</p> <p><a href="https://www.youtube.com/watch?v=CXxztZs82yE">https://www.youtube.com/watch?v=CXxztZs82yE</a> (slower version)</p>	<p>See content notes and powerpoint.</p>
4	<p><b>Free dance sections to the last section of music.</b></p> <p>Pupils to count how many beats are in the last section and use the taught sections as</p>	<p>Warm up dance: Recap all sections of the dance so far.</p> <p>Introduction - Teacher will question pupils on keywords they have learnt in this unit so far. Teacher will ask pupils what type of activities clowns do (slide 4)</p> <p>Free Choreography - Pupils in pairs will choose a clown activity and talk about</p>	<p>Continuous formative assessment of movement success and Remember to fill in pupil assessment books.</p>	<p>Powerpoint Music</p> <p><a href="https://www.youtube.com/watch?v=vSM_Z9udox0">https://www.youtube.com/watch?v=vSM_Z9udox0</a> (fast version)</p> <p><a href="https://www.youtube.com/watch?v=CXxztZs82yE">https://www.youtube.com/watch?v=CXxztZs82yE</a> (slower version)</p>	<p>See content notes and powerpoint.</p>



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	guidance towards their planning of this final phrase.	how they would display it using the types of words we just discussed. Pupils will work at own pace on the task set on slide 5.  Performance - Pupils will peer assess based on the criteria left and the L.O. Pupils will run the whole dance through			
5	<p><b>Refining and analysing lesson.</b></p> <p><b>L.O:</b> To be able to successfully peer and self-assess using dance criteria, giving feedback on WWW and EBI.</p>	<p>warm up - Recap all sections of the dance.</p> <p>Practice - Pupils will be give 10 minutes to practice any sections they need to go over. Teacher will film pupils performance. Teacher will put performance on the screen for pupils to self-assess their work.</p> <p>Self Assessment - Pupils will set themselves 2 EBI's and 1 WWW. Pupils will spend the lesson work on their EBI.</p> <p>Performance - Pupils will peer assess each other again based on the EBI. Pupils will give a provisional grade based on the criteria sheet</p>	Continuous formative assessment of movement success and Remember to fill in pupil assessment books.	<p>Powerpoint Music Assessment books</p> <p><a href="https://www.youtube.com/watch?v=SM_Z9udox0">https://www.youtube.com/watch?v=SM_Z9udox0</a> (fast version)</p> <p><a href="https://www.youtube.com/watch?v=CXxztZs82yE">https://www.youtube.com/watch?v=CXxztZs82yE</a> (slower version)</p>	See content notes and powerpoint.
6	<p><b>Assessment lesson</b></p> <p>Assess own performance and performance of group identifying</p>	<p>Set warm-up. Pupils will recap dance.</p> <p>Practice - Teacher will let pupils practice with music 3 times.</p>	Summative assessment against criteria.	<p>Powerpoint Music Assessment books</p> <p><a href="https://www.youtube.com/watch?v=SM_Z9udox0">https://www.youtube.com/watch?v=SM_Z9udox0</a> (fast version)</p>	See content notes and powerpoint.



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<p>strengths and weaknesses in performance. Be clear about what they have achieved and what they will spend the rest of the lesson achieving</p>	<p>Teacher Assessment - Teacher will assess group. Teacher will provide feedback based on assessment and pupils will have time to work on weaknesses. Teacher will reassess performance.</p>		<p><a href="https://www.youtube.com/watch?v=CXxztZs82yE">https://www.youtube.com/watch?v=CXxztZs82yE</a> (slower version)</p>	
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