**Year 7 Boys – Football Dance**

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| **Unit aim** | * To become more confident and competent in performing the physical, technical and expressive skills of dance to music. * To analyse their own and peers performances. | | | | |
| **Lesson outcomes**  **To learn….** | How to accurately replicate a teacher taught motif on warming up for a football match. | How to create your own section of a dance based on a free kick and celebration/  commiseration of goal. | What the terms formation, unison, and canon mean. | What a motif is and how to develop it. | What makes a good performance through self and/or peer assessment. |
| **Intended Knowledge** | Students will know…  1.Why it is important to listen to the music.  2.How to perform movements to music.  3.How to accurately replicate the motif demonstrating a range of physical, technical and expressive skills.  4.That a motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance. | Students will know…  1.How to accurately replicate the dance demonstrating a range of physical, technical and expressive skills.  2. How to communicate the free kick and celebration/  commiseration of goal through dance. | Students will know…  1.That formation means shapes or patterns created in space by dancers e.g. square, diagonal line.  2.Unison means two or more dancers performing the same movement at the same time  3.Canon means When the same movements overlap in time e.g. like a Mexican wave. | Students will know…  1.How to develop a motif by direction, fragmentation and by adding and taking away movements.  2. Fragmentation means using of parts of a phrase or motif.  3. Direction means the facing of a movement. | Students will know…  1.What makes a good dance performance?  2. How to identify areas of strength and areas of development in their own and others’ dance performances.  3.When analysing focus on the key vocabulary of the unit; co-ordination, facial expression and actions |
| **Prior Knowledge** | Knowledge of the components that make up a football match. | Students will know the first section of the dance and how to accurately replicate it demonstrating a range of physical, technical and expressive skills.  What a free kick and celebration/  commiseration of goal looks like. | Students will know the two sections of the dance and how to accurately replicate it demonstrating a range of physical, technical and expressive skills. | That a motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.  Students will know the first three sections of the dance and how to accurately replicate it demonstrating a range of physical, technical and expressive skills. | Students will know a selection of technical, physical and expressive skills particular focus in co-ordination, expression and actions.  The dance from start to finish and how to accurately replicate it demonstrating a range of physical, technical and expressive skills. |

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| **Lesson 1 -** How to accurately replicate a teacher taught motif on warming up for a football match. | | | | |
| **Do now** | * What do you do before you start a football match? * Are you in time with the music? * Are you demonstrating expressive skills for example smiling and lifting the eye line? * Are you demonstrating technical skills for example when you stretch over to one side is your arm coming up and reaching over your head? | | | |
| **Teacher exposition**  **(I do)** | Students will learn a motif that is based on warming up. When learning the motif students need to think about:   * Am I listening and in time with the music. * Do I know where I travel and stand? * Am I copying the teacher accurately in terms of head, arm, leg and body placement? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Music and video of the dance is in the file location:**  **Teacher taught motif based on a warm up:**   * **Run from the back to form a horizontal line.** * **Run on the spot.** * **Perform arm and leg stretches in time with the music.** * **Weave in and out of each other** * **A tackle between 2 students happen and then 2 students go stage right and 2 stage left.**   **Teacher definitions:**  **Motif:** A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Demonstration of technical skills:**  Action - What a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.  **Demonstration of physical skills**:  Co-ordination - The efficient combination of body parts  **Demonstration of expressive skills:**  Facial Expression - The use of the face to show mood, feeling or character. | | | *Application*  Students rehearse the motif in their groups and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform their motif to the class and receive feedback on their strengths and areas for improvement. | |
| **Responsive adaptations** | **Developing**  Students can perform the motif but the choreography is adapted for them.  When they perform they will need to copy the teacher or need verbal or visual prompts. | **Securing**  Students perform the motif without any visual or verbal prompts. They demonstrate some physical, technical and expressive skills. | | **Mastering**  Students perform the routine with good with physical, technical and expressive skills. |
| **Progress check questions** | * What do you do before you start a football match?   Warm up e.g. running, heel flicks, high knees etc.   * Why is it important to listen to the music when you are dancing?   So, my movements are in time with the beats of the music and all of the dancers are in time with each other.   * How can I demonstrate the warm up motif well?   By extending my movements, looking up toward the audience, performing with energy and demonstrating the mood of the dance. | | | |
| **Errors or misconceptions to look out for** | * They are going too fast or slow with the music. Make sure you know the dance and count each movement out in sets of 8 that is the same timing as the music. Also play the music and count to it so the students understand the rhythm. * Students forget what movement coming next in the dance. Break the dance down into small chunks without the music and then practice with the music. Give verbal and physical cues before the next movement to prompt the students with what is coming next. | | | |

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| **Lesson 2 -** How to create your own section of a dance based on a free kick and celebration/  commiseration of goal. | | | | |
| **Do now** | 1. What happens when there has been a foul in football? 2. What happens during a free kick? 3. What happens when a team member has scored from a free kick? | | | |
| **Teacher exposition**  **(I do)** | Students will learn a motif that is based on warming up. When learning the motif students need to think about:   * Am I listening and in time with the music. * Do I know where I travel and stand? * Am I copying the teacher accurately in terms of head, arm, leg and body placement? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Music and video of the dance is in the file location:**  **Teacher taught motif based on a warm up:**   * **Run from the back to form a horizontal line.** * **Run on the spot.** * **Perform arm and leg stretches in time with the music.** * **Weave in and out of each other** * **A tackle between 2 students happen and then 2 students go stage right and 2 stage left.**   **Teacher definitions:**  **Motif:** A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.  **Demonstration of technical skills:**  Action - What a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.  **Demonstration of physical skills**:  Co-ordination - The efficient combination of body parts  **Demonstration of expressive skills:**  Facial Expression - The use of the face to show mood, feeling or character. | | | *Application*  Students rehearse the motif in their groups and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform the motifs to the class and receive feedback on their strengths and areas for improvement. | |
| **Responsive adaptations** | **Developing**  Students can perform the motif but the choreography is adapted for them.  When they perform they will need to copy the teacher or need verbal or visual prompts. | **Securing**  Students perform the motif without any visual or verbal prompts. They demonstrate some physical, technical and expressive skills. | | **Mastering**  Students perform the routine with good with physical, technical and expressive skills. |
| **Progress check questions** | * What happens when there has been a foul in football?   A player has been tackled, there could be card shown, players might go and support their team mate, there is a free kick and teams collaborated on how to score or prevent the opposition from scoring.   * Why is it important that everyone is involved in choreographing this next section?   So that all group members have a creative input and know what they are doing.   * How can I demonstrate the free kick motif well?   By extending my movements, looking up toward the audience, performing with energy and demonstrating the mood of the dance. | | | |
| **Errors or misconceptions to look out for** | Students have forgot what they learnt last week and need visual or verbal prompts.  They are going too fast or slow with the music. Make sure you know the dance and count each movement out in sets of 8 that is the same timing as the music. Also play the music and count to it so the students understand the rhythm.  Students forget what movement coming next in the dance. Break the dance down into small chunks without the music and then practice with the music. Give verbal and physical cues before the next movement to prompt the students with what is coming next. | | | |

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| **Lesson 3 -** What the terms formation, unison, and canon mean. | | | | |
| **Do now** | 1. What types of skills does a footballer have? 2. What would you see a freestyler do? | | | |
| **Teacher exposition**  **(I do)** | Students will learn a motif that is based on passing, freestyling and control of the football. When learning the motif students need to think about:   * Am I listening and in time with the music. * Do I know where I travel and stand? * Am I copying the teacher accurately in terms of head, arm, leg and body placement? | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **Music and video of the dance is in the file location:**  **Teacher taught motif based on a passing, freestyle and control of the football.**  **Teacher definitions:**  **Formation:** Shapes or patterns created in space by dancers e.g. square, diagonal line.  **Unison:** Two or more dancers performing the same movement at the same time  **Canon:** When the same movements overlap in time e.g. like a Mexican wave. | | | *Application*  Students rehearse the motif in their groups and focus on their performance skills discussed at the start of the lesson.  Students in smaller groups perform the motifs to the class and receive feedback on their strengths and areas for improvement. | |
| **Responsive adaptations** | **Developing**  Students can perform the motif and demonstrate formations, unison and canon but the choreography is adapted for them.  When they perform they will need to copy the teacher or need verbal or visual prompts. | **Securing**  Students perform the motif without any visual or verbal prompts.  They demonstrate some physical, technical and expressive skills.  Students can demonstrate and understand what formations, unison and canon means. | | **Mastering**  Students perform the routine with good with physical, technical and expressive skills.  Students can demonstrate, understand and can verbalise what formations, unison and canon means. |
| **Progress check questions** | * What types of skills does a footballer have?   Footstall, around the world, juggling, slap, necks tall, knee stall and neck flick.   * Why do freestyle footballers perform and compete with one another?   To entertain and demonstrate new tricks.   * How can I demonstrate the freestyle motif well from understanding what I know about freestyle footballers?   Confidence, smiling, lifting the eyeline, energy in the performance and making my movements big. | | | |
| **Errors or misconceptions to look out for** | Students have forgot what they learnt last week and need visual or verbal prompts.  They are going too fast or slow with the music. Make sure you know the dance and count each movement out in sets of 8 that is the same timing as the music. Also play the music and count to it so the students understand the rhythm.  Students forget what movement coming next in the dance. Break the dance down into small chunks without the music and then practice with the music. Give verbal and physical cues before the next movement to prompt the students with what is coming next. | | | |

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| **Lesson 4 -** What a motif is and how to develop it. | | | | |
| **Do now** | * What do you think is meant by the dance term motif? * How can you develop (change) a motif to make it look different? * What can you add from the previous lesson in your motif development? | | | |
| **Teacher exposition**  **(I do)** | Students have 3 sections of a dance with motifs within in them. The teacher will use the freestyle and passing motif and get the students to perform that so they understand where it starts and it ends. They will then develop this motif using motif development that will have been discussed on the board. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **1.Recap from the previous 3 lessons.**  **2.Teacher gets students to perform the motif (freestyle and passing) from the dance 4 counts of 8 so students know what the motif is.**  **3.Discuss how to develop a motif as a class.**  **4.Students to develop ‘The motif’ (32 counts taught by the teacher) using motif development.**  **Ways to develop a motif:**  **Direction**  **Fragmentation**  **Adding and taking away movements**  **Dynamics**  **Repetition**  **Levels**  **Repetition**  **Canon**  **Focusing on the 3 in green.** | | | *Application*  Students perform their motif development to the class and receive feedback on can we see fragmentation, changes of direction and movements added and taken away.  What where the pairs strength and areas for improvement?  Students then add that on and see if they can perform all the way through from the start. | |
| **Responsive adaptations** | **Developing**  Students need a lot of teacher support on how to develop the motif. The motif development is simple, not always in the style of rock and roll and has limited originality and creativity. | **Securing**  Students can develop the motif with some teacher support. The motif development has some variety, is in the theme of football and has some originality and creativity. There is evidence of some performance skills. | | **Mastering**  Students can choreograph the motif with no teacher support. The motif development has variety, is in theme of football and has originality and creativity. There is evidence of performance skills. |
| **Progress check questions** | * What do you think is meant by the dance term motif?   A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.   * Why do we develop (change) a motif?   To reinforce an idea/choreographic intent of the dance.   * How can I use the original movement in a different way and make it more complex?   \*Practical demonstration would be needed here\* | | | |
| **Errors or misconceptions to look out for** | * 4 counts of 8 means counting to 32. * Choreographing it but not listening to the music. * Students may need help with showing how you can develop a motif as they understand what they have to do but find it difficult to apply it to the motif to develop it. * Students may make up their own motif using the choreographic devices- they should be DEVELOPING the existing motif they were taught at the start of the lesson led by the teacher. | | | |

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| **Lesson 5 -** What makes a good performance through self and/or peer assessment. | | | | |
| **Do now** | * What makes a good dance performance? * What would you expect to see in a football dance? * What key vocabulary of the unit have we been focusing on in this unit? | | | |
| **Teacher exposition**  **(I do)** | Students have been taught the dance from start to finish. Students now need to be videoed and self-assess themselves identifying their strengths and areas for development to improve upon before the final assessment lesson. | | | |
| **Learning task (We do / you do)** | | | | |
| *Practice*  **1.Question and discuss as a class and write the key points on the board about what makes a good performance. Ensure that the key vocab from the unit (co-ordination, facial expression and actions are discussed).**  **2.Once they have practiced, they join with another pair and film each- others routine on the IPad.**  **3.Students watch back their own dance and write down their strengths and areas of improvement using the sheet located in the folder with all the rePrompts will be on the board for what makes a good performance.** | | | *Application*  Students practice the whole dance from start to finish refining it before being filmed.  Students use the sheet to work on areas of development individually and as a pair. | |
| **Responsive adaptations** | **Developing**  Students are able to perform the dance from start to finish but need significant prompts from the teacher. There are a limit amount of physical, technical and expressive skills demonstrated. They can identify some areas of strength and development but need support to do so. | **Securing**  Students are able to perform the dance from start to finish without prompts and demonstrate some physical, technical and expressive skills. They are able to identify strengths and areas of development and improve on some of the developments. | | **Mastering**  Students are able to perform the dance from start to finish demonstrating good physical, technical and expressive skills. They are able to identify a variety of strengths and areas of development and improve on all of the developments. |
| **Progress check questions** | * What are your areas of strength and developments in the dance?   Example: Strengths   * I am in time with the music during the freestyle section of the dance * My movements are big and expansive during the warm up section.   Example: Areas of development   * I forgot the first 2 counts of 8. * I have good energy at the start of the dance but it fades at the end. * I look down when I am running on the spot * Why do we want to improve our performance?   Engage the audience, improves dances physical skills, makes you a better dancer, makes the dance looks aesthetically pleasing and easy to watch.   * How would you improve your performance?   I will practice a particular section of the dance, I will get my peer to watch if my eyeline goes down when I am running on the spot, I practice the freestyle section with the music to ensure that I am in time. | | | |
| **Errors or misconceptions to look out for** | * Students might not be able to remember all the dance and need visual or verbal prompts such as the next movement that is coming up and counting. * Students may need prompts on what physical, technical and expressive skills are. The teacher needs to ensure they are visible on the board at all time. * Students are not specific enough with feedback and so lack focus when working on areas of development and/or just keep running through the dance from start to finish. * Don’t always play the music as students will just keep doing the dance from start to finish instead of working on areas of development. | | | |