








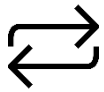




## Year 7 – Dance – Rock and Roll







<b>Unit aim</b>	<ul style="list-style-type: none"> <li>To explore a different dance style – Rock and Roll.</li> <li>To become more confident and competent in performing the physical, technical and expressive skills of dance to music.</li> <li>To analyse their own and peers performances.</li> </ul>				
<b>Lesson outcomes</b> <b>To Learn...</b>	<b>What is Rock and Roll and its stylistic features?</b>	How to accurately replicate a teacher taught motif in the Rock and Roll style of dance.	How to demonstrate rock and roll lifts and supporting each other's weight.	What a motif is and how to develop it.	What makes a good performance through self and/or peer assessment?
<b>Intended Knowledge</b>	<p><b>Students will know...</b></p> <p>1. That Rock and Roll is a style of dance that derives from lindy hop and swing and started in the 1950's at the time rock and roll bands hit the scene.</p> <p>2. The stylistic features of rock and roll; partner dance, fast, kicks, flicks, lifts and hand jive.</p>	<p><b>Students will know...</b></p> <p>1. How to accurately replicate the dance demonstrating a range of physical, technical and expressive skills.</p> <p>2. To communicate the rock and roll style of dance.</p>	<p><b>Students will know...</b></p> <p>1. How to utilise previous learning to refine their dance.</p> <p>2. How to perform a variety of rock and roll lifts and supports ensuring that the teaching points are followed correctly such as; the grips are wrist to wrist, carry out with correct placement and alignment, clear on how you would recover and work slowly and carefully.</p>	<p><b>Students will know...</b></p> <p>1. How to develop a motif by direction, fragmentation and by adding and taking away movements.</p> <p>2. How to incorporate their 2 best lifts/ weight sharing movements into the motif development.</p>	<p><b>Students will know...</b></p> <p>1. What makes a good dance performance?</p> <p>2. How to identify areas of strength and areas of development in their own and others' dance performances.</p> <p>3. When analysing focus on the key vocabulary of the unit; co-ordination, facial expression and actions.</p>
<b>Prior knowledge</b>	<p><b>Students may know what Rock and Roll style of music is or seen some of the stylistic features from TV such as strictly or dancing it themselves.</b></p> <p><b>How to pick a partner they are going to work well with and be able to perform lifts and supports with.</b></p>	<p>Students will know the first section of the dance and how to accurately replicate it demonstrating a range of physical, technical and expressive skills.</p> <p>What rock and roll is, it's stylistic features and be able to identify them within the dance.</p>	<p>Students will know the first and second section of the dance and how to accurately replicate it demonstrating a range of physical, technical and expressive skills.</p> <p>To take shared responsibility for each other's safety.</p>	<p>How to lift one another safely.</p> <p>That a motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.</p> <p>Students will know the first, second section of the dance and how to accurately replicate it demonstrating a range of physical, technical and expressive skills.</p>	<p>Students will know a selection of technical, physical and expressive skills, particularly focusing on co-ordination, expression and actions.</p> <p>The dance from start to finish and how to accurately replicate it demonstrating a range of physical, technical and expressive skills.</p>

## Lesson 1 - What is Rock and Roll and its stylistic features?







<b>Do now</b> 	<b>STRICTLY STARTER:</b> Strictly come dancing Rock n Roll (Jive) Routine <ul style="list-style-type: none"><li>What is Rock n Roll?</li><li>What are the common stylistic features that make up a rock and roll dance?</li></ul>		
<b>Teacher exposition</b> <b>(I do)</b> 	Students will learn a motif learning the basic rock and roll movements such as kicks, flicks, lifts and hand jive. <ul style="list-style-type: none"><li>Am I listening and in time with the music.</li><li>Am I copying the teacher accurately in terms of head, arm, leg and body placement?</li><li>Am I demonstrating co-ordination in my arms and legs?</li><li>Am I smiling when I dance?</li></ul>		
<b>Learning task (We do / you do)</b> 			
<i>Practice</i> <b>Resources, music and video of the dance is in the file location:</b> <b>1. Teacher taught motif in a pair in the style of rock and roll including:</b> <ul style="list-style-type: none"><li>Kicks</li><li>Flicks</li><li>Hand jive</li><li>Lifts or supports</li></ul> <b>Teacher definitions:</b> <b>Motif:</b> A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.  <b>Demonstration of technical skills:</b> Action - What a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.  <b>Demonstration of physical skills:</b> Co-ordination - The efficient combination of body parts  <b>Demonstration of expressive skills:</b> Facial Expression - The use of the face to show mood, feeling or character.		<i>Application</i>  Students rehearse the motif with their partner 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.	
<b>Responsive adaptations</b> 	<b>Developing</b>  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.	<b>Securing</b>  Students perform the motif without any visual or verbal prompts. They demonstrate some physical, technical and expressive skills.	<b>Mastering</b>  Students perform the routine with good with physical, technical and expressive skills.
<b>Progress check questions</b> 	<ul style="list-style-type: none"><li>Are you in time with the music?</li><li>Are you demonstrating expressive skills for example smiling and lifting the eye line?</li><li>Are you demonstrating physical skills for example when you kick you have the opposite arm pointing to it?</li></ul>		
<b>Errors or misconceptions to look out for</b> 	They are going too fast or slow with the music. <b>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.</b> Students forget what movement coming next in the dance. <b>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.</b>		

Lesson 2 - How to accurately replicate a teacher taught motif in the Rock and Roll style of dance.			
<b>Do now</b> 	Recap of previous lesson; <ul style="list-style-type: none"> <li>What is Rock n Roll?</li> <li>Can you identify the stylistic features of rock and roll in the motif that we learnt last lesson?</li> <li>What are the 3 key vocabulary terms we are learning for this unit?</li> </ul>		
<b>Teacher exposition (I do)</b> 	Students will learn the next section of the dance including the basic rock and roll movements such as kicks, flicks, lifts and hand jive. <ul style="list-style-type: none"> <li>Am I listening and in time with the music.</li> <li>Am I copying the teacher accurately in terms of head, arm, leg and body placement?</li> <li>Am I demonstrating co-ordination in my arms and legs?</li> <li>Am I smiling when I dance?</li> </ul>		
Learning task (We do / you do)			
<p><i>Practice</i></p> <p><b>1.Recap of the dance from the previous lesson.</b></p> <p><b>2.Second teacher taught motif in a pair in the style of rock and roll including:</b></p> <ul style="list-style-type: none"> <li>Kicks</li> <li>Flicks</li> <li>Hand jive</li> <li>Lifts or supports</li> </ul> <p><b>Teacher definitions:</b>  <b>Motif:</b> A motif is a movement phrase encapsulating an idea that is repeated and developed throughout the dance.</p> <p><b>Demonstration of technical skills:</b>  Action - What a dancer does e.g. travelling, turning, elevation, gesture, stillness, use of body parts, floor-work and the transference of weight.</p> <p><b>Demonstration of physical skills:</b>  Co-ordination - The efficient combination of body parts</p> <p><b>Demonstration of expressive skills:</b>  Facial Expression - The use of the face to show mood, feeling or character.</p>		<p><i>Application</i></p> <p><b>ARE YOU STRICTLY READY?</b></p> <p>Students rehearse the motif with their partner and focus on their performance skills discussed at the start of the lesson.</p> <p>Students in smaller groups perform the motifs to the class and receive feedback on their strengths and areas for improvement.</p>	
<b>Responsive adaptations</b> 	<b>Developing</b> <p>Students can perform the motif but the choreography is adapted for them.</p> <p>When they perform they will need to copy the teacher or need verbal or visual prompts.</p>	<b>Securing</b> <p>Students perform the motif without any visual or verbal prompts. They demonstrate some physical, technical and expressive skills.</p>	<b>Mastering</b> <p>Students perform the routine with good with physical, technical and expressive skills.</p>
<b>Progress check questions</b> 	<ul style="list-style-type: none"> <li>Are you pointing your toes?</li> <li>Are you in time with the music?</li> <li>Are you demonstrating expressive skills?</li> <li>Are you demonstrating good physical and technical skills?</li> </ul>		
<b>Errors or misconceptions to look out for</b> 	<p>Students have forgot what they learnt last week and need visual or verbal prompts.</p> <p>They are going too fast or slow with the music. <b>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.</b></p> <p>Students forget what movement coming next in the dance. <b>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.</b></p>		







### Lesson 3 - How to demonstrate rock and roll lifts and supporting each other's weight.

<div>Do now</div> <div></div>	<ul style="list-style-type: none"><li>What lifts or supporting each other's weight movements do you know that you could possibly use in this rock and roll dance?</li><li>What do both people have to do when lifting or supporting to ensure that each other is safe?</li></ul>		
<div>Teacher exposition</div> <div>(I do)</div> <div></div>	<p>Students will learn be shown the most difficult lifts (highlighted in red below). They will then be given a task card with the others to go away and practice the lifts and supporting their partner's weight. The demonstrating will cover the following safety points:</p> <ul style="list-style-type: none"><li>Do not attempt the most difficult lifts without the teacher being present.</li><li>Hold wrists on hands.</li><li>Check you have enough space.</li><li>Carry out with correct placement and alignment.</li><li>Never attempt something you are unhappy with.</li><li>Talk through what you are going to do first.</li><li>Be clear on how you would recover.</li><li>Work slowly and carefully.</li></ul>		
<div>Learning task (We do / you do)</div> <div></div>			
<div>Practice</div> <p>1.Recap of the dance from the previous 2 lessons.</p> <p>2. The students will also have an activity card with the images of all the lifts to support students learning.</p> <p>They are to find the best two lifts that they can do in their pair safely and effectively.</p> <p>Students will be focus on the following lifts:</p> <ul style="list-style-type: none"><li>The Cradle</li><li>Swing through the legs</li><li>Helicopter</li><li>Leap Frog</li><li>Side Cradle</li><li>Lean to the side with partners weight</li><li>Kick with a hip balance</li><li>Step over plank</li><li>Handstand onto shoulders and flip over</li><li>Cartwheel across the legs</li><li>Rocking boat</li><li>Jump up with partners support</li></ul>		<div>Application</div> <p>Students decide and demonstrate their best two lifts in smaller groups to the class.</p> <p>Students receive assessment from peers on strength and areas for improvement for their 2 lifts?</p>	
<div>Responsive adaptations</div> <div></div>	<div>Developing</div> <p>Students can perform the basic lifts highlighted in green with a partner demonstrating safety and control.</p>	<div>Securing</div> <p>Students can perform the majority of the lifts with a partner demonstrating safety and control.</p>	<div>Mastering</div> <p>Students perform all the lifts with a partner showing excellent safety, control and flexibility.</p>
<div>Progress check questions</div> <div></div>	<ul style="list-style-type: none"><li>Are you working slowing and safely with enough space around you.</li><li>Can you attempt a more difficult lift or make one that you are finding easy harder?</li></ul>		
<div>Errors or misconceptions to look out for</div> <div></div>	<ul style="list-style-type: none"><li>Students needs to ensure that they both try the lift first to see who the lifts work best with.</li><li>Grips (holding wrists not hands) and holds make sure they are correct otherwise lifts and supports won't be successful.</li></ul>		

## Lesson 4 - What a motif is and how to develop it.

<b>Do now</b> 	<ul style="list-style-type: none"><li>What do you think is meant by the dance term motif?</li><li>How can you develop (change) a motif to make it look different?</li><li>What can you add from the previous lesson in your motif development?</li></ul>		
<b>Teacher exposition</b> <b>(I do)</b> 	Students have been taught 2 sections of a dance with motifs within in them. The teacher will select one of the motifs (no more than 4 counts of 8) 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 mon the board.		
<b>Learning task (We do / you do)</b> 			
<b>Practice</b>  1.Recap from the previous 3 lessons e.g. the dance and the 2 rock and roll lifts they chose last lesson.  2.Teacher gets students to perform the motif 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. They must add the 2 lifts from the previous lesson into the motif.  Ways to develop a motif: Direction Fragmentation Adding and taking away movements Dynamics Repetition Levels Repetition Canon  Focusing on the 3 in green.		<b>Application</b>  Students perform their motif development routines to the class and receive feedback on can we see fragmentation, changes of direction and movements added (the two lifts) and taken away.  What where the pairs strength and areas for improvement?	
<b>Responsive adaptations</b> 	<b>Developing</b>  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.	<b>Securing</b>  Students can develop the motif with some teacher support. The motif development has some variety, is in the style of rock and roll and has some originality and creativity. There is evidence of some performance skills.	<b>Mastering</b>  Students can choreograph the motif with no teacher support. The motif development has variety, is in the style of rock and roll and has originality and creativity. There is evidence of performance skills.
<b>Progress check questions</b> 	<ul style="list-style-type: none"><li>Check students understanding by asking them to perform their motif development routines either as pairs or stop the class and see where they are up to by counting out 32 counts for them to the music.</li><li>Ask where have they changed the direction? Have they included the 2 lifts? What movements have they added or taken away? What movements have they added or taken away?</li><li>How can you develop the motif even further to make it more complex?</li></ul>		
<b>Errors or misconceptions to look out for</b> 	<ul style="list-style-type: none"><li>4 counts of 8 means counting to 32.</li><li>Choreographing it but not listening to the music.</li><li>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.</li><li>Students may make up their own dance using the choreographic devices- they should be DEVELOPING the existing motif they were taught at the start of the lesson led by the teacher.</li><li>The added movements what they are good at but not in the style of rock and roll.</li></ul>		

## Lesson 5 - What makes a good performance through self and/or peer assessment.

<b>Do now</b> 	<ul style="list-style-type: none"><li>• What makes a good dance performance?</li><li>• What would you expect to see in a Rock n Roll dance?</li><li>• What key vocabulary of the unit have we been focusing on in this unit?</li></ul>		
<b>Teacher exposition</b> <b>(I do)</b> 	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.		
<b>Learning task (We do / you do)</b> 			
<i>Practice</i>		<i>Application</i>	
<p><b>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).</b></p> <p><b>2.Once they have practiced, they join with another pair and film each- others routine on the IPad.</b></p> <p><b>3.Students watch themselves back write down their strengths and areas of improvement using the sheet located in:</b> <b>M:\Dance\DANCE 2020\Schemes for Learning\Year 7\NEW 2021 Prompts will be on the board for what makes a good performance.</b></p>		<p>Students practice the whole dance from start to finish refining it before being filmed.</p> <p>Students use the sheet to work on areas of development individually and as a pair.</p>	
<b>Responsive adaptations</b> 	<b>Developing</b> 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.	<b>Securing</b> 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.	<b>Mastering</b> 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.
<b>Progress check questions</b> 	<ul style="list-style-type: none"><li>• Are you pointing your toes?</li><li>• Are you in time with the music?</li><li>• Are you demonstrating good physical, technical and expressive skills?</li></ul> <p>Are specific with feedback e.g.:</p> <ul style="list-style-type: none"><li>• I forgot the first 2 counts of 8.</li><li>• I need to pointe my toes when I’m lifted into the air.</li><li>• I have good energy at the start of the dance but it fades at the end.</li></ul>		
<b>Errors or misconceptions to look out for</b> 	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>		