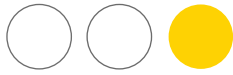


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 1 Dance



Language Functions	Focus (questions to be asked by adult)	Language structures (to be used by child)
Suggesting	How can you improve your dance?	We can use observe others and practice steps.
Deducing	What sports have we been representing?	We have been representing Olympic sports.

Vocabulary: direction, square, circle, left, right, speed, swing, right and left grande.

ICT: digi blue movie cameras, SB

NC ICT:

3a) how to share their ideas by presenting information in a variety of forms.

5b) exploring a variety of ICT tools

NC PE:

1. Pupils should be taught to:

- a. explore basic skills, actions and ideas with increasing understanding
- b. remember and repeat simple skills and actions with increasing control and coordination.

3. Pupils should be taught to:

- a. observe, describe and copy what others have done
- b. use what they have learnt to improve the quality and control of their work.

Dance activities

6. Pupils should be taught to:

1. use movement imaginatively, responding to stimuli, including music, and performing basic skills [for example, travelling, being still, making a shape, jumping, turning and gesturing]
2. change the rhythm, speed, level and direction of their movements
3. create and perform dances using simple movement patterns, including those from different times and cultures
4. express and communicate ideas and feelings.

EYFS objectives that will be covered during these lessons:

40-60+ months: Experiment with different ways of moving, Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

ELG: Move with confidence, imagination and in safety, Move with control and coordination, Show awareness of space, of themselves and of others.

NB: the 'warm up' sessions for this unit have been taken from the 'Leap into Life' resource and follow the theme: Water. By the end of the unit the children will have explored a short dance linked to Water as well as the dance for the main session. Each warm up follows on from the warm up in the previous lesson.

Learning Objectives	Teaching Activities	Success Criteria
<p>To link together travelling moves that change direction.</p> <p>To remember and repeat simple skills and actions with increasing control and coordination.</p> <p>To work with a partner to create dance phrases.</p> <p>40-60+ months: Experiment with different ways of moving, Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>ELG: Move with confidence, imagination and in safety, Move with control and coordination, Show awareness of space, of themselves and of others.</p> <p>ICT: 3a) how to share their ideas by presenting information in a variety of forms. 5b) exploring a variety of ICT tools</p>	<p>Week 1 Resources: Chariots of fire music, SB_PE_Sum1_Olympics</p> <p><u>High Quality Outcomes Statements:</u> Health and Fitness - I stay energetic Curriculum - I am able to judge my own work</p> <p>Warm up - Numeracy in Action Children to stand in rows, give them a number 1-10. Call out a number. Children with that number runs to a cone. Once the children are confident call out 'two more than'.</p> <p>Main: Listen to music - Chariots of Fire - Children to explore moving in time to the music. Discuss what it made them think of - explain it is the theme music for a film about British Athletes. Explain we will be making up a dance to this music. Introduce new dance - we are doing dance on the theme of the ancient Olympics. Show stimuli about the ancient Olympics Discuss how it was about showing the gods how strong they were and worshipping the gods. So need to show strong movements. Show slow motion video of discus http://www.youtube.com/watch?v=lz2FMoj9tpo Demonstrate how could do discus, strong slow action going from one level to a higher</p>	<p>Remember to use strong movements to show the different sports. Think about cannon, unison, mirroring,</p>

	<p>level. Let's get into a circle every one try that action together making it nice and strong (in unison). Let's go round the circle in cannon (everyone doing one after another).</p> <p>Show video of javelin throw in mute http://www.youtube.com/watch?v=iVFe33r3OrA Discuss and demonstrate movement. Practise together and then try in cannon. Pick children to demonstrate to class and discuss.</p> <p>Bend line so in partners. Demonstrate mirroring of slow motion boxing. Explain no need to touch and all in slow motion. Anyone touching when doing this action will have to sit out. Children to practise mirroring your partner's movements. Pick good examples to show.</p> <p>Children to practise these three movements in time to the music.</p> <p>Cool down (5mins) 'Traffic Lights' using slow movements.</p> <p>Helpers Warm up- Cool down-</p>	
<p>To work in partners to complete dance phrases.</p>	<p>Week 2 Resources: Chariots of fire music, SB_PE_Sum1_Olympics <u>High Quality Outcomes Statements:</u></p>	<p>Remember to use strong movements to show the different sports.</p>

To link together travelling moves that change direction.

To remember and repeat simple skills and actions with increasing control and coordination.

40-60+ months: Experiment with different ways of moving, Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

ELG: Move with confidence, imagination and in safety, Move with control and coordination, Show awareness of space, of themselves and of others.

ICT:

5b) exploring a variety of ICT tools

Health and Fitness - I rarely miss PE lessons
Curriculum - I am able to help others to achieve

Warm up - Numeracy in Action

Children to stand in rows, give them a number 1-10.

Call out a number. Children with that number runs to a cone. Once the children are confident call out 'two more than'.

Main:

First demonstrate with a partner creating a series of motif using two of the movements explored last week. Recap meaning of cannoneing - doing one after each other and unison - doing it together. Together throw a discus (moving from low to high) and then in cannone throw a javelin. Both actions in slow motion in time to the music.

In partners, create a series of motifs (small dance sequence) with two of the movements explored as a class (javelin, discus or boxing).

Children to practise in time to the music to encourage slow motion movements.

Think about cannoneing, unison and mirroring. You could have one throw a javelin and then the other person could throw a javelin, freeze and then you could do a dance movement together representing another sport (maybe boxing). Looking for good quality movement.

Split the class in half. Look for good spacing, changes of direction and a variety of levels. Encourage positive comments and praise from those watching. Ask them to evaluate the dance so far.

Cool down (5mins) 'Traffic Lights' using slow movements.

Think about cannone, unison, mirroring,

	<p>Helpers Warm up- Cool down-</p>	
<p>To work as a group to complete dance phrases.</p> <p>To link together travelling moves that change direction.</p> <p>To remember and repeat simple skills and actions with increasing control and coordination.</p> <p>40-60+ months: Experiment with different ways of moving, Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>ELG: Move with confidence, imagination and in safety, Move with control and coordination, Show awareness of space, of themselves and of others.</p>	<p>Week 3 Resources: Chariots of Fire music, SB_PE_Sum1_Olympics <u>High Quality Outcomes Statements:</u> Health and Fitness - I challenge myself to build up stamina, flexibility and strength Curriculum - I know that at the end I need a good result</p> <p>Warm up - Numeracy in Action Children to stand in rows, give them a number 1-10. Call out a number. Children with that number runs to a cone. Once the children are confident call out 'two less than'.</p> <p>Main: Chariot racing Show children pictures of chariot racing. Watch http://www.youtube.com/watch?v=Pwi3xROzpSE 1.50-2.20 to get an idea of chariot racing. The children get into groups of four or five and pretend to be in a chariot. Three children link hands in a semi-circle. This is the chariot. The fourth child is the driver and they stand in front. The children remain in the same spot to act out the race. Encourage them to improvise as a group. The semi-circle could sway side to side. As the music plays, the chariots fall out of the race leaving one to be the winner. Give each group a number and stagger the falling out. They could slowly crash into the ground</p>	<p>Remember to observe steps carefully. Remember to try to copy the actions to the best of your ability. Remember to work as a team.</p>

	<p>but in a very controlled way. Choose a group to win. Go through dance so far with music - Dance Sequence with partner and Chariot racing. Choose groups to demonstrate to the class. Encourage others to make positive comments when evaluating.</p> <p>Cool down (5mins) Walking gradually slower until walking in slow motion. Spread out finding a space on the carpet and stretch up for a count of ten and then curl up into a ball. Repeat and then stretch up one more time and then flop over so the whole body is relaxed.</p> <p>Helpers Warm up- Cool down-</p>	
<p>To work as a group to complete dance phrases.</p> <p>To link together travelling moves that change direction.</p> <p>To remember and repeat simple skills and actions with increasing control and coordination.</p> <p>40-60+ months: Experiment with different ways of moving, Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>ELG: Move with confidence, imagination and in safety, Move with control and</p>	<p>Week 4 Resources: Chariots of Fire music, SB_PE_Sum1_Olympics</p> <p>High Quality Outcomes Statements: Health and Fitness - I keep going and don't give up easily Curriculum - I can use peer and self assessment</p> <p>Warm-up - Numeracy in Action Children to stand in rows, give them a number 1-10. Call out a number. Children with that number runs to a cone. Once the children are confident call out 'two less than'.</p>	<p>Remember to observe steps carefully. Remember to try to copy the actions to the best of your ability. Remember to work as a team.</p>

coordination, Show awareness of space, of themselves and of others.

ICT:

3a) how to share their ideas by presenting information in a variety of forms.

5b) exploring a variety of ICT tools

Main:

Winning and losing the race.

Ask the children to find a space and jog on the spot. As they jog, let them copy you as you lift your arms and cheer. Freeze, turn and jog into another space, but this time cover your head with your arms as if you have lost the race. Encourage the children to think of a finishing position as the music ends. Hopefully everyone has won a prize! Practise these movements to music.

Go through the whole dance with the children (**Dance Sequence with partner, chariot racing, winning and losing the race**). Look for any weak moments and work on them together.

Make time to view half the class at a time. Look for good spacing, changes of direction and a variety of levels. Encourage positive comments and praise from those watching. Ask them to evaluate the dance as a whole and suggest improvements to refine the performance.

Cool down (5 mins): Walking gradually slower until walking in slow motion. Spread out finding a space on the carpet and stretch up for a count of ten and then curl up into a ball. Repeat and then stretch up one more time and then flop over so the whole body is relaxed.

Helpers

Warm up-

Cool down-

Foxdell Infant School
Foundation Medium Term Planning Sheet

Year One

Subject: Dance (Olympics and Carnival)

Term: Summer 1 2012

Hours: 6 hours

	Week 5 Carnival Dancing - More details to follow	
	Week 6 Carnival Dancing - More details to follow	

Evaluation:

Successes	Concepts that need to be revised	Notes

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Foundation Medium Term Planning Sheet

Year One

Subject: Dance (Olympics and Carnival)

Term: Summer 1 2012

Hours: 6 hours