

St Ninian's High School
S1 Dance Course Timeline

Lesson	Lesson Intention	Skill application	Capacity focus	Literacy	Numeracy	ICT	Citizenship	Benchmarks	
1	<p>Intro to bars of music</p> <ul style="list-style-type: none"> Counting / coordination <p>Dance games</p> <ul style="list-style-type: none"> Explosion tig Build a line Disco Tig <p>Focus of lesson should be on counting beats, therefore introduce fun counting games.</p>	<p>Select and apply movement skills and strategies</p> <p>Apply skills with accuracy and control (HWB 3-21a)</p>	<p>Successful learners - learning the correct techniques</p>	<p>Explain how many beats are in each set.</p> <p>Explain why counting the beats of the music is important in dance.</p>	<p>Counting beats.</p> <p>Understand pace of music.</p>	<p>Using music in lesson for pupils to count the beats.</p>	<p>Participate fully in the lesson.</p>	<p><u>Rhythm and Timing</u></p> <p>Creates sequences of movement using a variety of stimuli with a focus on quality, leading to successful performance.</p> <p>Creates and establishes a rhythm to make the opportunity for timing available e.g. fluent passing round the key then player cuts to basket.</p> <p>Performs actions that involve a smooth transition from one phase to another e.g. dance sequence; jump, clap, slide and pause (1,2,3,4).</p>	<p><u>I can...</u></p> <ul style="list-style-type: none"> ➤ Count in beats of 8. ➤ Move my body with rhythm in time with the music. ➤ Link moves together while keeping in time with the beat. ➤ Practice and refine the dance ➤ Work as part of a group ➤ I can use lyrics to create part of a dance. ➤ I can communicate with others to share my own ideas
2	<p>Intro to action words</p> <ul style="list-style-type: none"> Act it out Action reaction <p>Use of action words such as jump, slide etc...</p> <p>Begin easy routine.</p> <p>Pupils should be introduced to a routine that</p>	<p>Modify, adapt and refine previously learnt skills</p> <p>Demonstrate creativity</p> <p>Engage in challenging physical experiences (HWB 3-21a, 3-</p>	<p>Confident individuals - developing confidence within the skill</p>		<p>Counting bars of 8.</p>				

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	incorporates 4 bars of 8 and includes methods of travelling, turning, jumping and balancing. Continue to focus on counting beats and timing of moves.	22a)						
3	Complete easy routine of 4 bars of 8 incorporating 4 different moves. Pupil perform routine in groups to their peers and receive feedback	Modify, adapt and refine previously learnt skills Apply skills with accuracy and control (HWB 3-21a) I can give and accept constructive comment on my own and others' work (EXA 3-11a)	Confident individuals - developing confidence within the skill Successful learners - learning the correct techniques		Counting bars of 8.			<u>Creativity</u> Confidently creates movements sequences with precision, independently and with others. Demonstrates flair, originality, imagination with increasing refinement, that contributes to a quality performance.
4	Begin themed dance: <ul style="list-style-type: none"> • Sports • Super heroes • School 	Demonstrate creativity Apply leadership skills	Effective contributors - contributing your own		Counting bars of 8.			<u>Motivation</u> Is self-motivated and demonstrates self-direction and positive effort in practice and performance environments.

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	<p>Continue to work on counting beats and timing</p> <p>Introduce choreography of 1 bar of 8. A new 'themed' move to be created by the groups.</p>	<p>Understand how to work effectively with a partner or group</p> <p>Identify and understand personal strengths and development needs and the strengths and development needs of others. (HWB 3-21a, 3-23a)</p>	<p>strengths to your paired sequence</p>					<p>Uses a range of critical and creative thinking skills to assist in planning and setting goals to improve performance.</p> <p>Maximises the factors that motivate and minimises the factors that impede participation in physical activity every day.</p> <p>Shows an understanding that we play a role in encouraging others.</p>	
5	<p>Complete themed dances</p> <ul style="list-style-type: none"> • Sports • Super heroes • School <p>Continue to work on counting beats and timing</p>	<p>Understand how to work effectively with a partner or group</p> <p>Analyse and evaluate personal performance and peer performance</p> <p>Analyse movement</p> <p>Appreciate and</p>	<p>Effective contributors - contribute to developing sequence</p> <p>Confident individuals - develop confidence within the routine</p>		<p>Understanding rhythm and moving in time with the music.</p>				

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		celebrate personal success and that of others (HWB 3-23a, 3-24a)	Successful learners - link and join skills in a sequence Responsible citizens - work together as part of a team						
6	<p>Introduce the idea of developing motifs:</p> <ul style="list-style-type: none"> • Formations • Relationships • Levels • Speed • Canon <p>At these stages aim to introduce Group leaders and have the pupils working in the same group throughout.</p> <p>Emphasise individual timing</p>	<p>Modify, adapt and refine previously learnt skills</p> <p>Select appropriate equipment</p> <p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p>	Successful learners - develop technique on low apparatus		Understanding rhythm and moving in time with the music. Changing speed of movements in time with the rhythm of the music.				

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		Demonstrate creativity							
		Engage in challenging physical experiences (HWB 3-21a, 3-22a)							
7	<p>Begin teacher led routine</p> <p>When teaching the dance, use the same song throughout, a song with an easy beat to follow such as:</p> <p>Usher 'Yeah' Run Dmc Will Smith 'Switch' etc...</p> <p>Continue to develop the idea of developing motifs:</p> <ul style="list-style-type: none"> • Formations • Relationships • Levels • Speed 	<p>Engage in challenging physical experiences</p> <p>Select appropriate equipment</p> <p>Understand how to work effectively with a partner or group</p> <p>Understand and undertake a variety of roles and responsibilities (HWB 3-21a, 3-22a, 3-23a)</p>	<p>Responsible citizens - taking out & organising equipment</p> <p>Confident individuals - building up confidence to jump from trampette</p> <p>Successful learners - learning</p>		<p>Understanding rhythm and moving in time with the music.</p> <p>Changing speed of movements in time with the rhythm of the music.</p>				

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			technique s						
8	<p>Continue with the teacher led routine with the pupils.</p> <p>When teaching the dance, use the same song throughout, a song with an easy beat to follow such as:</p> <p>Usher 'Yeah' Run Dmc Will Smith 'Switch' etc...</p>	<p>Select and apply movement skills and strategies</p> <p>Apply skills with accuracy and control</p> <p>Engage in challenging physical experiences</p> <p>Analyse movement (HWB 3-21a, 3-22a, 3-24a)</p> <p>I can give and accept constructive comment on my own and others' work (EXA 3-11a)</p>	<p>Successful learners - correct technique</p>		<p>Understanding rhythm and moving in time with the music. Changing speed of movements in time with the rhythm of the music.</p>				
9	<p>Complete the teacher led routine</p> <p>When teaching the dance, use the</p>	<p>Select and apply movement skills and strategies</p> <p>Apply skills with accuracy and</p>	<p>Successful learners - correct technique</p>		<p>Understanding rhythm and moving in time with the music. Changing</p>				

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	<p>same song throughout, a song with an easy beat to follow such as:</p> <p>Usher 'Yeah'</p> <p>Run Dmc</p> <p>Will Smith 'Switch'</p>	<p>control</p> <p>Engage in challenging physical experiences</p> <p>Analyse movement (HWB 3-21a, 3-22a, 3-24a)</p> <p>I can give and accept constructive comment on my own and others' work (EXA 3-11a)</p>			<p>speed of movements in time with the rhythm of the music.</p>				
10	<p>Group choreography.</p> <p>Pupils will now combine their learning from the previous practices and be tasked with developing their own routine to 2 bars of 8.</p> <p><i>n.b. If pupils are finding difficulty in coming up with</i></p>	<p>Demonstrate creativity</p> <p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p> <p>Apply leadership</p>	<p>Effective contributors - contribute own strengths to performance</p>		<p>Create dance sequences in time with the music and developing rhythm.</p>				

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	<p><i>their own ideas they can use elements of the teacher led dance and put them in a different order.</i></p> <p>When teaching the dance, use the same song throughout, a song with an easy beat to follow such as:</p> <p>Usher 'Yeah' Run Dmc Will Smith 'Switch' etc...</p>	<p>skills</p> <p>Analyse and evaluate personal performance and peer performance</p> <p>Identify and understand personal strengths and development needs and the strengths and development needs of others. (HWB 3-21a, 3-23a, 3-24a)</p>							
11	<p>Pupils will perform their routine to the whole class.</p> <p>This will include:</p> <ul style="list-style-type: none"> Teacher led routine Group choreography End routine 	<p>Appreciate and celebrate personal success and that of others</p> <p>Apply ICT during practical investigation</p> <p>I have created and taken part in dance from a range of styles</p>	<p>Effective contributors - contribute own strengths to performance</p> <p>Confident individuals - develop quality of</p>		Teaching the sequence to the rest of the class in time and rhythm of the music.				

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		and cultures (EXA 3-08a)	performance Successful learners - create a sequence to perform Responsible citizens - work as part of a team						
12	Following completion of the routine all routines will now be video recorded.	Engage in challenging physical experiences Select appropriate equipment Modify, adapt and refine previously learnt skills Apply skills with accuracy and control	Confident individuals - develop quality of performance Successful learners - create a sequence to perform Responsible		Ensuring movement and performance of steps are in the correct sequence to the timing of the music.	Use tablets to record performance			

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		<p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p> <p>Appreciate and celebrate personal success and that of others (HWB 3021a, 3-22a, 3-24a)</p> <p>I can give and accept constructive comment on my own and others' work (EXA 3-11a)</p>	citizens - work as part of a team						
13	<p>'Prop' lesson.</p> <p>Working in the same groups pupils will develop a dance routine that includes a 'prop'. Pupils must continue to</p>	<p>Select appropriate equipment</p> <p>Modify, adapt and refine previously learnt skills</p>	<p>Confident individuals - develop quality of performance</p> <p>Successful</p>		Counting the beats of the music and develop direction and height within the dance.				

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	<p>develop motifs.</p> <p>These may include: Umbrellas/Pom poms/Canes/Hats/Chairs etc...</p> <p>Use only one song for the whole class and allow only one prop to be used by each group.</p>	<p>Apply skills with accuracy and control</p> <p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p> <p>Engage in challenging physical experiences (HWB 3-21a, 3-22a)</p>	<p>ul learners - create a sequence to perform</p> <p>Responsible citizens - work as part of a team</p>						
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*Lesson 10, 11 and 12 can be combined if only a ten lesson block

14	<p>'prop' lesson</p> <p>Pupils will complete the 'prop' dance and perform it to the rest of the class</p>	<p>Select appropriate equipment</p> <p>Modify, adapt and refine previously learnt skills</p> <p>Apply skills with accuracy</p>	<p>Confident individuals - develop quality of performance</p> <p>Successful learners - create a sequence to perform</p> <p>Responsible citizens</p>				
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		<p>and control</p> <p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p> <p>Engage in challenging physical experiences (HWB 3-21a, 3-22a)</p>	<p>- work as part of a team</p>				
15	<p>'pose' lesson</p> <p>This lesson will focus on pupils working individually, and in pairs and develop 'poses'</p>	<p>Modify, adapt and refine previously learnt skills</p> <p>Apply skills with accuracy and control</p> <p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p> <p>Engage in challenging physical experiences (HWB 3-21a, 3-22a)</p>	<p>Confident individuals</p> <p>- develop quality of performance</p> <p>Successful learners</p> <p>- create a sequence to perform</p> <p>Responsible citizens</p> <p>- work as part of a team</p>				
16	<p>Picture lesson</p> <p>Pupils are given a picture or action that they must incorporate into a routine</p>	<p>Modify, adapt and refine previously learnt skills</p> <p>Apply skills with accuracy and control</p>	<p>Confident individuals</p> <p>- develop quality of performance</p> <p>Successful learners</p> <p>- create a sequence to perform</p>				

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		<p>Develop appropriate decision making and problem solving skills through analysing, evaluating and applying</p> <p>Engage in challenging physical experiences (HWB 3-21a, 3-22a)</p>	<p>Responsible citizens - work as part of a team</p>				
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