

Sports dance unit plan

Topic/Theme: Sport

Level 2

Year 7–8

Duration: 6 weeks – 12 x 30 minutes sessions

Dance elements used: Body awareness

Space

Energy

Strands	Level	Achievement objectives
Developing Practical Knowledge in Dance (PK)	2	Students will identify and explore through movement the dance elements of body awareness, space, time, energy, and relationships.
Developing Ideas in Dance (DI)	2	Students will initiate and express dance ideas based on a variety of stimuli.
Communicating and Interpreting in Dance (CI)	2	Students will share dance through informal presentation, and describe how dance expresses ideas and feelings
Understanding Dance in Context (UC)	2	Students will demonstrate an awareness of dance as part of community life.

Learning outcomes

Students will be able to:

- improvise a variety of sports actions
- contribute to a group dance based on a sports theme
- share dance with the rest of the class
- respond to own and others' dance.

Links to other curriculum areas

Physical education and health



online professional development

from *Te Kete Ipurangi* (TKI), The Arts Online, 'Sports dance' resource' Page 1

<http://www.tki.org.nz/r/arts/artspd/implementation/sportsdance/>

TEACHING LEARNING SEQUENCE

(Activities, organisation, and teaching points)

Lessons 1–6: Exploring the elements of dance

Warm up and individual exploration

1. Respond spontaneously to action words – such as run, jump, creep, stretch, flop.
2. Travel freely in the space, exploring straight and curved pathways in different directions – such as forwards, backwards, sideways – and at different levels in space – such as high, middle, low.
3. Follow the leader in threes. (On teacher's prompt, leaders change – by going to the back of the line.)
4. Travel throughout the space using:
 - (a) large movements, taking up as much space as possible and keeping as far away from others as possible
 - (b) small movements, keeping as close to others as possible without touching.
5. Travel freely in the space until the music stops, then freeze into a given shape – such as twisted, curved, round, pointy.
6. Explore locomotive and non-locomotive actions relating to action word cards on the floor and in response to teacher direction – for example, “make the action... heavy/light, sudden/sustained, large/small, fast/slow”.
7. Each student chooses three action words, and explores different ways of interpreting them using different energy qualities – such as locomotive, non-locomotive, and still shapes.
8. Devise a movement phrase with those three action words.

Group activities

In pairs:

1. Students teach each other their movement phrases, then perform them in unison.
2. Join up with another pair and combine phrases.
3. Add changes of:
 - level – such as high, middle, low
 - direction – such as forwards, backwards, sideways
 - formation – such as circle, line.
4. Share dance with rest of class – give and receive formative feedback.
5. Revise group dances.
6. Perform dances to rest of class.

Lessons 7–12: Sports theme

Preparation: View video clips of different sports, then brainstorm action words prompted by the sports.

Warm up and individual exploration

1. Respond spontaneously to sports action words – such as run, jump, hop, throw, balance, dodge, reach.



2. Travel freely in the space. When the music stops, freeze into a sports pose, as given by teacher – such as netball, rugby, golf.
3. Improvise a variety of locomotive and/or non-locomotive actions in response to named sports.
4. In lines, leader freezes into a sports pose, next person moves to the front of the line and freezes into a contrasting pose at a different level in space. Next person moves to the front of the line to make a different pose, and so on.
5. Repeat, with each person travelling to the front of the shape line with actions relating to the sport they have chosen.

Group activities

In groups of four:

1. Each person teaches the rest of the group a sports action, then perform them one after the other with smooth transitions. Share with the rest of the class, who guess the sports represented by each group.
2. Each group teaches their sports actions to rest of the class.
3. As a group, choose one sport and devise four actions to be performed in unison.
4. Add changes of:
 - level – such as high, middle, low
 - direction – such as forwards, backwards, sideways
 - formation – such as circle, line.
5. Extension activity: introduce canon as a choreographic device.
6. Add a beginning and an end to the sports dance to place it within a context – such as a rugby match, a swimming carnival, a tennis tournament.
7. Rehearse dances, then share with rest of class, video recording each performance.
8. Rest of class gives feedback to each group about to what went well – for example, “I liked it when...”.
9. View sports dances on video, and complete group self-assessment task.

ASSESSMENT

Focus: Group sports dance – process and product.

Strategies: Group self-assessment – each group completes a PMI (Pluses, Minuses, Interesting things) chart on the process of choreographing their sports dance and the end product.

EVALUATION

