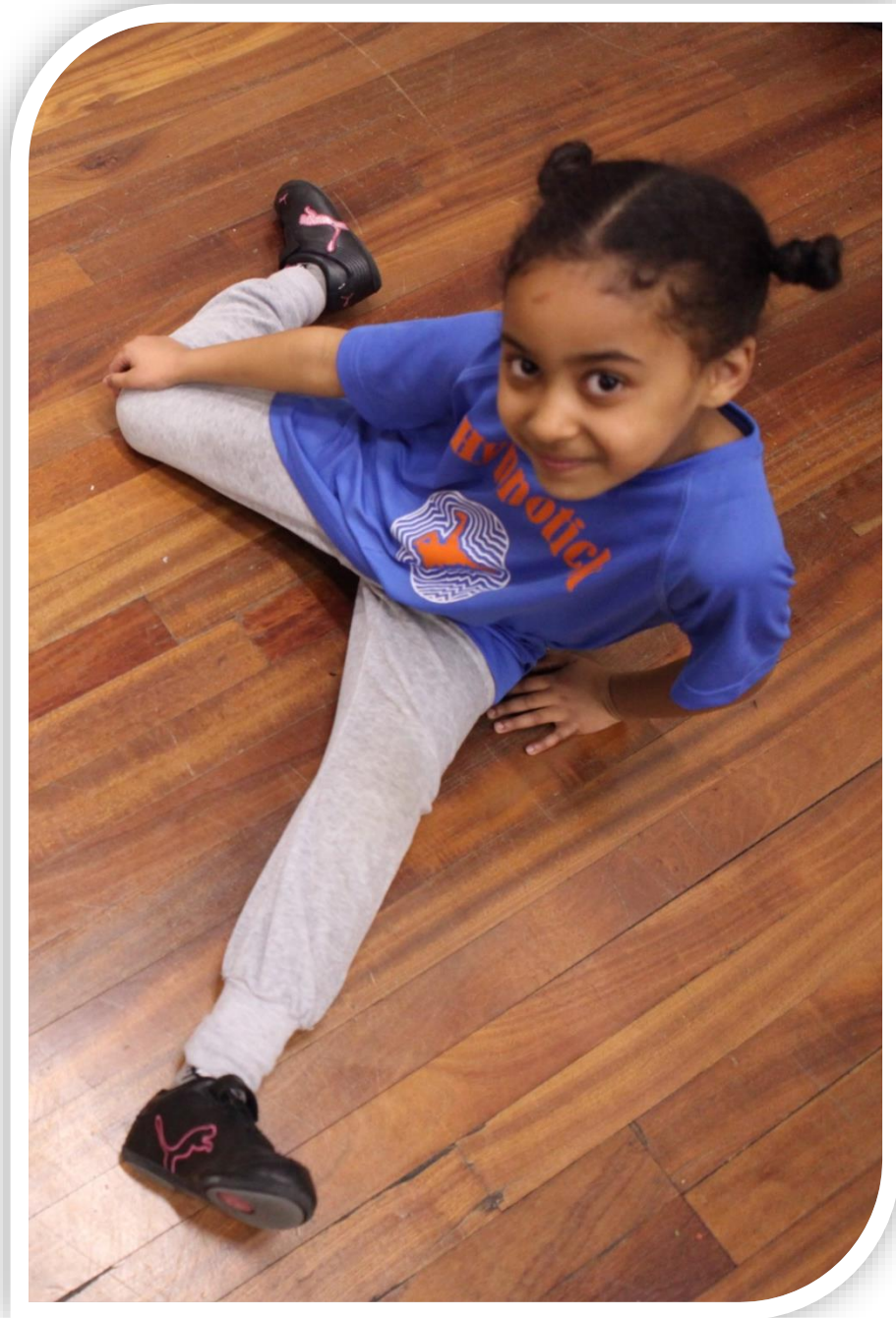




STREET DANCE KEY STAGE 1



NATIONAL CURRICULUM AND HEALTH OUTCOMES

Hypnotick Dance delivers engaging and enjoyable dance sessions that support young people to achieve the *Physical Education* requirements of the *National Curriculum* and the *Department of Health's Physical Activity Guidelines*. **Hypnotick Dance sessions provide the opportunity for Key Stage 1 Pupils to:**

- | | |
|---|--|
| 1 | Develop their fundamental movement skills and extend their agility, balance and coordination, individually and with others. ¹ |
| 2 | Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. ¹ |
| 3 | Perform dances using simple movement patterns. ¹ |
| 4 | Take part in moderate to vigorous intensity physical activity contributing to the recommended 60 minutes per day. ² |

In addition to the physical and health benefits derived from taking part in regular Hypnotick Dance sessions, there are many other known benefits including: *increased **self-confidence**, improved **self-esteem**, creation of new **friendships** and improved **communication skills**.*

¹ Department for Education, Physical education programmes of study: key stages 1 and 2 National curriculum in England, 2013

² Department of Health, FACTSHEET 3 Physical activity guidelines for CHILDREN AND YOUNG PEOPLE (5–18 YEARS), 2011

HYPNOTICK DANCE KEY STAGE 1

Lesson Plans: Week 1 to Week 2



"We aim to assist young people to follow their dreams and achieve their goals in a positive, safe and encouraging environment."
(Taofeeq Taz Sanusi, Creative Director)

HYPNOTICK

LESSON PLANS: WEEK 1 - 2



Dance Genre: Street Dance

Group: Key Stage 1

LEARNING OBJECTIVES

Children should learn to:

- Be able to perform basic Street Dance movements within a set choreography and within freestyle improvisation

EXPECTED LEARNING OUTCOMES

- To recognise the specified rhythms and beats within the music and move in time to the music
- To replicate simple sequences of Street Dance movements to fit within the 8 or 16 count phrasing and perform the choreography
- To achieve a basic understanding of Street Dance style to be able to create simple choreography up to 8 counts

LEARNING OBJECTIVES – WEEK 1

- Understand the importance of **warm up** and **cool down**.
- Understand the importance of counts 1 to 8 in dance
- Repeat simple movements
- Dance terminology key words in BLUE

RECORD OF ASSESSMENT – WEEK 1

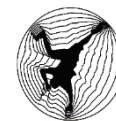
Tick on the assessment sheet KS 1 - Can children?:

- ✓ **Copy basic movements?**
- ✓ **Understand counting in dance?**

Lesson Plan	WEEK 1
INTRODUCTION (5 MINS)	Hello and Welcome Introduction and explanation of the 5 week course
WARM UP (15 MINS)	<ul style="list-style-type: none"> • Behaviour and safety expectations in the hall • Warm up with familiar whole body movements, mobility and stretching Discuss / explain / recap why is warming up important?
MAIN TASK (35 MINS)	<ul style="list-style-type: none"> • Introduction to music with an emphasis on listening and embodying counts 1 to 8 • Introduction to basic street dance movements
COOL DOWN (5 MINS)	<ul style="list-style-type: none"> • Relaxing breathing and stretching to finish • Congratulations and well done Discuss / explain / recap why is warming up important?

HYPNOTICK

LESSON PLANS: WEEK 1 - 2



HYPNOTICK

Dance Genre: Street Dance

Group: Key Stage 1

LEARNING OBJECTIVES

Children should learn to:

- Be able to perform basic Street Dance movements within a set choreography and within freestyle improvisation

EXPECTED LEARNING OUTCOMES

- To recognise the specified rhythms and beats within the music and move in time to the music
- To replicate simple sequences of Street Dance movements to fit within the 8 or 16 count phrasing and perform the choreography
- To achieve a basic understanding of Street Dance style to be able to create simple choreography up to 8 counts

LEARNING OBJECTIVES – WEEK 2

- Re-cap understanding of the importance of **warm up** and **cool down**.
- Re-cap of last week's understanding of the importance of counts 1 to 8 in dance
- Work in pairs
- **Improvise** to create new movements
- Dance terminology key words in BLUE

RECORD OF ASSESSMENT – WEEK 2

Tick on the assessment sheet KS 1 - Can children?:

✓ **Use movements with imagination?**

Lesson Plan	WEEK 2
INTRODUCTION (5 MINS)	Hello and Welcome Check in with pupils – have they been practising? Re-cap last week's achievements and talk about this week's development
WARM UP (15 MINS)	<ul style="list-style-type: none"> • Behaviour and safety expectations in the hall • Warm up with familiar whole body movements, mobility and stretching <p>Discuss / explain / recap why is warming up important?</p>
MAIN TASK (35 MINS)	<ul style="list-style-type: none"> • Recap of last week's movement • Teach 2 x 8 counts of a routine <p>OPTION – Circle Time (10 mins max)</p> <ul style="list-style-type: none"> • Opportunity for children to enter circle on their own and have fun with what they have learned <p>Not all children are expected to enter on the first week – as confidence develops over the weeks then more children will be expected and encouraged to join in</p> <p>NOTE: Circle Time is a reward for focused learning during the lesson e.g. excellent behaviour = full 10 minutes</p> <p><i>Circle Time is the performance element in the final week</i></p>
COOL DOWN (5 MINS)	<ul style="list-style-type: none"> • Relaxing breathing and stretching to finish • Congratulations and well done <p>Discuss / explain / recap why is warming up important?</p>

HYPNOTICK

LESSON PLANS: WEEK 1 - 2



RECORD OF ASSESSMENT

School / Year Group: _____

CURRICULUM REQUIREMENTS	DONE	COMMENTS/NOTES
Copy basic movements Understand counting in dance?		
Use movements with imagination		
Repeat and remember the movements		
Improvise and explore to create original movements		
Understand change of direction, speeds and rhythm		
Express and communicate ideas		
Create and perform dances		

Teacher's signature: _____

Date: _____

HYPNOTICK

LESSON PLANS: WEEK 1 - 2



DANCE TERMINOLOGY

COOL DOWN	Finish to a class with easy movements in a relaxing atmosphere to relax the body and mind and bring the heartrate back to normal
CHOREOGRAPHY	The art of composing various dances and planning/arranging the movements, steps, and patterns of dancers into a performance
IMPROVISE	Dancing onstage without a choreography Unplanned exploration of different movements
STRETCHING	Is form of physical exercise in which a specific muscle or muscle group is deliberately stretched After we have more muscle control and flexibility
SOLO, DUET, TRIO, SMALL/LARGE GROUP	How many dancers dance together 1,2 or 3. More than this is a small group more than 5 is a large.
UNISON	All dancers are moving together in the same direction and at the same time
WARM UP	Graduate muscle activation Warm up helps body to prepare for exercise and therewith reduces the chance of injury

HYPNOTICK

LESSON PLANS: WEEK 1 - 2



SAFETY TIPS FOR DANCE

It is important before the start of any dance session to ensure that all participating children are aware of safety issues:

The space

The space/room/area that pupils dance in needs to be clean, free of any clutter and warm. When children arrive, ask them to sit in the middle of the room and play the 'HOT SPOT' game, in which they call out to the teacher any dangerous spots they can see. This way, you will ensure that pupils are fully aware of the space/area they are dancing in.

Suitable clothing for dance

Children should wear suitable clothing; for health and safety reasons they should wear loose fitting clothing like tracksuit bottoms or any other suitable trousers/shorts that they can move in and a T-shirt. Also suitable shoes, ideally trainers. In case children should not have a suitable footwear, they can dance bare feet, however they should not be allowed to wear socks as it can be slippery.

Accessories & Jewellery

Jewellery, watches, earring etc. should not be worn for any dance activity to minimise the risk of injury.

The personal space

When the group is ready to start with the session, ask children to find their own personal space not too close to anyone else. Afterwards, ask them to raise their arms out to the sides slowly at shoulder level and turn around on the spot to ensure they are aware of other pupils in the room.