

A WINNING DANCE

This unit is inspired by the street dance crews that perform on TV talent shows. The outcome could either be a class dance with group sections or individual group dances that develop some of the content explored in class. The four main sections can be linked in any order.

Specific Learning Outcomes

- Demonstrate confidence, energy and attitude in street dance style.
- Develop material imaginatively to create more complex phrases.
- Analyse the key elements of a successful group dance.

Stimulus

Winning dances from TV shows; street dance.

Resources



Phrases demonstrated in the Video folder in this web resource; *Street Dance* DVD or similar.

Accompaniment

Select from current charts or try tracks from *Ultimate Street Dance* from Sony BMG.

Content

- Partner and teamwork
- Range of actions: travel, turn, jump, gesture, stillness
- Timing and musicality
- Coordination and control
- Sense of style: energy, attack, precision and rhythmic phrasing
- Dance relationships including unison and canon

Assessment

- Peer evaluation of each section (pair to pair or group to group) using agreed success criteria.
- Self-evaluation against learning outcomes.
- Videotape final dances.

Curriculum Links

- PSHE: Social skills, physical well-being, going for goals
- Music/ICT: Editing music for group dances

Options

- The outcome could be a class dance with some sections in unison and others performed in groups, but simultaneously.
- Older and more experienced children could create their own group dances and accompaniment.

Possible Unit Structure

- Lesson 1: Set action phrase and group development.
- Lesson 2: Recap set action phrase and developed version; create partner and group arm gesture phrase.
- Lesson 3: Recap content so far; create freestyle section.
- Lesson 4: Recap all sections; create group machines; decide on order.
- Lesson 5: Rehearse and perform to each other or for video.
- Lesson 6: Evaluate.

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A WINNING DANCE (continued)

Possible Dance Structure

The whole class or each group could decide, depending on the desired outcome. As a class dance, the structure could be this:

- Perform 16-count action phrase in unison.
- Perform 16-count group arm gesture phrase.
- Groups perform 32-count developed action phrase.
- Groups perform freestyle section for 64 counts.
- Repeat group arm gesture phrase.
- Group machine to finish.

Warm-up



- Jazz or street style to include body part isolations and coordinations, mobility, stretches and simple steps. Finish with step and jump phrase (as demonstrated in the Video folder in this web resource).
- Game: In groups of 4 create shapes to show different machines (e.g., car, photocopier, slot machine, popcorn maker, robot). Give a 10-second time limit for each.

Tasks	Teaching Points
Introduction: Look at a dance performed by Diversity on DVD and discuss: <ul style="list-style-type: none"> • What skills are required for performing a winning dance? • What makes a winning dance? (choreography) 	List answers on whiteboard. <ul style="list-style-type: none"> • Performance: Good timing, individual strengths, surprise, energy, teamwork, practice, self-discipline, creativity. • Choreography: Unison phrases, contrast, surprises, variety, transitions.
Action! <ul style="list-style-type: none"> • Learn action phrase for 16 counts: <i>unroll, robot swivels, step and close, slides, jump, cross and twizzle turn</i>. Practise with a partner until perfect. • Pairs join to make groups of 4. Practise the action phrase together to achieve perfect unison. • Group peer evaluation. • Develop the phrase in time (unison, canon, repetition) and space (directions, group formation, close together or far apart) to create an effective group phrase. 	Allow plenty of time to practise with a partner to achieve precision and timing. Partners need to remain the same throughout this unit. Choose wisely! Agree on performance criteria (e.g., timing, focus, precision). Decide where the audience might be (front). Allow 32 counts and provide time to explore possibilities.
Armography: <ul style="list-style-type: none"> • Learn arm gesture phrase of 8 counts (<i>fold, cross, lock, release, reach</i>). Explore a wider range of arm gestures (look again at DVD for ideas). • Pairs create an 8-count phrase of precise, rhythmic arm and hand gestures or develop the taught phrase. • Pairs teach each other their arm gesture phrase and combine them to make a 16-count group phrase. This looks most effective in unison. Consider group shape (different levels?). • Link the two sections together and create a smooth transition. 	<i>Shrug, point, flick, punch.</i> Same pairs as for previous task. Pairs join together in groups as before.

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A WINNING DANCE *(continued)*

Tasks	Teaching Points
<p>Freestyle: In same groups each dancer (or pair) has a chance to show individual skills.</p> <p>Each dancer has 16 counts of their own to perform freestyle (or 32 counts as a pair).</p> <p>Groups should decide the order and work on transitions (tag?).</p>	<p>Children can decide on the order.</p> <p>Are they good at steps, floor work (falls, rolls and balances), slow-motion moves, robotics, gymnastics or a different style of dance?</p> <p>The non-dancers need to find a good position to hold as they focus on the freestyler.</p> <p>This task could be introduced as a warm-up game.</p>
<p>Machines:</p> <ul style="list-style-type: none"> Groups create group shapes to show the following: car, washing machine, robot, snack machine, photocopier, fantasy machine. Groups choose the machine shape they like best and work on movements into shape, in shape, out of shape. Each group decides the order of the sections and can repeat any one of the sections if they wish: actions, arms, freestyle or machine. Listen carefully to the music (or select own track) and decide how it would all fit together to create a winning dance. Perform to an appreciative and supportive audience. Videotape and assess individual achievements. 	<p>The machine section could be at the start, middle or end of the dance.</p> <p>This is not a competition but how good is each group's teamwork?</p> <p>Use the specific learning outcomes.</p>