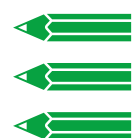


# Year 6/7 Transition

## Dance



### Learning Intention:

1. Explore self-belief through movement, words and actions.
2. Communicate effectively as a performer to an audience and to a partner to improve dance performance.
3. Be imaginative in how the dance is structured to convey the theme of the dance.



### Social Connectedness:

Create a dance individually and discuss your actions with a partner.

- What improvements can you see in each others' work?
- Combine your dances and perform to the rest of your group.
- Can you share your dance with other people in the group?
- How did you feel when performing together?
- How did your feelings change throughout the performance and at the end?
- What feelings do you have towards your group?
- How did you work together?



### You will need:

A large piece of paper and marker pens or a large whiteboard.  
Uplifting or inspirational music.

Choose a theme that links with self-belief – this could be a sporting event, a situation of triumph over adversity or a significant historical figure to create a context for the dance.



### Current Guidance:

- Ensure every child washes their hands before and after the lesson.
- Maintain physical distancing with all children at least 2 metres apart.
- Wherever possible do not use equipment – any essential equipment used must be cleaned before and after use.
- Outdoor PE is preferable, but if indoors make sure the space is well ventilated.



### Links to Learning:

- Choose one self-belief word each day to focus on in all areas of your learning. How will you show this as you are working? Celebrate your achievements each day.
- Think about how you communicate with your friends. Say something encouraging or positive to your friends each day.
- Being imaginative isn't just for story writing! Can you show good imagination when you are playing at break time? Could you make up a new game and then teach it to your family at home later?
- Consider a daily/weekly journal for reflection for PE learning, wider learning and home life

### STEP: Space Task Equipment People

- Challenge the children to really explore the space they are working in and create effective movement patterns.
- The children could choose fewer or, more than 5 initial actions to make it easier or harder.
- Support children with additional self-belief action words presented visually.
- Challenge children finding the tasks easy to learn parts of each other's dances.



## HEALTHY ME

### Self-belief

**“have confidence in your own abilities”**

As a group, led by the teacher, create a list of words associated with self-belief. Examples might include confident, positive, determined.

Now examine these words further and create ‘action’ and ‘feeling’ words to go with them. For example; ‘positive’ might have ‘excited’, ‘calm’ or ‘happy’ as action words. Create a list of 10 action/feeling words.

Now explore moving your body and creating some still shapes to represent each action/feeling word. Can you use all of your personal space? Can you change the levels and direction of your movements? Can you travel in different ways not using your feet?

Now choose 5 self-belief action/feeling words to practise and refine.



## THINKING ME

### Imagination

**“forming new ideas, images or concepts in the mind”**

Dance is perfect for letting your imagination run wild. There is no right or wrong way to perform body actions.

Decide the order that you want your actions and still shapes to go in. Play about with this – can you create a flow of movements?

Try repeating some of your actions to give your dance greater impact. The audience like to see dance moves more than once!

Can you add in some extra actions or still shapes? You could try isolating and moving just one part of your body if you want a challenge. Be imaginative!

Practise all parts of your dance until you can perform it confidently. Now perform your dance in your space to the rest of the group. Use inspirational music to create the mood for the performance. Can you feedback one positive point about your dance and one way to improve?



## SOCIAL ME

### Communication

**“passing information and understanding from one person to another”**

Dance is about communication with an audience so that they feel an emotional response.

You are now going to work on the dynamics of ‘how’ you perform each action. Think about how you want to express your feelings to an audience.

- Can you change the speed of some of your actions?
- Can you change how much effort you put into some of your actions?
- Can you add in one or two still shapes and add greater effect to your dance?

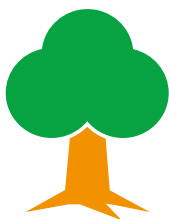
Now join up with the person next to you. Stay in your own space, but observe each other’s actions and shapes so far. Communicate effectively and feed back to your partner on how well their actions showed self-belief. Can you suggest one or two improvement points about the dynamics (how they perform their shapes and actions)?

Join up with another pair to create a bubble and join your ideas together. This can eventually lead to a whole class performance. Use techniques such as unison, cannoning and mirroring. Film the dance for use in the classroom to reflect, analyse and link with a descriptive piece of writing/expression.

Unison – perform the movement or still shape at the same time.

Cannoning – performing the same move but each person in turn.

Mirroring – facing your partner and copying their moves.



If you’ve found this resource useful, visit our website for more information on our whole school My PB resource and training.

[www.youthsporttrust.org/mypersonalbestpri](http://www.youthsporttrust.org/mypersonalbestpri)