## Theme - Replication of actions and expression

<table>
<thead>
<tr>
<th>More Accessible</th>
<th>Main Content</th>
<th>More Challenging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
<td></td>
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<tr>
<td>Individual demonstrations and balances that students can copy/slowing down instructions</td>
<td>Warm up: Mr Peake (Simon Says) - students copy actions - staying in time. Extension: Students in pairs, students in threes - do own version of activity to music.</td>
<td>Speeding up of instructions</td>
</tr>
</tbody>
</table>

### Skill Development

- **Warm up:**
  - Mr Peake (Simon Says) - students copy actions - staying in time.
  - Extension: Students in pairs, students in threes - do own version of activity to music.

- **Activity 1:**
  - Introduction to dance - what is it? Why is it a key skill in PE - discuss through examples and what makes a good dance.
  - Watch a 'Haka'

- **Activity 2:**
  - Teacher led routine - at front of class - students copy 3 different actions to six beats
  - Include music; Beowolf - In need of a hero
  - [https://www.youtube.com/watch?v=DrkguvGFnrE](https://www.youtube.com/watch?v=DrkguvGFnrE)

- **Activity 3:**
  - In small groups (Pairs) students must copy action one from activity 1, then make their own six beat action before copying action 2/3 from activity 1.
  - Perform to music - Beowolf - In need of a hero

- **Activity 4:**
  - In a group of 4 - they must show the other pair and teach them their action. Then the group must: Do action 1 from Activity 1, Their own action, followed by the other pairs action, followed by action 2/3 from activity 1.

- **Activity 5:**
  - Performance of routine - with music - Beowolf in Need of a Hero

### Plenary

- Ask students to describe actions

  - Key questions: Analyse
  - Can students describe the actions - how do we perform them
  - How do you control the timing of these?
  - Can students evaluate what was successful within their routine? Why did they choose to perform those actions?

### Learning Objective

To be able to copy actions, apply the into a short routine and to create their action within a short performance

**I can...**

- I can copy simple actions in isolation
- I can remember actions to show a partner
- I can create my own action
- I can select which actions would flow together in a routine
- I am able to maintain a six beat routine
- I maintain my technique throughout my display
- I am able to create my own suitable action

### Emerging (Copy and Describe)

- Students can copy actions in isolation

### Established (Apply and Analyse)

- Can apply actions into a simple routine

### Embedded (Create and evaluate)

- Are able to create their own action and select others that flow together
# Theme - Creating actions and formations

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<td><strong>Warm up</strong></td>
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<tr>
<td>Compass warm up; group travelling around in different directions when music stops form single/partner/group balances</td>
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<tr>
<td><strong>Skill Development</strong></td>
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<tr>
<td>Suggest ideas; watch other groups, rewatch Haka Video</td>
<td><strong>Activity 1:</strong> Introduction; recap of three sections, without music - then with music</td>
<td><strong>Combinations within created Haka sections</strong></td>
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<tr>
<td></td>
<td><strong>Activity 2:</strong> In pairs - use created sections alongside group sections - recap then look at formation - back to back/facing/one in front of each other</td>
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<td><em>Include music; Beowulf - In need of a hero</em></td>
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<td><strong>Activity 3:</strong> Into groups of 4 - select 4 sections, to perform and learn</td>
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<td><strong>Activity 4:</strong> In a group of 4 - set new formation, rows/circle/staggered</td>
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<td><strong>Activity 5:</strong> Performance of routine - with music - Beowulf in Need of a Hero</td>
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<td><strong>Plenary</strong></td>
<td><strong>Key questions:</strong> Analyse</td>
<td>Use of key words; evaluate/compare</td>
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<td><strong>Ask students to describe actions</strong></td>
<td>Can students describe the actions - how do we perform them</td>
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<td>What affect does formation have on performance?</td>
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<td>Can students evaluate what was successful within their routine? Why did they choose to perform those actions?</td>
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<tr>
<td><strong>Learning Objective</strong></td>
<td>To be able apply their chosen actions into a routine and create their own formation for performance</td>
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<th>Emerging (Copy and Describe)</th>
<th>Established (Apply and analyse)</th>
<th>Embedded (Create and evaluate)</th>
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<tbody>
<tr>
<td>Students can Copy groups of actions</td>
<td>Can apply actions into a simple routine in two formations</td>
<td>Are able to create their own actions that allow flow and evaluate the success of different formations that they create</td>
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# Theme - Creating actions and formations part 2

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<tr>
<td>Travelling around room, when music stops make balance on low piece of equipment. Progress to partner/group balances Travel over equipment</td>
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## Skill Development

### Warm up
- Travelling around room, when music stops make balance on low piece of equipment.
- Progress to partner/group balances
- Travel over equipment

### Activity 1:
Groups from last session - recap shape from last lesson and perform short sequence

### Activity 3:
Formations - group select an envelope that contains two weapons they must perform a two section dance - one old section and one new section that reflects one of their weapon (See weapon sheet below)

### Activity 4:
Discuss ‘hunting’ movements
Using their other weapon (not used in task three) they must use hunting movements to move their weapon and travel from a starting position

### Activity 5:
Performance of routine - students must move from original sequence (we are strong, we are brave, we are quick) into weapon one (Hunting movements) - they will then move into shape for their other weapon and perform actions replicating the weapon and then finish.

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### Key questions:
- Analyse)
  - How do formations help express meanings and cultural backgrounds
  - What words describe the actions/movements what does this convey?

## Learning Objective

To be able apply their chosen actions into a routine and create their own formation for performance

### Emerging
(Copy and Describe)

- Students can **Copy** groups of actions

### Established
(Apply and analyse)

- Can apply actions into a simple routine in two formations

### Embedded
(Create and evaluate)

- Are able to **create** their own actions that allow flow and evaluate the success of different formations that they create

### Combinations within created Haka sections

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[Image of table with additional information on themes and learning objectives]