

Year 5 Dance – Africa



Keyword	Definition
Stimulus	
Motif	
Phase	
Culture	

Discuss things you would associate with Africa.

What similarities and differences are there between their culture and ours?



Dance Success Criteria

Why are these things important?

Extension (think back to how we used this word in gymnastics).

Timing –What number do we count to when dancing? Can you count and clap in time to the music?

Teamwork

Tasks

- Show teamwork when learning a teacher led class dance.
- Work with others to create a short dance phase using Africa as your stimulus.
- Suggest ways that others could improve their performance.

Keyword	Definition
Stimulus	
Motif	
Phase	

Year 6 Dance – Musicals



What musicals do you know?

Making your dance phrase more interesting...



Space

- Levels
- Pathways
- Direction

Relationship

- Solo
- Duo
- Trio
- Unison



Motions

Can you learn all of the names and actions for these motions?



Bow and Arrow



right



right



High V



T



Daggers



Bow and Arrow



Punch



Touchdown



Low Touchdown



Low V



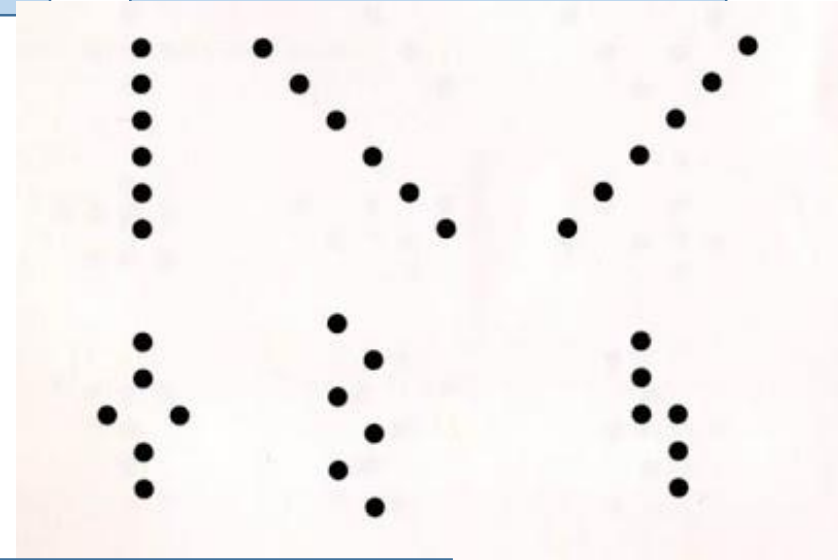
Broken T

Year 7 Dance – Cheerleading



Formations

Add different formations to your own choreography.



Chorographical Devices



Jumps

Can you perform jumps in time to the correct counts, showing good tension and extension.

Keyword	Definition
Canon	One after the other in count to the music
Unison	Together in time
Ripple	One after the other as quickly as possible.
Contagion	The repetition of a movement from one person to another.
Levels	
Formations	

Ka mate ! Ka mate ! Ka ora !
 Ka ora !
 Ka mate ! Ka mate ! Ka ora !
 Ka ora !

Tenei tangata puhuru huru
 Nana nei I tiki mai
 Whakawhiti te ra
 A upa ... ne ! ka upa ...ne !
 A upane kaupane whiti te ra
 Hi !!!

Year 7 – The Haka

Suggested actions, postures and expressions.

- LOOK FIERCE LIKE A WARRIOR
- STAND FIRMLY WITH YOUR FEET APART
- SLAP YOUR HANDS AGAINST YOUR THIGHS
- PUFF OUT YOUR CHEST WITH PRIDE
- BEND YOUR KNEES
- MOVE YOUR HIPS WITH STRENGTH
- STAMP YOUR FEET AS HARD AS YOU CAN
- MAKE STRONG ARM MOVEMENTS
- JUMP AND LAND FIRMLY



The Original Maori War dance



LEADER
 "Ringa pakia!
 Uma tiraha!
 Turi whatia,
 Hope whai ake"
 (Maori)
 "Slap the hands against the thighs!
 Puff out the chest!
 Bend the knees,
 Let the hip follow"
 (Translation)

STARTING POSITION

TEAM
 "Ka ora! Ka ora!"
 "It is life!, It is life!"

"Wawae takahia kia kino!"
 "Stomp the feet as hard as you can"

"Ka mate, ka mate!"
 "It is death!, It is death!"

x6

"Ka mate, ka mate!"
 "It is death!, It is death!"

x2

"Ka ora! Ka ora!"
 "It is life!, It is life!"

"Tenei te tangata puhuru huru"
 "This is the fierce, powerful man"

"Nana nei tiki mai whakawhiti te ra"
 "Who caused the sun to shine again for me"

"A Upane! Ka Upane!"
 "Up the ladder, Up the ladder"

"Upane Kaupane"
 "Up to the top"

"Whiti te ra!"
 "The sun shines!"

"Hi!"
 "Rise"

Keyword	Definition
Canon	One after the other in count to the music
Unison	Together in time
Duo	
Formation	

Keyword	Definition
Dynamics	
Pathways	
Levels	
Parkour	
Formation	

Year 8 Parkour



Key Questions

Can you describe parkour?
 Why do people perform parkour?
 What where the key points for balancing/jumping?
 How can you increase the stability of a balance/landing?
 How is strength developed through such activities?

Types of Vault



- Speed Vault
- Step Vault
- Kong vault
- Reverse vault
- Corkscrew Vault

Your final performance

What needs to be in my performance?

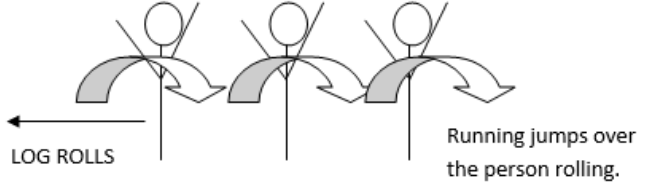
- Land & Roll, Turning vault & Safety Vault
- Travel over and under each other
- Different Dynamics (Fast/Slow)
- Routine changes tempo to match the music
- Bench travel (on and off, jumps, turns)

What am I been assessed on?

- Control
- Precision
- Speed
- Timing to music
- Everyone doing something at all times

Over and Under

Devise a routine using the above theme of **OVER – UNDER – AROUND.**



Year 8 Dance