

Dance: The Seasons: Ice Dancing

Aim:

To develop balance and co-ordination.
To perform dances using simple movement patterns by responding to a video stimulus.

To move in response to a video stimulus.

Resources/Equipment:

Lesson Pack

Tambourine or other percussion instrument; Music (Suggested choice: Bolero by Ravel) – if required; [Ice Dancing clip](#).

(Teacher Note – Please check that the content in this link/links, including any comments, is suitable for your educational environment before showing. Please do not let the next video automatically play at the end of the clip. Twinkl accepts no responsibility for the content of third party websites).

Preparation:

[Editable Non-Participation Sheets](#) – as required; [Aims Posters](#) – as required.

Success Criteria:

I can create different shapes with my body.
I can put actions together to create a motif.
I can move my body with control.
I can watch and describe a performance.

Key Questions:

Does the skater change direction as she is skating? Does the skater always travel on the same level? How does the skater use her arms when she is skating? What different shapes can you make with your body? What does evaluate mean? What does feedback mean? Can you describe your performance to a partner?

Key/New Words:

Travel, jump, spin, shape, motif, control, describe, evaluate, feedback, skate.

Prior Learning:

Children will have experience of creating and combining dance movements to music. Please refer to the [Progression in Dance Adult Guidance](#) resource for prior learning from the previous year(s).

Let's Get Ready

	Ice Dancing: Slide 5: Use the Lesson Presentation to introduce this dance unit. Discuss: Can you name the four seasons of the year? From the title of our lesson today, can you guess which season we are going to look at first?	
	Real Ice Dancers: Slide 6: Show the clip of ice dancing and ask children to look carefully at the different ways in which the skater moves around the ice. Does she change direction as she is skating? Does she always travel on the same level? This is a long clip, so it can be paused and restarted for the next two sections of the lesson.	
	Skating Shapes: Slide 7: Discuss the following questions while watching the video clip: What shapes does the skater make with her body as she is moving? How does she use her arms when she is skating?	
	Jumping and Spinning: Slide 8: Show the video clip again and ask children to focus on looking at the jumps and spins. Discuss: Does the skater always land on both feet? What does the skater do with her arms as she is jumping or spinning?	

Let's Get Moving

	Warm-Up: Ice Statues: Slide 10: Tambourine: Use the Lesson Presentation to introduce this activity to the children. Identify examples of interesting shapes made. Encourage the children to make use of some balances. Remind them of the importance of controlling their shapes by keeping their bodies tense.	
	Skating Shapes: Slide 11: Remind children of the video clip that they watched and ask them to explore some shapes that they can make as they are skating along. Can you make a low shape? Can you make a tall shape? Can you balance on one leg in a shape?	
	Give children instructions on how to make specific shapes – wide, tall, low, balance, etc.	
	Ask children to think about how they could use their arms to complement the shape that they are making. Can you change levels within a shape?	

 	<p>Jumping and Spinning: <i>Slide 12:</i> Remind children of the jumps and spins they saw on the video clip and give them some time to explore and decide on one jump and one spin that they would like to use. <i>Did you control your body when you were jumping and spinning? What helps you to control your body?</i></p> <p>Support children with specific types of jumps and spins which they could include, for example leaping from one foot to another, making a shape with their arms as they jump, spinning on tiptoes, spinning with one leg lifted.</p>  <p>Ask children to add interesting arm movements as they are leaping or jumping. <i>Can you change the position of your arms as you jump?</i></p> <p>Ask the children to perform spins on one leg and think about the shape of their arms and other leg. <i>Can you change levels in your spin?</i></p>	
	<p>Ice Dancing Motif: <i>Slide 13:</i> Use the Lesson Presentation to explain what children will need to include in their ice dancing motif and give them time to choose what they want to include. Children then spend time creating and rehearsing their motifs. Remind children to try to make different shapes with their bodies throughout their motif.</p>	
	<p>Partner Performance: <i>Slide 14:</i> Put the children into pairs and explain that they are going to perform their ice dance for a partner to evaluate. <i>What does 'evaluate' mean? What does feedback mean?</i> Take ideas from the children and discuss the definition of each word. Use the Lesson Presentation to show children what they are looking for in their evaluation. Give the children time to perform for their partner and give feedback.</p>	
	<p>Final Performance: <i>Slide 15:</i> Use the Lesson Presentation to introduce the final performance. Children need to think about any changes they might make after their partner feedback. When children have had time to apply their partner's feedback, give time for children to share their dances with the rest of the class.</p>	
	<p>Cool-Down: Freeze Frames: <i>Slide 16:</i> Use the Lesson Presentation to introduce this activity to the children.</p> <p>Give children an activity associated with winter and ask them to perform suitable actions. On the command 'freeze frame', children hold their position. Possible activities could include rolling and throwing snowballs, building a snowman, putting on warm clothing ready to go outside, etc. Finish with snow angels to enable children to end the active part of the lesson in a calming position.</p>	

Let's Review

	<p>My Performance: <i>Slide 18:</i> Use the Lesson Presentation to show children how to describe and review their performance for today. <i>What shapes did you make with your body as you were skating? What jumps and spins did you use in your performance? What did you do well today?</i></p>	
	<p>Star Rating: <i>Slide 19:</i> Children rate themselves using the five-star rating system on the different areas of learning from the lesson, explaining to their partner why they have chosen that rating.</p>	

Extratime

Talk about how skaters start and finish their dances and add these in to make a polished performance (e.g. ending with a curtsy/bow, waving to the audience, skating onto the ice and freezing in a starting position, etc.).

Assessment

<p>All</p> 	<p>Can make different shapes with their bodies as they travel, jump and spin.</p> <p>Can say what is good about a partner's performance.</p>	<p>Children:</p> <p>Children:</p>
<p>Most</p> 	<p>Can show control as they travel, jump and spin.</p> <p>Can identify which part of a performance may need to be improved.</p>	<p>Children:</p> <p>Children:</p>
<p>Some</p> 	<p>Can change direction, shape and level as they travel, jump and spin.</p> <p>Can describe what changes need to be made to improve a performance.</p>	<p>Children:</p> <p>Children:</p>