

Scheme of Work: Creative Aesthetics

Key Stage: 3		DURATION: 8 LESSONS
<p>AIM: In this unit pupils will explore a range of movements using travel, rotation, and balance to link aesthetic movements. Students will have opportunities to gain an understanding of how they can use their body to create and link movements that support the terms canon, unison, mirror, formation and levels. Pupils will demonstrate creativity by incorporating control, rhythm and timing into aesthetic sequences. Students will be able to evaluate performance by understanding tension, extension and timing whilst having an appreciation for aesthetic display.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Completed dance and gymnastic units at Ks2. ➤ Have an appreciation of basic gymnastic movements and some knowledge of how they are performed ➤ Have a understanding of flexibility and their own range of movement. 	<p style="text-align: center;">Language for learning</p> <p>Pupils will be able to understand and use words relating to aesthetic performance. They will understand what is meant by the terms canon, unison, mirror, formation and levels and how these terms can be used to enhance choreographed performance. In addition to this students will understand what is meant by the terms control, rhythm and timing and why they are important when creating a sequence of movements that are aesthetically pleasing.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Stopwatches/measuring equipment. ➤ Cones ➤ Visual resources/task cards ➤ Video/ICT software ➤ Relay batons ➤ Shot ➤ Javelin
Key concepts and processes; Taxonomy for teaching and learning:		
<p style="text-align: center;">Creating</p> <p>Throughout the unit students will gain knowledge and understanding of techniques that they can use within aesthetic gymnastic and dance performance to allow them to create and choreograph their own group routines.</p>	<p style="text-align: center;">Evaluating</p> <p>Students will be given opportunities to evaluate their progress and their success across the unit. They will also have opportunity to assess the progress of others and comment using correct terminology on aesthetic performance particular paying attention to terms such as rotation, extension, body tension and timing.</p>	<p style="text-align: center;">Analysing</p> <p>Throughout the unit students will have the opportunities to evaluate and analyse their own and the performance of others to rectify technique and make suggestions for further improvements in the future.</p>
<p style="text-align: center;">Applying</p> <p>Students will be given opportunities to apply the skills and knowledge learnt across the unit in a variety of isolated practices and small group performance.</p>	<p style="text-align: center;">Understanding</p> <p>Students will develop understanding of techniques and appreciation of aesthetic performance throughout the unit which they will be asked to select and apply in choreographed routines and sequences</p>	<p style="text-align: center;">Remembering,</p> <p>Students will be given opportunities to remember key terminology to use when discussing gymnastic or dance performances and also be given the opportunity to remember sequences and routines involving moves learnt across the unit.</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions and healthy lifestyle consequences), Maths (measuring distances, collating data & comparing recordings against other bests)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

<p>Extension & Enrichment Out of lessons, in the community and at home students could be encouraged to;</p> <ul style="list-style-type: none"> • Attend school-based dance or gymnastic activities club • Access links to local community-based clubs • Take part in whole school performances at end of term celebration days. • Watch quality performance live, on television or on the internet 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit</p> <p>All pupils will: Be able to describe key points when performing basic movements involving travel, rotation and balance. Students will be able to discuss how choreographic devices such as canon, unison, formation, mirror and levels can contribute to the aesthetics of performance. Students will be able to perform various methods of travel and will perform a basic sequence showing changes of levels and that has a clear start and finish position. Students will understand the meaning of performance and how movement and movement sequences to music can play a part in maintaining a healthy active lifestyle. Follow warm-ups they are given with some care; describe what they do best; work on ideas that they are given to improve their movements and sequences.</p> <p>Most pupils will: Explain the how techniques are performed and offer suggestions as to why they are performed that way. Choose and use combinations of movements to music with confidence, accuracy and consistent quality in the lessons;. Explain components of performance such as canon, unison, levels, formation and mirror can enhance aesthetic performance and can further suggest how they are improved within a routine. Follow appropriate warm-up routines; identify the main aspects of a good techniques; recognise weaknesses; suggest how a performance could be improved.</p> <p>Some pupils will: Offer knowledge on how techniques can be practiced and improved. Choose and apply progressive techniques to make them become more fluid and aesthetically pleasing; use these techniques fluently and precisely to music. Articulate how certain choreographic tools improve performance. Performs gymnastic and dance movements consistently with control, timing and fluidity. different types of fitness and how those components of fitness are relevant to other sports. Devise effective, creative routines; understand the importance of motif; describe quality in the techniques used and demonstrate and describe ways in which fitness could be improved.</p>
<p>Differentiation The movements and sequences students will be asked to develop will differentiated on ability and engagement.</p>	
<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • Aesthetic- how something looks. • Canon- requires performers to take it in turns to perform a movement that is then identically copied and performed by others • Unison- this technique requires performers to move at the same time as each other. • Flight- allowing your body to leave the ground completely. • Balance- an even distribution of weight enabling someone or something to remain upright and steady • Travel- movement from one space to another. • Formation- how a pair or group is set up and structured • Mirror- his technique requires performers to do the same travel, jump, shape or balance at exactly the same time • Levels- the vertical distance from the floor. Movements take place on three levels: high, middle, and low or deep le 	
<p>PHYSICAL ME; SPORTS SPECIFIC.</p>	
<p>BRONZE (1-3) Can perform a gymnastics sequence showing fluency and changes in speeds and levels. Can describe how some more advanced skills develop performance and state how you may include them in sequence. Can identify strengths and weaknesses or their own and others performance and begin to use correct terminology. Can identify and suggest simple changes and refinements that would improve performances. Can describe how physical activity can contribute to a healthy active lifestyle. Can follow a warm up and cool down routine.</p>	

SILVER (4-5)

Can demonstrate clarity of expression through a wide variety of body actions showing some fluency and rhythmic awareness. Can execute more advanced levels of skill using a variety of movements and choreographic tools showing control, flow and style. Can accurately highlight key strengths and weakness of performer using correct terminology. Has some understanding of the perfect model to compare performance to. Engages in physical activity to contribute to a healthy active lifestyle. Can follow a warm up and cool down routine.

GOLD (6-8) .

Can adapt a group sequence of movements to make it more aesthetically pleasing. Can perform a routine interpreting the chosen theme with considerable style, control and evidence of good linking movements. Make decisions to effectively address and respond to a challenging environment. Can analyse good performances highlighting strengths and weaknesses with excellent knowledge of the model performance. Engages in physical activity beyond their curriculum lessons that contribute to a healthy active lifestyle. Can lead a warm up and cool down routine.

PLATINUM (9)

Can choreograph and perform a creative routine that demonstrates variation in tempo and expression whilst showing stylistic qualities suited to the theme/music. Can perform a range of technical elements displaying imaginative use of floor space. The sequence is performed with poise, excellent control and aesthetic qualities with mastery of advanced skills. Can effectively analyse performance and accurately explain the impact of technique is having on the outcomes. Can identify most significant areas of improvement and explains corrections in detail. Engages in physical activity beyond their curriculum lessons that contribute to a healthy active lifestyle. Can lead a warm up and cool down routine

Lesson	Learning objectives	Task examples	Learning Outcomes
1	<p>TBAT: Explore various methods of travel and actions to demonstrate use of space.</p> <p>Year 7- Acquire knowledge of various ways to travel</p> <p>Year 8- Refine ways to travel and utilise space.</p> <p>Key term: Introduce the key terms aesthetically pleasing, body tension and extension.</p> <p>MYPB: Take responsibility for your own learning – Self Motivation</p>	<p>Warm up: Teacher led – Cha cha slide, stuck in the mud (condition how students can move i.e. hopping only, skipping only etc.) stretches dynamic stretches.</p> <p>Ideas: allow students to move around the hall in any way they wish encouraging them to be creative. Every time they come to a mat they must roll or jump across it NO FORWARD OR BACKWARD ROLLS. Stop the group and ask them to move with 4 parts of the body touching the floor at the same time (crawl, Bear walk). Introduce the bear walk – TPs body tension, straight arms, straight legs, alternative limb movement. Encourage the students to still roll from bear walk position when they get to the mat. This should get them to perform a pencil roll- TPs full extension of the arms and legs, fingers and toes pointed, head locked looking forward, be in a dish shape, only hips touching the mat. Challenge students to link both moves and use the space (their mat) fully. Allow students to move around the room again this time demonstrating 1-2, 2-2, 2-1 leaps and hops. Challenge students to return to their mat and create a sequence that allows them to travel across their mat 4 times. The sequence must contain at least 1 stepping action, 1 jumping action and 1 rolling action . Allow selected students to demonstrate</p>	<p>Bronze- Can state various ways of travelling and using space.</p> <p>Silver- Can perform various ways of travelling.</p> <p>Gold- Can perform various ways of travelling showing fluidity and body tension as they do.</p> <p>Platinum- Travels and uses space with exceptional fluidity showing tension, extension and performance as they do.</p>

2	<p>TBAT: Explore ways to rotate the body and demonstrate aesthetic performance. Year 7- Acquire knowledge of and develop ways in which to rotate the body Year 8 – Refine ways to rotate the body</p> <p>Key Term: Control- discuss how rotational movements must be performed showing control to be aesthetically pleasing.</p> <p>MYPB: Show resilience in sport and physical activity</p>	<p>Teacher led- Rhythmic or musical warm up – step aerobic routine- Rock, rock, step ball change. Cha cha slide. Ideas: Recap previous lesson and allow students to demonstrate a step, jump and rolling examples from previous lesson. Introduce teddy bear roll- TP’s sit in straddle position, hands on shins, toes pointed, legs straight, lift a leg with hand and draw a circle with it, allow the rest of your body weight to rock back on to your shoulder blades, place the leg back down repeat to complete a full circle. Get students to demonstrate. Introduce -forward roll- TP’s feet shoulder width apart, lower body, hands placed on the floor outside of your feet, chin on chest, push back up, make contact with the mat with your shoulder blades, control movement so feet don’t slap, roll through to feet, extend. Introduce backward roll TP’s With the back facing the mat, crouch down. Keep the hands close to the shoulders, near the ears with the palms facing the ceiling. Rock backwards onto the back. Place the palms onto the mat and press down. Roll over. Extension rotation movement: allow some students to attempt a cartwheel. Tps. Start in a lunge, place your hands on the ground. Kick your feet over your head and center line of mass, land in a lunge, remember body tension and limb extension. – Drill to learn cartwheel is the round the clock drill.</p>	<p>Bronze- Can discuss ways in which we can rotate the body around an axis. Silver- Can perform rotation moves with control that are aesthetically pleasing. Gold – Can perform advanced rotation movements that are aesthetically pleasing. Platinum- Can perform advance rotation movements with exceptional fluidity and control.</p>
3	<p>TBAT: Explore ways in which to link movements to support aesthetic performance Key term:</p> <p>Sequence- ensure the term sequence is defined and discuss how fluidity enhances a sequence. Motif- allow students to understand the term motif to allow them to build it into their performance.</p> <p>MYPB: Show innovation and creativity</p>	<p>Teacher led- Rhythmic or musical warm up – step aerobics routine- Rock, rock, step ball change. Cha cha slide. Ideas: Recap rotation lesson. Discuss performance so far and key terms such as body tension, extension, control, timing. Sequence. Show students a video of a gymnastics floor routine and discuss the linking movements used. Demonstrate a 6 move routine that students are to copy. The moves are to be performed to a count of 6 and are to be performed to music. Discuss the importance of timing, body tension and rhythm to students. Allow students to develop their own 6 move routine.</p>	<p>Bronze- Can copy an 8 move routine with choreographed performance. Silver- Can develop their own 6 move routine. Gold- Can develop their own 6 move routine that shows fluidity and link moves. Platinum- Choreographs their own 8 move routine containing mostly advanced movements performed with exceptional fluidity and rhythm.</p>

4	<p>TBAT: Explore ways to achieve aesthetically pleasing balances. Year 7- Acquire knowledge of how to perform basic level balances Year 8- refine ability to demonstrate balances</p> <p>MyPB: Develop empathy.</p> <p>Key term: Levels – ensure there is a discussion of movement and balance at different levels improves aesthetic performance</p>	<p>Warm up- teacher led- Cha Cha slide, party dances , step aerobics. Stretches, Dynamic stretches.</p> <p>Ideas: - Points and patches balances, allow students to explores points and patches balances. Point balances are performed on small body parts stork balance, arabesque, headstand, side star Patch balances using large body parts- dish shape, dome, v sit, shoulder stand. Demonstrate these balances and allow students to perform them. Remember they must hold a balance for 5 seconds to show 'control'</p> <p>Tps. Maintain a focal point, extension of limbs, maintain body tension, hold for 5 seconds.</p>	<p>Bronze- Can describe what a good balance looks like and give examples of a point and a patch balance.</p> <p>Silver- Can perform some basic balances well showing control</p> <p>Gold- Can perform more advanced balances showing control and good technique.</p> <p>Platinum- performs advanced balances with exceptional control and technique.</p>
5	<p>Diagnostic assessment lesson: TBAT: Evaluate performance.</p> <p>Key term: discuss the term 'Mirror' and how this can contribute to enhancing a movement performance.</p> <p>My PB: Develop the ability to evaluate performance.</p>	<p>Warm up- Wake up and shake up routine, party dances, step aerobics- Stretches, Dynamic Stretches.</p> <p>Ideas: Discus the previous lessons with students- remind them of all of the movements they have learnt to this point. Challenge students to develop their own 10 move routine now including balances. Allow students to work with a partner and develop a 10 move routine that mirrors each other. Tps – remind students about timing throughout their routines and body tension and extension when maintaining a balance.</p>	<p>Bronze- Can discuss the key movements covered so far in the unit and some aspects of what makes a good performance.</p> <p>Silver- Can perform a range of moves and link them together to form a sequence to make a performance.</p> <p>Gold- Can perform a range of moves and link them together with fluidity and control to form a sequence that is performed with confidence.</p> <p>Platinum- Can perform a number of advanced moves with fluidity and exceptional control and confidence.</p>

6	<p>Therapy and teaching lesson. TBAT: review performance so far in the unit and improve performance. Key Term: Introduce the terms canon, unison and formation. MY PB: work collaboratively</p>	<p>Warm up- Wake up and shake up routine, party dances, step aerobics- Stretches, Dynamic Stretches. Ideas: Discuss routines developed in last lesson. Allow students to work with same partner as last time. Allow students to re-develop their routine and use a checklist to ensure they have various elements in their routine and that they can rectify any misunderstandings or techniques. Join pairs up so that they re now working in groups of 4 – Challenge the group to come up with a routine that allows them to show Canon, formation and unison.</p>	<p>Bronze- Can discuss the terms canon, formation and unison. Silver- Can collaboratively develop a routine showing some choreographing tools. Gold- Can collaboratively develop a routine showing choreographing tools and link moves that allow fluidity and good timing. Platinum- Can collaboratively develop a routine showing choreographing tools and link moves that allow fluidity and good timing.</p>
7	<p>Aesthetic performance development TBAT: Work creatively and collaboratively to develop an aesthetic performance to music. Key Term: remember the terms canon, unison and formation.</p>	<p>Warm up- Wake up and shake up routine, party dances, step aerobics- Stretches, Dynamic Stretches. Ideas: Discuss routines developed in last lesson. Allow students to work with same partner as last time. Allow students to re-develop their routine and use a checklist to ensure they have various elements in their routine and that they can rectify any misunderstandings or techniques. Join pairs up so that they re now working in groups of 4 – Challenge the group to come up with a routine that allows them to show Canon, formation and unison.</p>	<p>Bronze- Can discuss the terms canon, formation and unison. Silver- Can collaboratively develop a routine showing some choreographing tools. Gold- Can collaboratively develop a routine showing choreographing tools and link moves that allow fluidity and good timing. Platinum- Can collaboratively develop a routine showing choreographing tools and link moves that allow fluidity and good timing.</p>

8	<p>TBAT: Work creatively and collaboratively to develop an aesthetic performance to music. -Assessment lesson.</p> <p>Key Term: remember the terms canon, unison and formation.</p> <p>MYPB: Develop evaluation skills</p>	<p>Warm up- Wake up and shake up routine, party dances, step aerobics- Stretches, Dynamic Stretches.</p> <p>Ideas: Students are to continue working in their groups of four demonstrating their performance skills and building their routine. Students are to perform their routine for the class and are to receive peer assessment and feedback on their performance. Students could use checklists to enable them to do this. Students should be able to use terminology developed throughout the scheme.</p>	<p>Bronze- Can discuss the terms canon, formation and unison.</p> <p>Silver- Can collaboratively develop a routine showing some choreographing tools.</p> <p>Gold- Can collaboratively develop a routine showing choreographing tools and link moves that allow fluidity and good timing.</p> <p>Platinum- Can collaboratively develop a routine showing choreographing tools and link moves that allow fluidity and good timing.</p>
---	---	--	---