SYLLABUS OUTCOMES

AND

RUNNING SHEETS

K – 2

DANCE
DANCE PROGRAM INTRODUCTION

Congratulations and thank you for choosing to implement Sportspro’s Dance Program, one of Australia’s most experienced, renowned and, most importantly, quality assured and approved (by the NSW DET) Dance programs. Effected by our experienced and DET qualified teaching staff, the aim of this program is to provide our youngest generation ample opportunity to participate in fun, exciting and highly beneficial activities that are both cognitively stimulating and physically challenging. Sportspro have been delivering our highly regarded dance programs now within NSW primary schools, including public, independent and catholic, for over 16 years. Such experience has given us an invaluable practical insight into the physical development of young people upon which our programs have continually developed, and will continue to progress to ensure that our children are always experiencing the most up to date teaching and learning environments, advanced educational techniques and most importantly excelling in teaching and learning activities that are directly suitable to their developmental stage.

The purpose of this document is to give you, the client school and classroom teacher, an insight into Sportspro’s Dance program, where it is placed within the curriculum and assistance when it comes to assessment and reporting of your students physical capabilities. The ‘Program Overview’ has been formatted as follows:

- Page 3 Dance Program Syllabus Outcomes – A lesson by lesson overview of the targeted Syllabus Outcomes and key learning indicators
- Page 4 – 11 Teaching and Learning Process:
  - Page 4 Phases of Teaching and Learning
  - Page 4 Lesson Structure
  - Page 5 – 8 Individual Lesson Running Sheets
  - Page 9 – 11 Assessment

We hope that this booklet is of assistance to you in your role as teacher and would like to invite you to provide any feedback you may have on this or any aspect of the practical implication of our program. Our desire is to continue to provide NSW primary schools with the best dance program available, and any contribution that you may wish to make is highly welcomed.

Thank you once again and we hope all members of your school and school community enjoy the program and relish in the benefits each student will achieve.
## DANCE TEACHING AND LEARNING PROCESS

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<td><strong>SKILLS OUTCOMES:</strong></td>
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<td><strong>DAES 1.7</strong> Moves in response to various stimuli</td>
<td><strong>DAS 1.7</strong> Perform simple dance sequences incorporating basic movement skills and patterns</td>
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<td><strong>Gymnastics</strong></td>
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<td>• Strives to achieve quality in personal dance performances</td>
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DANCE TEACHING AND LEARNING PROCESS

PHASES OF LEARNING - The Sportspro Sports Skills program will consist of three phases of teaching and learning:

Phase 1 – Music appreciation and body awareness. (Lesson 1 - 4)
Objective: Children will be introduced to many new and challenging fundamental movement skills and techniques that are vital to the effective execution of skills in dance. Students will also develop an appreciation of music through understanding rhythm and beat exercises and learn the importance of moving in time with the beat.

Phase 2 – Learning and Remembering a Dance (Lessons 1 - 4)
Objective: During this phase, children will be taught set dances, both individual and partner that require particular steps and sequesces to be remembered.

Phase 3 - Assessment (throughout)
Objective: Students will be assessed throughout the program by Sportspro staff. Assessment will be focused on two key areas; Effort and Ability.

LESSON STRUCTURE:

Warm-up: 5 minute dance or game encompassing cardiovascular activities that will increase heart rate and blood flow to muscles.
Stretch: Dynamic and Static stretches increasing the mobility and range of movement of joints to prepare the body for dance activities

Lesson Body: Part 1: Music appreciation and body awareness: Children will be introduced to many new and challenging fundamental movement skills and techniques that are vital to the effective execution of skills in dance. Students will also develop an appreciation of music through understanding rhythm and beat exercises and learn the importance of moving in time with the beat.
Part 2: During this phase, children will be taught set dances, both individual and partner that require particular steps and sequesces to be remembered.

Conclusion: Class review of teaching and learning content covered, the specific skills, steps and sequences required for specific dances and a critique of the particular movement skills required.
# DANCE TEACHING AND LEARNING PROCESS

## INDIVIDUAL LESSON RUNNING SHEETS

### LESSON 1 (Phase 1)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music appreciation. • Learning/ remembering a dance.</td>
<td>• A beat is the steady, underlying pulse. • You must always try and dance to the beat not the fancy music. • A beat can be fast or slow and can change within the one song. • All body parts can be used when dancing. • The tempo of a song is how fast or slow the beat is performed. • You can perform many different movements when you are dancing. • Different songs have different beats, some are slow some are soft. • It is important to try to remember the steps taught and try to perform them to the beat. • Try to perform each movement of the dance as best as you can.</td>
<td>• Warm-up Dance or game and stretch. • Movement appreciation – children observe and repeat movements using the whole body. • Teach the children the dance “Nutbush”. • Have them perform the dance in small groups in front of the rest of the class.</td>
<td><strong>Skills MOES 1.4 &amp; MOS 1.4</strong> • Stretches and curls the body at levels • Balances on different body parts • Repeats movements to form a sequence <strong>Knowledge and Understanding DAES 1.7 &amp; DAS 1.7</strong> • Listens to music and moves body parts to a beat • Observes and repeats movements that require actions of the whole body • Replicates simple combinations of skills eg “Nutbush” • Shows movements with various parts of the body in response to words, music.</td>
<td>• Cassette/CD player. • Music from Warm-up tape. • “Nutbush”.</td>
</tr>
</tbody>
</table>

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# DANCE TEACHING AND LEARNING PROCESS

## Lesson 2 (Phase 1)

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Key Words, Phrases &amp; Teaching Points</strong></th>
<th><strong>Activities Completed</strong></th>
<th><strong>Outcomes</strong>&lt;br&gt;<strong>(See Also Syllabus Outcomes Page)</strong></th>
<th><strong>Equipment</strong></th>
</tr>
</thead>
</table>
| - Music appreciation.  
- Body awareness.  
- Props. | - The beat is the underlying beat.  
- Always dance to the beat.  
- Tempo describes how fast or slow the beat is.  
- Accent is when you highlight one of the four beats.  
- Everyone dances differently which is good.  
- Not all beats are the same.  
- A beat is something that can be repeated.  
- It is good to be able to perform movements both on the spot (non-locomotor) and while you are moving (locomotor).  
- Different props such as ribbons can be used when dancing.  
- Props should be used in time to the beat as well as body movements. | - Warm-up dance and stretch.  
- Music appreciation - Discussion and demonstration of movements performed on the beat  
- Children attempt to perform movements with their body.  
- Review nutbush dance and perform complete to music. | **Skills MOES 1.4 & MOS 1.4**<br>- Stretches and curls the body at levels  
- Balances on different body parts  
- Repeats movements to form a sequence  
**Knowledge and Understanding DAES 1.7 & DAS 1.7**<br>- Listens to music and moves body parts to a beat  
- Observes and repeats movements that require actions of the whole body  
- Replicates simple combinations of skills eg Nutbush  
- Shows movements with various parts of the body in response to words, music.  
- Explores rhythmical patterns using different body parts  
**Values and Attitudes V5**<br>- Appreciates the need to participate in physical activity with safety.  
**Values and Attitudes V6**<br>- Acknowledges effort in achieving results in the desired dance disciplines.  
- Appreciates the features of a skilled dance performance  
- Strives to achieve quality in personal dance performances | - Cassette/C D layer.  
- Ribbons.  
- “Nutbush”. |
## LESSON 3 (Phase 1)

### OBJECTIVE
- Music appreciation.
- Moving to the beat.
- Accent.

### KEY WORDS, PHRASES & TEACHING POINTS
- It is important to always listen to the music before you start dancing so that you can find the beat.
- Different movements can be done in different ways.
- Movements should be the same as the beat e.g. fast beat = fast movements, slow beat = slow movements.
- Accent is when you highlight one of the four beats.
- It is good to use a variety of different body parts when you dance.
- Try to develop your own movements, don’t copy other peoples.
- There are many different ways you can accent a beat. For example making them bigger/smaller, changing movements, changing direction, etc.
- A sequence is when you join a number of movements together without stopping.

### ACTIVITIES COMPLETED
- Warm-up Dance and stretch.
- Make up movements to the beat of their name.
- Practice accenting the beat with and without movement.
- Developing a sequence while accenting.
- Social Dance – Heel Toe Polka

### OUTCOMES
(SEE ALSO SYLLABUS OUTCOMES PAGE)

#### Skills MOES 1.4 & MOS 1.4
- Stretches and curls the body at levels
- Balances on different body parts
- Repeats movements to form a sequence

#### Knowledge and Understanding DAES 1.7 & DAS 1.7
- Listens to music and moves body parts to a beat
- Observes and repeats movements that require actions of the whole body
- Replicates simple combinations of skills eg Heel Toe Polka
- Shows movements with various parts of the body in response to words, music.
- Explores rhythmical patterns using different body parts

#### Values and Attitudes V5
- Appreciates the need to participate in physical activity with safety

#### Values and Attitudes V6
- Acknowledges effort in achieving results in the desired dance disciplines.
- Appreciates the features of a skilled dance performance
- Strives to achieve quality in personal dance performances

### EQUIPMENT
- Cassette/CD player.
- “Birdie Dance”
- “heel and Toe”.
## DANCE TEACHING AND LEARNING PROCESS

### LESSON 4 (Phase 1)

<table>
<thead>
<tr>
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<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
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</table>
| • Moving to the beat.  
• Space awareness.  
• Floor patterns. | • Always dance to the beat not the fancy music.  
• It is good to be able to move a variety of different body parts to the music.  
• You can dance on the spot or while you are moving.  
• You should try and use all available space without running into anyone else.  
• Action words are those words that tell you what actions to perform.  
• It is important to listen to the song before you dance so that you can listen to the beat and the words.  
• There are many different floor patterns that can be used when dancing. For example square’s, circles, zigzag, spirals, etc.  
• Different movements can be used when performing different floor patterns.  
• Mirroring a person is copying their movements.  
• Contrasting a person is performing the movement differently. For example backwards, performing it with different body parts, etc.  
• A sequence is a number of movements joined together without stopping. | • Warm-up game of Musical Statues and stretch.  
• Mirror and contrast partners patterns/shapes.  
• Social Dance – Heel Toe Polka | **Knowledge and Understanding DAES 1.7 & DAS 1.7**  
• Listens to music and moves body parts to a beat  
• Observes and repeats movements that require actions of the whole body  
• Replicates simple combinations of skills eg Heel Toe Polka  
• Shows movements with various parts of the body in response to words, music.  
• Explores rhythmical patterns using different body parts | • Cassette/CD player  
• Student’s music or “Twist and Shout” for warm-up. |
| | | **Skills MOES 1.4 & MOS 1.4**  
• Stretches and curls the body at levels  
• Balances on different body parts  
• Repeats movements to form a sequence | | |
DANCE TEACHING AND LEARNING PROCESS

ASSESSMENT (Phase 4)

Students will be assessed on two components during the Dance program; Effort and Ability. Please note that the structure displayed below is Sportspro’s own assessment framework. If your school uses an alternative method / system (eg, A - E or 1 – 3 or individual skill components) of grading please notify us prior to the commencement of the Sports Skills program and we will adjust our allocation of grades accordingly to suit your school’s reporting requirements. Also, please be aware that Sportspro is unable to provide unique comments for every individual student. However, if necessary we can make a comment in extreme circumstances for particular individuals i.e., Outstanding or basic performers. To assist us with our assessment process, please could our Staff be issued with a class roll for each class during the initial weeks of the program. Notes can then be made throughout the term on individual students with final grades allocated the end of term on the class rolls provided.

Effort

Students will be given a grade of (H) High (S) Satisfactory (N) Needs Improvement in reference to their effort throughout each phase of the program. This mark will be based on students’ ability to display the relative learning indicators as outlined in the ‘Values and Attitudes Outcomes and Indicators’ section of the NSW K-6 Syllabus.

V5 Willingly participates in regular physical activity
V6 Commits to realising their full potential

<table>
<thead>
<tr>
<th>Mark</th>
<th>Assessment Criteria</th>
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</table>
| (H)  | • Appreciates and actively promotes the need to participate in physical activity with safety  
     | • Acknowledges and demonstrates effort in achieving results in the desired Dance skills  
     | • Appreciates, supports and demonstrates the features of a skilled dance performance  
     | • Continually strives to achieve quality in personal performances |
| (S)  | • Understands the need to participate in physical activity with safety  
     | • Makes sufficient effort in achieving results in the desired dance skills  
     | • Recognizes and attempts the features of a skilled performance |
| (N)  | • Fails to consider safety features in specific activities and skills  
     | • Makes little attempt to achieve desired performance outcome.  
     | • Does not seek quality in personal performance |
DANCE TEACHING AND LEARNING PROCESS

Ability

Students will be given a grade of 1 – 5 depending on their ability to display the relative learning indicators as outlined in the ‘Moving Outcomes and Indicators’ and ‘Dance Outcomes and Indicators’ section of the NSW K-6 Syllabus. The total ability mark will be calculated as follows:

Total ability mark = Mark 1-5 for MOES 1.4, MOS 1.4 (..) plus (+) Mark 1-5 for DAES 1.7, DAS 1.7 (..) divided by (/) two (resulting grade is out of 5)

MOES 1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.
MOS 1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

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| 5    | ● Stretches and curls the body at levels maintaining outstanding posture, technique and body awareness.  
     | ● Balances on different body parts for extended periods consistently demonstrating excellent strength and control.  
     | ● Remembers and repeats movements to form a sequence with confidence. |
| 4    | ● Stretches and curls the body at levels with excellent technique and body awareness  
     | ● Balances on different body parts maintain stillness of head, trunk and limbs.  
     | ● Recalls and repeats movements to form a sequence. |
| 3    | ● Stretches and curls the body at levels  
     | ● Balances on different body parts for short periods with sound technique and body awareness.  
     | ● Repeats movements to form a sequence. |
| 2    | ● Stretches and curls the body at some levels with basic achievement.  
     | ● Attempts balances on different body parts for short periods  
     | ● Repeats some movements to form part sequences. |
| 1    | ● Demonstrates a limited range of movement, impacting on ability to stretch and curl the body at levels  
     | ● Displays difficulty to balance on different body parts for short periods  
     | ● Demonstrates an inability to repeat movements to form any part of a sequence. |
DANCE TEACHING AND LEARNING PROCESS

DAES 1.7 *Moves in response to various stimuli.*
DAS 1.7 Performs simple dance sequences incorporating basic movement skills and patterns.

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<tr>
<td>5</td>
<td>• Listens to music and moves body parts to a beat independently and with creativity of movement&lt;br&gt;• Observes, repeats and remembers movements that require actions of the whole body with outstanding movement qualities.&lt;br&gt;• Shows movements with various parts of the body in response to words, music eg Heel Toe Polka and Nutbush&lt;br&gt;• Explores rhythmical patterns using different body parts displaying creativity and consistency of movement.</td>
</tr>
<tr>
<td>4</td>
<td>• Listens to music and moves body parts to a beat independently.&lt;br&gt;• Observes, repeats and remembers movements that require actions of the whole body&lt;br&gt;• Shows movements with various parts of the body in response to words, music eg Heel Toe Polka and Nutbush&lt;br&gt;• Explores rhythmical patterns using different body parts displaying creativity in movement.</td>
</tr>
<tr>
<td>3</td>
<td>• Listens to music and moves body parts to a beat&lt;br&gt;• Observes and repeats movements that require actions of the whole body&lt;br&gt;• Shows movements with various parts of the body in response to words, music eg Heel Toe Polka and Nutbush&lt;br&gt;• Explores rhythmical patterns using different body parts</td>
</tr>
<tr>
<td>2</td>
<td>• Listens to music and makes some movements in time to a beat&lt;br&gt;• Observes and attempts movements that require actions of the whole body&lt;br&gt;• Copies demonstrated movements with some body parts in response to words, music eg Heel Toe Polka and Nutbush</td>
</tr>
<tr>
<td>1</td>
<td>• Demonstrates an inability to identify musical beat.&lt;br&gt;• Finds great difficulty in coordinating movements that require actions of the whole body&lt;br&gt;• Makes little attempt to move body parts in response to words, music eg Heel Toe Polka and Nutbush</td>
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