

perform

KEY SUCCESS CRITERIA

I can move in time to the music.

I can show clear actions, levels and pathways.

I can show good control and posture

ACTIVATION

Musical Statues: When the music plays children improvise/freestyle, when the music stops call out a number and they have to balance on that many body parts. Focus on core stability, posture and control to help improve performance skills.

Teacher led stretches: focus on extension (stretching arms, legs, fingers, toes) and posture.

BASE

Using the pairs from the create section, partner with another pair. Perform sequences to other pair who act as the audience and give feedback.

Checklist:
Levels, pathways, clear actions, good timing, control, posture.

MANAGING DIFFERENCE

SPACE

Focus just on level, just on pathway, or both.

TASK

Alter the number of items on the feedback checklist dependent upon knowledge. (Main focus should always be timing)

EQUIPMENT

Visual checklists, score cards, or picture feedback forms can help with communication

PEOPLE

Encourage all children to give feedback and provide words/checklists if needed

CONNECT

How can we improve our partner's performance? How can we encourage and build their confidence when they perform.? How can we make them feel good about themselves?

SCHOOL

How have you developed your partners confidence today? How can you do this for other people in the school?