



**SUNDERLAND  
CULTURE**



Lesson plan created by Julie Bowman  
on behalf of Sunderland Culture

# Flamenco Dance

KS1 Dance Scheme of work



Northern Gallery for  
Contemporary Art



**SUNDERLAND**  
MUSEUM & WINTER GARDENS



# Resource Overview

**Who is this for?** Teachers to deliver to Year 2 pupils

## What you'll need

Scheme of work (see below).

Powerpoint attached to this resource.

Video tutorial attached to this resource.

Board or screen to display the powerpoint/video.

Music player and speakers.

A large space to dance in, dependent on the number of pupils.

Pupils will need to wear their PE kit or clothes appropriate for dancing.

## Aim of the topic

Pupils will explore Flamenco Dance. They will learn a basic dance inspired by Flamenco Dance movements. They will develop their movement memory and performance skills to be able to perform their finished dance with minimal support from the teacher.

## Curriculum areas

Dance, Geography, PE and Music.

# Resources

There are two resources in this activity pack:

## 1. Scheme for teachers

The following activities have been aimed at pupils in Year 2, but can be adapted to suit other Year groups. The content has been designed to be delivered over a period of 6 weeks, where each lesson lasts for thirty-minutes.

This scheme of work includes a lesson outline for each lesson as a suggested guide. A more detailed lesson plan should be written by the teacher to meet the needs of their individual school/class.

## 2. Powerpoints

The powerpoint resource attached to this scheme of work has been designed to project through the lesson to guide pupils through their learning (please select the appropriate slide per lesson, depending on the pace of pupils' learning).

# Scheme of Work Overview

**Key Stage:** 1

**Year group:** 2

**Duration:** 6 lessons (30 minutes per lesson)

**Ability:** Mixed

## Learning objectives

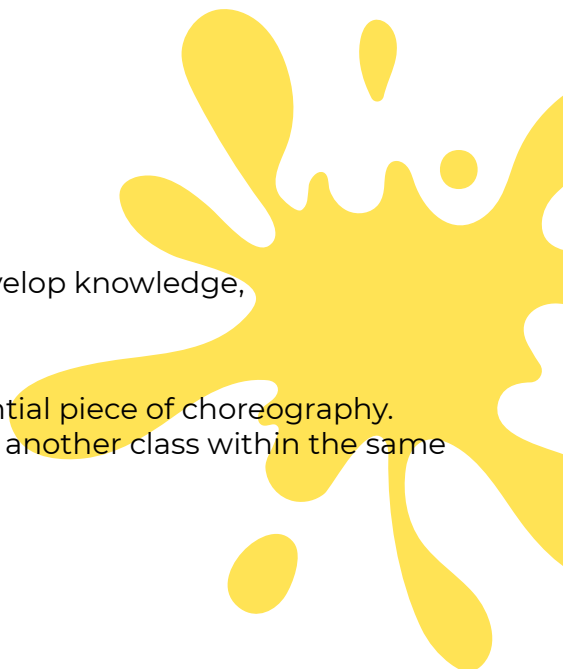
In this unit pupils will explore Flamenco dancing. They will develop knowledge, understanding, technical ability and appreciation of dance.

## Learning outcomes

By the end of this unit, pupils will be able to perform a substantial piece of choreography. This choreography could be performed to the rest of the class, another class within the same Year group or at a larger gathering such as a school assembly.

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## Opportunities for differentiation

**All pupils will:** perform simple dances that attempt to focus on the style of the dance; take part in group dances; take part in discussions about the dance or performance; with help, choose movement material for their choreography; show some understanding of how to perform safely in dance; use simple dance terminology to talk about their own and other people's work.

**Most pupils will:** perform dances confidently; use their understanding of composition to create simple dance phrases for themselves and in collaboration with others in their group; use their knowledge of dance to adapt their skills to meet the demands of the choreographic task; show expression in their dances and sensitivity to music; identify the form and structure of a dance; make suggestions on how to improve their own and other people's work.

**Some pupils will:** compose movement sequences creatively and collaboratively in groups; use dynamics, space and musicality in their dances to express themselves in performance; perform movement material clearly and fluently; show an understanding of safe execution of movement; recognize and comment on dances, showing an understanding of the use of constituent features; suggest ways to improve their own and other people's work.

## Assessment

- Baseline assessment (first lesson)
- Formative assessment (continually) through question and answer and observation
- Self, partner and group evaluations of compositional skills and quality of performance (continually)
- Summative assessment (last lesson)

## Curriculum links

- Literacy: key words
- Citizenship and British values: co-operation, teamwork, tolerance, inclusivity, acceptance, equality.
- Numeracy: counting beats in music
- Music: experiencing the style of music, gaining experience in counting different rhythms.
- ICT: use of powerpoints, videos and music for teaching.
- Cultural: learning key facts about this style of dance.

## Resources

### Suggested Teaching Resources:

- Powerpoint resource attached.
- Video tutorial resource attached.
- Whiteboard/interactive whiteboard/projector
- Stereo player / music system

### Suggested music:

- Baila Me by Gipsy Kings
- Tangos Del Ole Ole by La Susi

## Curriculum overview

To be completed by the individual school based on their KS1/2 Dance/PE curriculum map.

# Key Skills

## Acquire and develop

Explore ideas for dances using a range of choreographic devices. Pupil will be expected to work collaboratively in a group.

Perform dances expressively, using a range of performance skills.

Perform specific skills and movement patterns accurately.

## Select and apply

Compose dances by using, adapting and developing taught sequences.

Explore and choose appropriate material to create phrases inspired by the style of dance.

## Knowledge and understanding

Learn key subject specific terminology in relation to performance, composition and appreciation.

Demonstrate an understanding of key terminology through correct application in practice, evident in practical work.

## Evaluating and improving

Describe, interpret and evaluate dances, showing an understanding of some aspects of the constituent features of dance.

Identify and describe different constituent features in their own and others' dances using dance terminology.

Make informed interpretations, judgments and opinions of the work being analysed.

Identify areas for improvement in their own work and others' and articulate clear goals and strategies in order to bring about improvement.

# Key words

Actions, Space, Level, Size, Facing, Direction, Pathways, Speed, Timing, Unison, Group formation, Phrase, Sequence

# Lesson content overview

**Lesson 1:** Introduction to the style of dance and movement.

**Lesson 2:** Finish teaching the movement sequences.

**Lesson 3:** Arrange the movement for a whole class performance.

**Lesson 4:** Group choreographic task to add their own Flamenco sequence in groups/pairs.

**Lesson 5:** Complete group choreography, perform and receive feedback.

**Lesson 6:** Improve choreography and rehearse for final performance.

# Outline of lesson content

The following is to be used as guide to assist the writing of complete lesson plans appropriate for your school.

For the health and safety of the pupils, each lesson must include a teacher-led warm before physical activity begins and a cool down at the end of the lesson.

Please use the powerpoint to help guide you through the content and project the appropriate slide depending on the pace of pupils' learning.

Teachers will need to make up a Flamenco dance to teach pupils in lessons 1-3. Please see the tutorial video attached to this resource pack for guidance and suggestions. The complexity of the sequence will depend on pupils' prior learning. Teachers may also wish to take a collaborative approach with the class in making up the dance by asking pupil to suggest a movement to add to the dance.

## Lesson 1 - Outline of lesson content

(Slides 1-7 on the powerpoint)

Introduce the topic.

Go through key facts about the dance style and associated culture.

Watch the YouTube clip of the dance style and discuss as a class.

Teach the first few movements of the sequence (see video tutorial attached to this resource to help).

Summary discussion checking knowledge learnt so far.

Cool down.

## Lesson 2 - Outline of lesson content

Recap knowledge learnt in lesson 1.

Finish teaching the dance sequence.

Rehearse so that the pupils are building their movement memory. The teacher should gradually reduce the level of support from full demonstrations of the movement to visual prompts and then verbal prompts only.

## Lesson 3 - Outline of lesson content

Recap the movement sequence.

Teacher to arrange the class in a group formation and adapt the movement sequence to suit a whole-class choreography. For example, half the pupil might perform the first few movements while the others freeze in a position and then swap over. Traveling movements (such as the walks and claps) could be adapted so that pupils walk in a small circle with a group of 3 other children.

Rehearse so that pupils gradually require less support during performance.

Summary discussion about learning so far and learning next lesson.

## Lesson 4 - Outline of lesson content

(Slides 8-11 on the powerpoint)

Introduce new key terms.

Watch YouTube clip of dance style and discuss as a class.

Group choreographic task to start creating their own Flamenco sequence. Pupils should be encouraged to use movements from the teacher-taught dance as well as movements from the video.

Summary discussion checking understanding of key words.

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### **Lesson 5 - Outline of lesson content**

(Slides 11-12 on the powerpoint)

Class discussion recapping learning from last lesson.

Groups recap and finish their Flamenco dances.

Perform for the class and receive peer feedback.

### **Lesson 6 - Outline of lesson content**

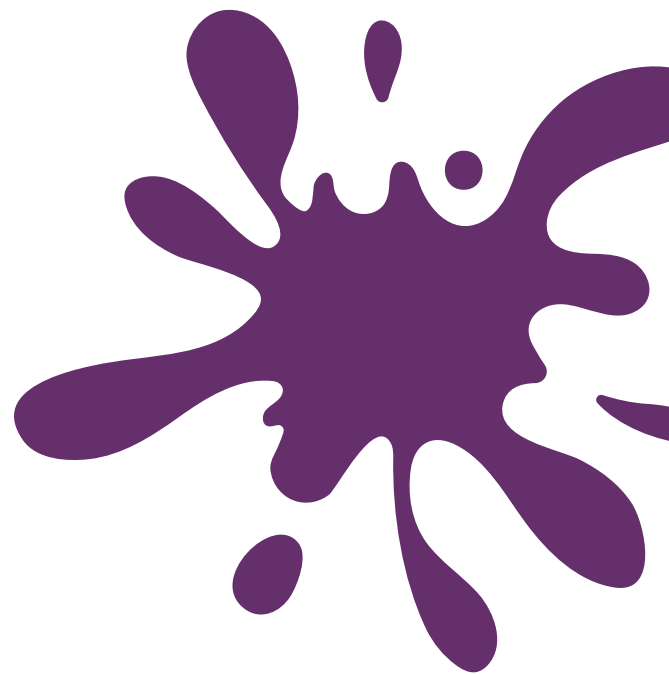
Recap the whole-class dance.

Add the group dances to the end of the whole-class dance.

Rehearse the completed dance.

Perform for the teacher. (This final performance could be in front of another class or in an assembly).

Summary discussion about what they have learnt during this topic.



Want to know more about the artist that designed this resource? Contact us and we'll happily introduce you!

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