

Topic:	Social Dance
Overview:	This unit is designed to develop student's social, emotional, mental and physical skills, as well as develop their understanding of Scottish traditions and their place in modern society. Students will experience opportunities to develop a range of personal and physical skills whilst cooperating with others to execute movement patterns in time with music. Students will have opportunities to showcase their work through Christmas Dances and House Events.
Content:	<p>Dance steps Skip change of step, slip step, Strathspeys/polka travelling step, waltz and pas de basque (pah-d'-bah).</p> <p>Dance holds Allemande, promenade, two hands and waltz/closed hold.</p> <p>Partner Dances</p> <ul style="list-style-type: none"> • Gay Gordons • Military 2 Step • Canadian Barn Dance • St Bernard's Waltz • Pride of Erin Waltz <p>Set Dances</p> <ul style="list-style-type: none"> • Flying Scotsman • Virginia Reel • Strip the Willow • Orcadian Strip the Willow • Dashing White Sergeant, • Palais Glide • Riverside Jig <p>Progressive Dances</p> <ul style="list-style-type: none"> • Canadian Barn Dance • Friendship Waltz <p><i>New dances will be added each year</i></p> <p>Rhythm and Timing</p> <ul style="list-style-type: none"> • Counting beats - In time with music • Cue recognition - Recognising start/end points • Recognising and remembering sequencing- Execution and Repetition • Being in time with partners • Following timing of other sets and partners <p>Coordination and Fluency</p> <ul style="list-style-type: none"> • Starting positions • Refining body movements • Foot movement patterns • Body movement patterns - Arms, head, back, shoulder positions • Kinaesthetic awareness - Postural control and balance

	<p>Scottish Country Dance Etiquette</p> <ul style="list-style-type: none"> • Links to Scottish heritage and tradition • Traditional music versus modern music • Ceilidh Band - Two dance half's/applause • Requesting a dance/finding partners and sets • Organisation of sets - Number (4,6 or 8's) - Partner positions • Communication with others - Verbal and non-verbal <p>Significant Aspects of Learning</p> <ul style="list-style-type: none"> • Respect, tolerance and resilience • Confidence and self esteem • Problem solving • Prioritising • Stamina
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Social Dance

Level 3

Significant Aspects of Learning

Cognitive Skills

I can:

> use flair, originality and imagination with increased refinement when necessary, to aid my performance.

My Thinking

Problem Solving
Focus & Concentration
Decision Making
Creativity
Cue Recognition
Sequential Thinking
Prioritising
Multi-processing

Physical Competencies

I can:

> consistently move around the performance area safely, with an awareness of myself and others.

> consistently link actions together smoothly during a sequence.

My Moving

Kinaesthetic Awareness
Balance & Control
Coordination
Fluency
Rhythm & Timing
Gross & Fine Motor Skills

Personal Qualities

I can:

> respond appropriately when asked to dance, showing mutual respect for all, especially my partner.

> help my peers and accept help from them.

My Qualities

Motivation
Confidence & Self Esteem
Determination & Resilience
Responsibility & Leadership
Respect & Tolerance
Communication

Physical Fitness

I can:

> demonstrate how the use of stamina in physical activity can support successful performance.

> demonstrate how the use of core stability in physical activity can support successful performance.

> perform skills with balance and postural control and understand how they link to core stability.

My Fitness

Stamina
Speed
Core Stability & Strength
Flexibility