

## BMT– Progression video number 3: Dance

Element	Description	Intended outcome
<b>Title page</b>	Level: Second/Third Level	To inform the viewers of the elements that are used to plan and structure the lesson
	SALs: Focus and Concentration, Rhythm and Timing , Creativity	
	Context for learning: Dance	
	EF skill: Inhibition Control	
	Intensity: Moderate to vigorous	
	Scaffolding practice : <b>‘Clap – clap – stamp’</b> - chosen because it supports the targeted Significant Aspects of Learning, and Executive Function skill.	
<b>Demonstration of scaffolding practice</b>	1 learner demonstrates the basic clap-clap-stamp sequence.	To demonstrate to the viewers one of the scaffolding practices that could be chosen.
<b>The ‘layering’ process</b>	Then 2 learners demonstrate the clap-clap-stamp sequence using opposite hand and foot while facing the same direction.	To develop focus and concentration, and introduce rhythm and timing
	Then 8 learners demonstrate the opposites sequence, while facing each other.	To introduce inhibition control
<b>Introduce and progress the dance element</b>	The learners move about the gym in a random pattern, using different methods of travel.	To develop the target Significant Aspects of Learning and the Executive Function skill
	When they choose to do so the learners clap their hands together and then strike a pose. The intention is to hold this pose for a count of 4 seconds, then move off again.	
	The learners then add a second pose to the sequence, while continuing to travel about the space	
	The learners then demonstrate both poses, one after the other.	
	The learners then add a ‘bridging movement’ which links the two poses together to create a short sequence.	
	The learners then work in pairs to ‘teach’ each other their short sequences, then they add the sequences together, to make a longer and	

	more complex one – a dance.	
<b>The performance</b>	The dances (sequences) of two of the pairs are demonstrated .	To provide an opportunity to observe the learners at work, and evaluate their performances
<b>Potential progressions</b>	<ul style="list-style-type: none"> <li>• The timing of the dancers' sequences could be made tighter as could the quality of their movements</li> <li>• Changes of rhythm could be introduced</li> <li>• The dance sequences could be extended by introducing more elements and/or more people</li> <li>• The sequences could use music to help support rhythm and timing</li> </ul>	