

UNIT:	DANCES AROUND THE WORLD
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AIMS
<ul style="list-style-type: none"> • To learn and perform four traditional dances of Europe • To know the main features of <i>Catalonia, Greece, Denmark and Ireland</i> and the main steps of the traditional dances of each region • To understand the vocabulary related to each dance • To perform actions with positive, confident, correct use of the body • To co-operate with a partner • To respond rhythmically to music with co-ordination • To demonstrate knowledge and understanding through physical actions

CONTRIBUTION TO COMPETENCES
<ul style="list-style-type: none"> • Communicative: Students can interact with other people and approach other cultures in an adequate way • Personal: Students can create, initiate, develop and assess individual or collective activities or projects with creativity, confidence, responsibility and critical thinking

TEACHING OBJECTIVES What it is planned to teach	LEARNING OUTCOMES What learners will be able to do at the end of the lesson
<ul style="list-style-type: none"> • To develop knowledge of four traditional European dances. • To improve body coordination and rhythm through dance • To dance confidently • To know the main features of four regions of Europe • To communicate and express themselves through movement 	<ul style="list-style-type: none"> • To know the features of: <ul style="list-style-type: none"> . Four traditional European dances . The main steps of the dances • To be able to: <ul style="list-style-type: none"> . Identify the features of the dances . Perform dances confidently . Differentiate the four dances . Recognize language associated with the dances • To be aware of: <ul style="list-style-type: none"> . Responding to the music rhythmically

CONTENT
<ul style="list-style-type: none"> • Four dances around Europe

COGNITION
<ul style="list-style-type: none"> • Classify information about dances • Complete fact files • Understand PE activities • Complete dictations • Identify the steps of the dances • Memorise key language • Perform the steps of the dances • Predict solutions • Develop the imagination • Compare the four dances • Match information

- Correct mistakes
- Describe pictures
- Ask questions related to the countries
- Create a poem
- Represent the actions of a poem
- Complete diagrams and tables

CULTURE

- Respect other countries, traditions and people.
- Interest in knowing dances of different places.
- To be able to say something about the four European countries.
- Respect ideas and opinions of other pupils.

COMMUNICATION

Of learning

Vocabulary

CATALONIA: *Flag, anthem, steps, short, long, small, slowly, join hands, form a circle.*

GREECE: *Flag, anthem, steps, short, raise hands, nice, fast, funny, friendly, helpful, run, trot, gallop, skip, hop, jump, roll, stretch, walk.*

DENMARK: *Flag, anthem, bow, cars, buildings, danish people, lifts, doors, pedestrian crossing, traffic lights, bikes trucks, motorbikes.*

IRELAND: *Commemorate, clothes, rapid, harp, bagpipes, pick, high, stretches, rolls and falls, leaps, running, flat little balloon, blow you up, string, gust of wind, high, breaks free, breeze, swirling, prickly.*

Structures

CATALONIA:

Structures related to the dance: *Let's make a circle, Left/right foot forward, Left/right foot backward, Cross in front of the right/left leg, Cross behind the right/left leg, Back in the starting position, Move one place.*

Present simple tense: *I like it because/ it is...*

GREECE:

Structures related to the dance: *Let's make a line, Left/ right foot behind, Left/right foot cross, Left/right foot next to, Left/right foot in front of, Two steps right/ left, Start again.*

Prepositions: *behind, in front of, over, through, under, in.*

Use of can: *We can see...*

To be verb: *I'm a...*

DENMARK:

Structures related to the dance: *Clap your hands, stamp your feet, turn around, circle left, circle right, face centre.*

Actions: *Digging the garden, talking on the telephone, driving, milking a cow, dancing, step forward, step back, skip, crouch down, hop, nod, jump up, turn, point.*

Use of can: *I can see...*

Present Continuous: *he/she is wearing...*

Use of there is/are

Prepositions: *beside, above, below*

Conectors: *first, then, after, finally*

IRELAND:

Structures related to the dance: *Walk four steps, Tap foot four times, Back out, Two-hand swing, Swing corner, Turn to face corner, Facing centre, Let's make a single circle.*

Present simple tense: *I like/ I don't like...because*

Use of there is/are

For learning
Functions
<ul style="list-style-type: none">• Describing the steps of four traditional European dances• Explaining the main features of four European regions or countries• Expressing their own opinions or ideas• Explaining the different PE activities using the correct vocabulary learned during the lessons

ASSESSMENT CRITERIA
Can the students...?
<ul style="list-style-type: none">• Stand in the right place in the space• Hold their partner properly• Do the steps of the dances correctly• Move according to the music• Know the main features of the European countries

ACTIVITIES
<ul style="list-style-type: none">• Read the information of the country• Complete fact files• Do physical exercises to warm up the body• Answer true or false questions• Complete a peer dictation• Watching videos related to the dances in order to understand the steps• Reorder sentences• Draw a face in order to show feelings• Perform the dances• Choose the correct word• Choose the correct sentence• Find words in a word search• Write descriptions under the pictures• Odd one out word• Classify sentences• Comprehension questions• Complete diagrams and tables• Correct mistakes• Describe pictures• Ask questions related to the countries• Create a poem• Represent the actions of a poem