

OVERALL UNIT LEARNING OBJECTIVES:

In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions using movement and gesture. Inspired by a variety of subjects, they work in pairs and small groups. In dance as a whole, children should think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

LESSON OBJECTIVE: Learn the key movements of the DDMIX Lumberjack Hoedown dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Show the children pictures of different jobs to identify. **Shapes.** Play the game using different jobs with movements and commands that the children choose such as building, (e.g Laying bricks) driver (steering, or using the gear stick and brake) , postman (e.g posting letter), lumberjack (e.g. moving logs), nurse (e.g. checking temperature), Secretary (e.g. Typing) etc. Use the **DDMIX Lumberjack music.**
- Ask the children which job would they associate with the music that has been played for the activity? (option to continue Shapes activity using more movements that the children would associate with a Lumberjack or Hoedown).
- **Main Activity:** Model the four key DDMIX Lumberjack Hoedown movements, one at a time allowing the children to repeat, identifying the key **dynamics** through each movement.
 - Heels and Skips**
 - Lumberjack**
 - Passing the log**
 - Sawing and Knee Lift**
- Create four stations in the room, each with a card to represent a key movement. Divide the children between the stations and give groups two minutes to practise that movement using the music. Rotate until groups have demonstrated all key movements.
- Split the class in half. Give each half a key movement to demonstrate to the other half. Repeat with each key movements
- **Plenary:** Children discuss the dynamics of the Lumberjack Hoedown and self-reflect on which movements that they found easy and movements that could be improved. Reflect on one improvement for next week.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, explore movements and copy modelled movements.
- To make it harder, repeat and fit movements to the beat, creating a short sequence.
- To make it harder, add in gesture and facial expressions.

Vocabulary & Questions

- Which movements were hard to fit to the music? Why?
- How many counts are there in each movement?
- Which movement requires the most energy? Which movement is the jerkiest?
- How could you make the Passing the log look stronger? (Make sure you lean over and fully straighten the arms to bend them when passing back .)
- Which movements were easy/hardest to fit with the beat/rhythm?

Learning points and success criteria
Hoedown dynamics

- Speed: Moderate
- Energy: Strong
- Flow: Jerky

DDMIX Lumberjack Hoedown Key movements

- Heels and skips
- Lumberjack
- Passing the log
- Sawing and knee lift

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music

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LESSON OBJECTIVE: Link the DDMIX Lumberjack Hoedown key movements to form a dance. Perform with a group using changes of group formation.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Shapes.** Play the game to familiarise children with the key movements. (There is the option to use to the job commands that they chose in the previous weeks Shapes game)
- Recap DDMIX Lumberjack Hoedown key movements from the previous lesson.
- Link these key movements together with the children to form the DDMIX Lumberjack Hoedown dance.
- **Main Activity:** Divide the class into groups of 6-8. Discuss, in what formation that can they stand as group to dance? (In a line, in a circle, in a blob, 2 lines facing one another, 2 lines facing same way, back to back etc). Ask them to adapt the sequence to allow for their chosen formation.
- Using change of direction ask the children to adapt the dance by adding in a change of group formation. For example: 2 lines change into a circle after. Do they need to change the order of movements to enable the children to get into position?
- Groups pair together to allow them to watch one another and make comments/improvements.
- Discuss whether the formations and key movements were clear.
- Apply improvements and repeat performances.
- **Plenary:** Children discuss formation and key movements. What did the changes do to improve the dance sequence?

Differentiation

- To make it easier, the group both perform movements facing the same way or in a circle.
- To make it easier, use one formation for the whole dance,
- To make it harder, change formation or direction with each movement.

Vocabulary & Questions

- What do I mean by changing the formation? (change the position that the dancers are standing/performing. E.g the Group start in a circle and change to form a line).
- Which formation did you choose? Why?
- Why have you chosen that formation for that part of the dance?
- Did you have to adapt your formation/order of movements to enable to dance to link together?

Learning points and success criteria**Formation**

- Change formation (where you are standing as a group to perform)
- Clear movement actions
- Change order

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

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- DDMIX Lumberjack Hoedown music
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LESSON OBJECTIVE: To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack Hoedown dance.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** : *Follow the leader*, using movements from various jobs, making sure each leader moves to the beat.
- Recap and practise the DDMIX Lumberjack Hoedown dance from the previous week.
- Thinking about each key movement, how many counts does each movement last? (8 counts) Is it easy to repeat.
- **Main Activity:** In groups of 8, ask the children to decide on a job that they want to create a dance about. What are the movements or gestures that make the job or idea clear to an audience? Once they have decided on a job split the groups into 4 pairs. Each pair must create 1 key movement that lasts 8 counts which can be easily repeated.
- Pairs join up to watch their key movements. Are the movements easy to repeat? Ask children to give feedback to pairs to help their movements to be clear and easy to repeat.
- Pairs teach one another their key movements.
- Groups reform to learn the remaining key movements.
- Perform each key movement with the music.
- **Plenary:** Children feedback on what they saw. Were the jobs clear from their movements? How could they make it clearer?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, give the children a job to follow.
- To make it harder, make the key movements change direction or speed.

Vocabulary & Questions

- How many counts does a key movement usually last for? (8 counts)
- Is it easy to repeat? Why? (Because the movement is repetitive, it does not go on the floor, it uses both sides of the body).
- What movements can make your job clear to an audience? Does that job require any specific movements? E.g A chef might stir or chop.

Learning points and success criteria**Key movement**

- 8 counts
- Movements and gestures
- Easy to repeat

Group work

- Communicate
- Positive
- Areas of improvement
- Respect other's ideas

Resources, Pictures and Music

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DDMIX Lumberjack Hoedown music
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LESSON OBJECTIVE: Create a dance sequence by changing the order of movements. Work constructively in a group

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Shapes**
- Recap the key movements that the children created in the previous week.
- **Main Activity:** Once each pair/group have recapped all of their 4 key movements the group must decide which order to perform the key movements in.
- Children choose an order of movements and practise as a group with the music. Do they wish to repeat each movement more than once?
- Ask groups to watch one another and make suggestions to help the order of movements.
- Children take time to make changes.
- Children perform their group dance.
- Children feedback on what they saw. Were the jobs clear from the movements? How could the groups make it clearer? Did they choose a good order of movements?
- **Plenary:** Children discuss how they linked their key movements together. How many How did changing Feedback to the class.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, choose 2 key movements.
- To make it harder, ask children to think about repeating the movements during the dance and changing the order of movements in the second set.
- To make it easier, repeat each movement twice before beginning the next movement.

Vocabulary & Questions

- Which order will work best for your key movements? Are all movements on the spot? Do some move to a different position?
- Are the order of movements clear?
- How many times do the movements repeat?
- Is the chosen job clear?
- Are there any improvements you can suggest to make the movements clearer?

Learning points and success criteria**Dance sequence with order of movements**

- Identify 4 key movements
- Create an order of key movements
- Link key movements to create a dance.

Group work

- Communicate
- Positive
- Areas of improvement

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LESSON OBJECTIVE: Apply a clear beginning and end to a dance sequence, whilst applying group formation.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Model me.***
- Recap dance sequences from the previous lesson
- **Main Activity:** Ask the children to create a beginning for their dance sequence, thinking about what formation they wish to perform in. How many counts do they need for an introduction, or for them to get into their starting positions?
- Link to their dance sequences and perform to another group for feedback. Children feedback on the formation used. Can they all be seen by the audience? What was successful and what could be improved for the performance? Swap roles.
- Continue the same process for the end of the dance. Does the group want to use the same position or movements as they used at the beginning?
- **Plenary:** Discuss which movements/positions worked well. Could all dancers be seen? Which formations were used? Did they work? What improvements can the children suggest?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, stand in a circle or a line formation to begin the dance.
- To make it harder, make change formation from the starting position.
- To make it easier, use the same position/movement at the end.

Vocabulary & Questions

- Where should you begin and end your dance? Still position?
- How many counts will you use as an introduction? 8 Counts?
- Which formation can you create in your group? Line, circle, two lines, blob, diagonal, diamond.
- Which formation did you choose? Why?
- Why have you chosen that formation for that part of the dance?
- Did you have to adapt your formation/order of movements to enable to dance to link together?

Learning points and success criteria**Dance formation**

- Clear beginning
- Clear formation of group
- Clear ending

Group work

- Communicate
- Positive
- Areas of improvement
- Respect other's ideas

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LESSON OBJECTIVE: Create and adapt dance sequences to form one group dance. Perform and evaluate dance sequence.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Follow the leader*;** using key movements from their group dances (this can be done as a stationary activity where upon a volunteer comes to the front of the class and demonstrates movements for the class to copy). Switch between leaders.
- **Main Activity:** As a group, recap the dance sequences from the groups from the previous lesson.
- Decide as a group on just 4 key movements (1 or 2 from each group)
- Create a class group dance using these 4 key movements,
- Encourage use of the DDMIX Lumberjack hoedown movements also.
- Allow the class time to practise the full dance.
- Split the class into two groups and give the groups time to practise in formation.
- Two halves perform to one another.
- **Plenary:** Encourage peer assessment, identifying both strengths and areas of improvement. Which formation chosen was the most successful? Were all movements performed to 8 counts per movement? Were the movements clear.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, concentrate on less key movements
- To make it harder, ask children to think about performance expression, create a start/ending pose to accommodate the new dance.

Vocabulary & Questions

- Where do you need to stand as a group so you are prepared to start your sequence?
- Do you need to adapt any movements to allow the sequences to link?
- Which movements did you like? Why?

Learning points and success criteria**Group dance**

- Combination of dance sequences
- Adapt a dance to work in a group formation.
- Perform dance with expression

Group work

- Communicate
- Positive
- Areas of improvement
- Respect other's ideas

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