

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Create movements associated with African animals, using simple movements from DDMIX African.

Lesson Plan

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity:** Listen to the DDMIX African music and ask the children if they are able to identify which country it is from. You may use alternative music and additional pictures as stimuli if required.
- **Shapes.** Thinking of animals and creatures that you may see on an African safari, play the game using different movements and commands that the children have chosen and named in response. Perform to the beat. For example, elephant, lion, zebra, hippo, giraffe, rhino, spider etc. Use the **DDMIX African music**.
- **Main Activity:** Model the four adapted DDMIX African key movements, one at a time allowing the children to repeat, identifying movements as you go along.

Sunset stretch: Arm circle stretches

Elephant toe touches: Step taps, holding arm as a trunk swinging from left to right as you transfer weight.

Lion toe touches: Step taps, using hands as lion paws, roaring.

Spider box step: box step lifting arms up like spider legs.

- Create four stations in the room, each with a station to represent an animal movement. Take the children between the stations and visit each station for approximately two minutes to practise that movement using the music. Rotate until the children 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 movement.
- **Plenary:** Children discuss the African animal key movements they they have covered during the lesson and reflect on which movements that they found easy and movements that could be improved. Which other animals/creatures could they use to create movements for the next lesson?

Differentiation

- To make it easier, explore movements and copy modelled movements.
- To make it harder, introduce specific directions for the movements– to the left, to the right, forwards, backwards, diagonal left, diagonal right etc
- To make it easier, start by using arms on the spot.

Vocabulary & Questions

- What African animals/creatures can you think of? What movement would you associate with that animal/creature?
- Which movements were hard to fit to the music? Why?
- Which movement is the hardest? Why
- What other animals/creatures could you create movements for?

Learning points and success criteria**Identify African animals and creatures****African movements**

- Sunset stretch
- Elephant toe touches
- Lion toe touches
- Spider box step

Resources, Pictures and Music

- DDMIX Kids warm up music
- DDMIX African music
- Alternative African music e.g. In the Jungle, Lion King etc

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Create motifs to represent animals/creatures, using Safari as a stimulus.

Lesson Plan

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity: *Follow the leader*,** using animal inspired movements, making sure each leader moves to the beat.
- Recap and practise the African animal movements 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:** As a class, ask the children to create 1 key movement/motif using another animal/creature that lasts 8 counts which can be easily repeated.
- Are the movements easy to repeat? Ask children to give feedback to the class to help their movements to be clear and easy to repeat.
- As a class create 3 more animal key movements/motifs.
- Perform each key movement/motif with the music.
- Split the class in half to watch each half perform a key movement until all key movements have been demonstrated.
- **Plenary/cool down:** Children feedback on what they saw. Were their movements clear? How could they make it clearer?

Differentiation

- To make it easier, create 2 animal key movements/motifs
- To make it harder, use a variety of body parts and facial expressions for each animal.
- To make it harder create a motif of 16 counts
- To make it harder add different additional movements.
- To make it harder create additional animal motifs.

Vocabulary & Questions

- How many counts should each motif last? (8 or 16)
- How will your movement reflect the animal?
- How can you use your body to make the animal clear?

Learning points and success criteria**Safari animals****Motif**

- Movement
- Gesture
- 8 or 16 counts

Resources, Pictures and Music

- DDMIX Kids warm up music
- DDMIX African music
- Alternative African music e.g. In the Jungle, Lion King etc

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Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Link movements to motifs to create a dance sequence, using Safari as a stimulus.

Lesson Plan

- **Warm up:** Recap the key movements and motifs created in the first two sessions.
- **Shapes:** To recap animals/creatures and travelling movements
- **Main Activity:** As a class, create a safari sequence. Using additional movements (travelling/jumping/balancing etc) to link the animal key movements/motifs, set an order of movements create a sequence covering all of the safari animals.
- Practise as a class. Where are you standing as a class? Do you need to change where you are standing? Does the order of movements/motifs make sense? Are the linking movements appropriate? Do you need to repeat any movements more than once? Make changes accordingly
- Split class in half and perform to one another for feedback. Are there further changes to be made?
- **Plenary:** Discuss how the movements and gestures used within the sequence helped to the show all of the animals/creatures clearly. How did the additional movements help to link the motif/key movements together?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, repeat each movement before moving on to the next.
- To make it harder, use a variety of body parts and facial expressions.
- To make it harder, add different additional movements.

Vocabulary & Questions

- In which order will you perform your sequence?
- Which linking movements can we use?
- Which gesture could you use to help convey a animal/creature?

Learning points and success criteria**Safari animals****Motif**

- Movement
- Gesture
- 8 or 16 counts

Linking movements

- Travelling
- Jumping
- Balancing

Resources, Pictures and Music

- DDMIX Kids warm up music
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- Alternative African music e.g. In the Jungle, Lion King etc

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus.

Lesson Plan

- **Warm up:** Recap the safari dance sequence created in the previous week.
- **Introduction Activity:** *What shape can you make*, using animal inspired shapes.
- **Main Activity:** Divide the children into groups. Children must pick one of the animal shapes that they created in what shape can you make to use as the starting position for the safari sequence.
- Children practise the sequence. Do they need to change positions in order to perform the sequence with enough space? How many counts will they need to get into position? What movement can they use to get into position? Add accordingly.
- Add an ending animal shape for the ending position. Again, how many counts do the children need to get into their ending animal shapes in their groups?
- Children perform to each other. Were the animals shapes clear? How could they use their bodies to make the shapes clearer?
- **Plenary:** Discuss how the shapes and movements used within the sequence helped to show the different animals. Was it clear when the dances started and ended?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, use the same animal shape as a class.
- To make it harder, change shapes as an introduction before the safari sequence begins.

Vocabulary & Questions

- In which shape will you start and end your sequence?
- Did you need to add additional movements to begin the dance sequence?
- Why is it important to remain still at the beginning and the end of the sequence?

Learning points and success criteria**Beginning and end**

- Stillness
- Shape formation
- Linking movements
 - Travelling
 - Jumping

Resources, Pictures and Music

- DDMIX Kids warm up music
- DDMIX African music
- Alternative African music e.g. In the Jungle, Lion King etc

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Perform a dance sequence as a class, focusing on linking movements and formation.

Lesson Plan

- **Warm up:** Recap the safari dance sequences created last week.
- **Introduction Activity:** *Follow the leader*, using animal inspired movements, making sure each leader moves to the beat.
- **Main Activity:** Ask the children to get into the starting animal shapes in their groups from the previous week. This will become the class dance starting position. Now the dance will be performed as a class therefore the class will now need to pick a formation to perform the dance.
- Children must select a linking movement to get them from their animal shapes into the starting group formation using 16 counts.
- Children practise the sequence.
- Add on the ending animal shapes using the same format as above.
- Children perform the dance as a class.
- **Plenary:** Discuss how the movements helped to link the shapes to the group sequence. Did all children have enough room to dance? Did they get to their positions in 16 counts?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, use the same shape for each group.
- To make it harder, use a variety of linking movements.
- To make it harder, change shapes as an introduction before the safari sequence begins.

Vocabulary & Questions

- Which linking movement will you use?
- Which pathway will you use to get to your dance sequence starting position? How far do you need to travel? Will this affect the size of your linking movements?
- Why is it important to remain still at the beginning and the end of the sequence?

Learning points and success criteria**Beginning and end**

- Stillness
- Shape formation
- Linking movements
 - Travelling
 - Jumping

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

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Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Perform a dance sequence as a class, focusing on character formation.

Lesson Plan

- **Warm up:** Recap the the Jack and the Beanstalk theme from the previous lesson, including gestures.
- Using the same theme as the previous session, divide the children between the four characters and recap the character's motifs.
- **Main Activity:** Children discuss, create and add an extra 4 count movement to the motif that is consistent with the story.
For example, Jack:
 - Climb (the beanstalk): 4 counts MOVEMENT
 - Hand to head (searching for the Giant): 4 counts GESTURE
 - Tip toes (so not to wake up the Giant): 4 counts ADDED MOVEMENT
- Tell the story. Children must remain in their still character positions until they hear their character name mentioned in the story. They must demonstrate the movement and gesture, adding in their new movement.
- **Plenary:** Discuss how the movements and gestures used within the sequence helped to tell the story and added detail to the characters.
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, repeat first movement for 4 counts.
- To make it harder, use a variety of body parts and facial expressions.
- To make it harder add different additional movements related to different parts of the story.

Vocabulary & Questions

- In which order will you perform your sequence?
- How will your additional movement reflect your character?
- Which gesture could you use to help tell the story?
- Why is it important to remain still whilst your character isn't moving?

Learning points and success criteria**Character**

- Movement
- Gesture
- Sequence

Dance sequence

- Movement (4 counts)
- Gesture (4 counts)
- Additional movement (4 counts)

Resources, Pictures and Music

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- DDMIX African music
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