

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: Explore different travelling movements that express a feeling.

Lesson Plan

- **Warm up: Kids warm up**
- **Introduction Activity:** Discuss what is a feeling/emotion and ask for examples. (e.g. Angry, tired).
- Model a travelling movement across the room whilst expressing an emotion. Ask the children to copy and then guess which emotion you were feeling. For example:
Angry: Heavy walking across the room, including body language (facial expression and clenched fists)
- Ask the children to demonstrate some examples for the class to copy and repeat the exercise.
- Discuss how they used their bodies to show the emotions.
- **Main Activity:** Split the class into three groups. Give each group a feeling/emotion for them to add a travelling movement to for 8 counts. The other groups must then guess the feeling/emotion.
- Discuss the movements that the groups chose and whether there are any different movements that could have been used to portray the feeling.
- Repeat the activity now allowing the groups to pick their own feeling.
- **Plenary/Cool down:** Discuss the way that they changed their movements to portray a feeling. For example, to portray angry movements: soft or strong, fast or slow, smooth or jerky?

Differentiation

- To make it easier: Focus on one form of travelling.
- To make it harder, include all body parts and expressions when portraying a feeling.
- To make it harder, demonstrate two contrasting emotions using the same travelling movement. (e.g. skip happily- skip angrily)
- To make it harder, add a further 8 counts of movement

Vocabulary & Questions

- **What** is an emotion? (A feeling or mood.)
- **Which** different feelings can you think of?
- **What** are the qualities of the feeling being portrayed? (Soft/strong, heavy/light, fast/slow.)
- **How** did your group decide which travelling movement suited the feeling/emotion well?
- **How** did you change the way you travelled to portray the feeling?

Learning Points and Success Criteria**Explore**

- Identify a feeling/emotion
- Choose a travelling movement
- Apply qualities to a travelling movement to express a feeling/emotion

Resources, Pictures and Music

DDMIX Kids warm up music

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LESSON OBJECTIVE: Perform a movement phrase that illustrates a feeling.

Lesson Plan

- **Warm up:** *Kids warm up*
- **Introduction Activity:** Tell the children a story that encourages the children to move around the room. Include different travelling movements, adding in feelings or emotions.
- **Main Activity:** Demonstrate a simple phrase involving a travel, jump and a turn, for example:
 - 4 walks – 2 jumps – one turn (each lasting 4 counts)
 - Give the children time to practise this movement phrase
 - Split the class into groups of 3. Each group will choose an emotion/feeling. They must adapt the way that they demonstrate the phrase to suit the feeling/emotion that they chose.
 - Groups perform to the class, allowing them to guess the feeling being portrayed.
- **Plenary/Cool down:** Discuss how groups adapted the movement phrase to suit the feeling, focusing on the movement qualities, gestures and facial expressions. What could they do to make the emotion clearer in the movement?

Differentiation

- To make it easier, use two forms of movement in the phrase
- To make it harder, add more movements to the phrase.
- To make it harder, add a change of speed and/or level. Children create their own movement phrase.

Vocabulary & Questions

- **How** can you change the speed of your movements to reflect the emotion/feeling?
- **Which** gestures could you use when performing your dance sequence?
- **Are** there feelings/emotions in which you might move your body in a similar way?
- **Does** everyone in your group know how many counts each movement should last for?
- **Which** facial expression suits your group's emotion?

Learning Points and Success Criteria

- Use movement qualities to portray a feeling
- Travel, jump and a turn
- Use movement qualities to adapt a dance phrase to portray a feeling

Resources, Pictures and Music

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LESSON OBJECTIVE: Change the order of movements to create a dance sequence using contrasting feelings.

Lesson Plan

- **Warm up: Follow the leader**, with the leader using emotions to travel around the room.
- **Introduction Activity:** Recap the dance sequence from the previous lesson. Groups select a contrasting feeling to the original feeling they chose in the last lesson, for example:
 - Happy – Angry
 - Excited – tired
- **Main Activity:** Within their groups from the previous lesson, split into smaller groups or pairs. Using a contrasting emotion, they must create a dance phrase using the same movements as the previous lesson but in a different order. For example:
 - Four walks – two jumps – one turn, could become
 - One turn – two jumps- four walks
- Make sure that the groups adapt the movement qualities to suit the contrasting feelings.
- Children practice, creating two linked sequences, showing contrasting emotions. For example:
 - Happy: Four walks – two jumps – one turn
 - Angry: One turn- two jumps- four walks
- Children perform in small groups
- **Plenary/Cool down:** Discuss how the groups demonstrated a clear contrast between the two feelings they were portraying. Focus on the contrasting movement qualities, gestures and expressions.

Differentiation

- To make it easier, change the order of one movement, for example: add the turn at the beginning and then keep the walks and jumps in the same order.
- To make it harder, add changes of levels to their movements.
- To make it harder, add additional movements.

Vocabulary & Questions

- **Which** feeling is the opposite to the feeling that your group selected in the last lesson?
- **How** can you change your movement to show a change in feeling?
- **Which** types of movement should each phrase include? (Travel, jump and a turn.)
- **What** gestures and/or expressions did groups use to highlight the different feelings they were portraying in their performance?
- **Could** the group's two different emotions be clearer? How?

Learning Points and Success Criteria**Dance sequence**

- Travel, jump and a turn
- Two dance phrases
- 4 count movements

Contrasting movements

- Identify two contrasting feelings
- Identify movement qualities for each feeling/emotion.
- Use gestures and expression during

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LESSON OBJECTIVE: Explore different feelings using music as stimuli. Mirror movements of a partner.

Lesson Plan

- **Warm up: Kids warm up**
- **Introduction Activity: Who's leading who.** Use this activity to encourage focus and concentration on copying movements from other class members.
- **Main Activity:** In a circle, explain that when we listen to music it can cause us to feel an emotion or set a mood. Play a few contrasting pieces of music and discuss how each piece makes them feel/what it makes them think of.
- Allow the children to move their bodies in response to the music.
- For good effect, keep switching between the tracks to allow the children to identify the difference between the way they move their bodies to the different tracks.
- Repeat the tracks and discuss how they moved to each piece of music.
- Introduce moving body parts separately, for example: Only move heads, only arms.
- In partners, label the children A and B. A's will lead and B's will mirror. Facing one another, A will pick one body part to move and B must copy how they move that body part. Alternate between the music tracks previously used. Swap roles to give B a chance to lead.
- **Plenary/ Cool down:** Discuss how the children responded to music stimuli and the feelings they experienced. How successful were they in mirroring the movements of their partner, and what helped them to do this effectively? Was it easier to mirror movements from a specific track?

Differentiation

- To make it harder isolate one body part. Use bodies and expressions to convey the feeling/mood.
- To make it harder, create a movement phrase to suit the music
- To make it easier, partner's shadow one another instead of mirroring.
- Move more than one body part at a time.

Vocabulary & Questions

- **To** be able to respond to the music, what must you do first? (Listen.)
- **What** does the music make you think of? What can you imagine it is about? How does it make you feel?
- **How** did the tracks make you move? Would you move the same way to all the tracks?
- **Where** must you stand to mirror your partner?
- **How** can you help your partner to successfully mirror you? (Make movements clear and slow enough to copy.)

Learning Points and Success Criteria**Responding to music**

- Listen to music
- Move body to suit the feeling/mood
- Identify a feeling/mood from music

Mirroring

- Stand facing partner
- Observe partner's movements
- Copy partner's movements

Resources, Pictures and Music

DDMIX Kids warm up music
 Contrasting music, for example:
 Calm: Satie, Gymnopédie
 Happy: James Last, Mexican Hat dance
 Scared: John Williams, Jaws theme
 Dramatic: Vanessa Mae, Storm - Vivaldi

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LESSON OBJECTIVE: Create a dance phrase, using music as the stimulus.

Lesson Plan

- **Warm up: Follow the leader**, using contrasting music (see music suggestions in the resources section)
- In a circle, listen to the music used in the previous lesson. Recap how the music made the children feel and what it makes them think of.
- **Main Activity:** As a class, choose one piece of music as a stimulus for a dance phrase that involves a travelling movement, a jump and a turn. Example track: 'Storm'. Talk about the types of movement qualities that you would associate with the music. (strong, sharp, sudden, jagged).
 - As a class, pick a travelling movement to cover 8 counts, e.g. crawling for 8 counts
 - Ask children to create their own still position to link the next movement, e.g. Freeze with hand in the air for 8 counts
 E.g. Sequence currently: Crawling – Freeze: both for 8 counts each.
 - Add a jump and a turn. Make sure there is stillness in between each movement.
 - After adding each new set of 8 counts (travel, stillness, turn, stillness etc.). Practice with the music.
- **Plenary/Cool down:** Discuss the different elements used to create their dance

Differentiation

- To make it easier, focus on the quality of the movement and moving to the beat.
- To make it easier, repeat the same still position.
- To make it harder, divide into smaller groups choosing their own movements. Focus on expression and performance.

Vocabulary & Questions

- **What** does the music make you think of? What can you imagine it is about? How does it make you feel?
- **What** movements would suit the music?
- **How** many counts does each movement last for?
- **How** can we show a feeling/mood through stillness? (Body language, facial expression.)
- **When** practising as a class or group, how can you ensure everyone knows what the dance is? (Ask questions, swap lines/spaces, help one another.)

Learning Points and Success Criteria
Character

- Travel, jump, turn
- Use of 8 counts
- Use appropriate movement qualities

Resources, Pictures and Music

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LESSON OBJECTIVE: Adapt a dance sequence to communicate a mood or feeling.

Lesson Plan

- **Warm up: Kids warm up**
- **Introduction Activity: Shapes.** Play the game calling out travelling movements with an associated feeling.
- Groups /class recap their dance sequences from the previous lesson.
- **Main Activity:** Play a contrasting piece of music. If 'Storm' was used during the previous lesson, use a slow, calm track, e.g. 'Gymnopédie'.
- Discuss: Talk about the contrasting feelings/emotions this piece of music makes the children experience/think of.
- Ask the children to keep the same movements as the last lesson, but now they must adapt the way that they demonstrate them to fit the mood and music.
- Give the children time to practise.
- If working as a class, divide class into groups to perform their sequence to one another.
- **Plenary/Cool down:** Discuss which movements needed to be altered more than others? Why? Discuss the contrasting movement qualities used during the phrase to emphasis the different moods/feelings. Focus on how the same movement was performed differently when portraying a different feeling.

Differentiation

- To make it easier, repeat the same still position and reduce the number of movements in the dance sequence.
- To make it harder, add a beginning/end to the phrase.

Vocabulary & Questions

- **What** does the music make you think of? Do you share the same ideas as others?
- **Do** some emotions need more energy through movement than others? Why?
- **How** can we change the speed and energy of our movements to suit the change in feeling? (E.g. Speed up to show excitement, use powerful arms to show anger.)
- **Were** the groups able to use gestures and/or facial expressions to convey their feeling?
- **Can** you think of how the other group/s could improve?

Learning Points and Success Criteria**Adapt dance phrase**

- Identify movement sequence (travel, stillness, jump, stillness, turn, stillness)
- Identify contrasting mood/feeling
- Change movements to suit contrasting feeling/mood

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