

**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:** Understand the importance of warming up the body. Create a warm-up sequence.

**Lesson Plan**

- Discuss the importance of warming up and why warm ups should start each lesson.
- Ask the children to feel their pulse and describe how it feels (fast/slow, strong/weak)
- **Warm up: Kids warm up** – High intensity
- Ask the children to feel their pulse again and describe how it feels now (fast/slow, strong/weak)
- **Main Activity:** What types of movement can help us warm up? (e.g. waking up each part of the body, a movement which makes us hot and some stretching). Children suggest movements to wake up each part of the body. Using music repeat each movement 8 times.
- Split the children into four groups and give each group a section of the warm up (Waking up body parts; Getting hot; Stretching arms and side of the body; Stretching legs).
- Children to repeat each movement for 8 counts (stretches can be held for 8 counts).
- Practice sections with the music.
- Each group leads their part of the warm up for the rest of the class to follow.
- **Plenary/Cool down:** Discuss why it is important to warm up before starting to dance.

**Differentiation**

- To make it easier, ask the children to put their hand their heart instead of pulse.
- To make it easier, give children movements which they can follow.
- To make it harder, create two parts of the sequence such as getting hot and stretching legs.

**Vocabulary & Questions**

- **Why** is it important to warm up?
- **What** happens to your pulse after exercise? (It beats faster, stronger.)
- **How** do you know when you know when you are ready for activity? (Heart beats faster, body sweating, red face.)
- **Which** parts do you think make up a warm sequence? (Moving each body part, high intensity movements and stretching.)
- **How** is your group going to lead your section of the warm up? Where do you need to stand?

**Learning Points and Success Criteria****Importance of warming up**

- Body and mind ready for activity
- Prevent injury
- Increase heart rate

**Warm up sequence**

- Moving each body part (waking up)
- High energy movements
- Stretching (arms, side of body, legs)

**Resources, Pictures and Music**

DDMIX Kids warm up music

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**LESSON OBJECTIVE:** Explore and Identify a range of actions with levels using a sport theme.

**Lesson Plan**

- **Warm up:** Use music to perform the warm up created by the children in the previous lesson. Each group leads part of their warm up for the rest of the class to follow. Alternatively pick 2 people per section to lead the warm up at the front of the class.
- **Introduction Activity:** Discuss with the class the sports they know and which are their favourite ball sports.
- In a circle ask children to demonstrate actions used in their favourite sports for the other children to guess (e.g. swinging a tennis racket; bouncing a basketball; kicking a football).
- Play **Move master** using sports commands and movements that's the children have chosen together.
- Introduce levels, asking the children what
- **Main Activity:** Choose 4 sports and discuss the actions involved with each.
- For example: Tennis: Moving side on, swinging racket, face forwards ready to receive the ball.
- Explore the levels each movement is performed at. For example, a serve is performed at a high level, reaching down low to hit a ball would be at a low level. Repeat for the four sports.
- Create four stations in the room and place a sport at each of them. Divide the children between the stations. Give the children five minutes at each station to experiment.
- Children demonstrate their moments to the rest of the class. Rotate around stations.
- **Plenary/Cool down:** Discuss the different movements and levels used for each sport.

**Differentiation**

- To make it easier, teacher demonstrations
- To make it harder, demonstrate a ball sport movement for the class to guess.
- To make it easier, help children with movement suggestions.
- To make it harder, start to link movements together at each station (for example, hitting a ball hard in tennis so

**Vocabulary & Questions**

- **What** actions would you associate with (insert sport)?
- **Which** level best describes the movement that you have demonstrated? (High, medium, low.)
- **How** can you move your body to demonstrate the action, so it is clear to the audience?
- **Which** sport and/or level did you group find the most challenging to create movements for?
- **Which** movements that were performed did you find the most interesting?

**Learning Points and Success Criteria**

- Identify sports and actions associated within that sport
- Choose body movements that demonstrate that action (Swing, bend, twist, stretch, rock and balance)
- Identify levels of movement (High, medium, low)

**Resources, Pictures and Music**

DDMIX Kids warm up music  
Sport themed music e.g. Wimbledon championship. Grandstand

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**LESSON OBJECTIVE:** Use sporting activities as stimuli to create a motif.

**Lesson Plan**

- **Warm up:** Use music to perform the warm up created by the children in the lesson 1 of the unit. Ask children to analyse a section of the warm up that they didn't help create. Identify what is good and what could be improved.
- **Introduction Activity: Move Master.** Play game using commands associated with the sports from lesson 2.
- **Main Activity:** In pairs, children pick one of the four sports from lesson 2 to create a motif to represent that sport. The motif should involve three movements (one body action and two movements of a jump, a turn or a travelling movement).  
Example: Football: four runs, a swinging kick and a jump in the air with stretched arms.
- Discuss where partners need to stand in relation to each other for their chosen sport.
- Give children time to practice their motifs.
- Pairs join up into groups of four and show their motifs to one another. Between them, decide on one sport and increase the number of movements to four. Ask the children why they chose that sport.
- Ask the children to use at least two different levels of movement in their motif  
Example: Football: four runs on the spot, a swinging kick at low level that turns around into a jump in the air with stretched  
  - arms at a high level.
  - Practice the motif and present the motif to the rest of the class.
- **Plenary/Cool down:** Discuss the different movements, actions and levels used by the groups.

**Differentiation**

- To make it easier, give children movement ideas associated with the different sports
- To make it harder, motif to have four movements, focusing on adding levels.
- To make it harder, use a different level for each movement.

**Vocabulary & Questions**

- **Why** is it important to warm up?
- **What** actions are performed in your chosen sport? (Bouncing, kicking, throwing, swinging.)
- **What** type of movement/s could you include within your group's motif? (Jump, travel, turn.)
- **Which** level/s are your movements performed at? (High, medium, low.)
- **How** will you decide fairly on which sport and movements to use in your group? Why is it important to listen to each other and decide as a group?

**Learning Points and Success Criteria****Create a motif**

- Identify body action/s
- Identify movement/s (Jump, travel, turn)
- Use of levels

**Resources, Pictures and Music**

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**LESSON OBJECTIVE:** Create and perform a motif to music with a partner.

**Lesson Plan**

- **Warm up:** Use music to perform the warm up created by the children in the lesson 1 of the unit. Groups lead the part of the warm up they were asked to observe in lesson 3.
- Recap the motifs that the children created in their groups in lesson 3.
- **Introduction Activity:** Ask the children to name sports which involve a stick shaped object. Ask them to demonstrate actions associated with the sport that they have just names, for example, swinging a golf club or throwing a javelin. Repeat using different sports (e.g. hockey, baseball, cricket, rowing). Option to play *Shapes* using these action commands
- **Main Activity:** Choose four sports and discuss the actions involved with each.
- Example: Rowing: Pulling, leaning, pushing. What level are all these performed at?
- Play a track that has a steady beat (e.g. DDMIX 1980'S Audio or other sport related music). Encourage the children to clap along to the music to demonstrate 8 counts.
- In pairs, children pick one sport to create a motif that lasts for 8 counts/beats of the music.  
Demonstrate an example: Baseball:  
Rock side to side for 2 counts  
Swing for 2 counts  
Turn around for 2 counts  
Crouch down to the ground for 2 counts
- Pairs must think about where they are stood as partners, and the levels used.
- Allow the children to practise their 8-count motif to the music.
- Demonstrate their motif to another group.
- **Plenary/Cool down:** Discuss the different movements, actions and levels used by the groups

**Differentiation**

- To make it easier, show children pictures or videos of different sports that use stick shaped objects
- To make it easier, show video clips of various sports or pictures.
- To make it harder, add a level to each movement and include direction in the motif.

**Vocabulary & Questions**

- **What** actions are performed in your chosen sport? (Pulling, throwing, reaching, swinging.)
- **How** many counts should your motif last for?
- **How** can you exaggerate the use of levels in your motif? (Bend your knees more, stretch your arms, jump higher.)
- **Why** is it important to listen to your partner's ideas? (So that you work together and make joint decisions.)
- **How** can you work well with your partner?

**Learning Points and Success Criteria****Perform motif**

- Create an 8-count motif
- Use of different levels
- Work with a partner

**Work with a partner**

- Listen to each other's ideas
- Make joint decisions
- Positive communication and encouragement

**Resources, Pictures and Music**

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**OVERALL UNIT LEARNING OBJECTIVES:**

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**LESSON OBJECTIVE:** Create a beginning to a dance sequence that uses simple canon.

**Lesson Plan**

- **Warm up:** Use music to perform the warm up created by the children in the lesson 1 of the unit. Children to lead on a different part of the warm up for the class to follow.
- Give the children time to recap their dance motif from lesson 4.
- **Introduction Activity:** As pairs to join with another pair to combine their motifs, creating a 16-count dance sequence. Where possible, pair groups that have developed a motif in the same sport. Allow time to practise.
- **Main Activity:** Explain that during the year there are many sports competitions that have ceremonies to start and finish the competition, for example the Olympics. At the Olympics, there is an opening ceremony to allow all the competitors to enter the stadium.
- Using this idea (or your own chosen theme), explain to the children that they will be creating a beginning to their own dance using a simple canon (movement phrase repeated by dancers by dancers one after another).
- Demonstrate a simple canon using one groups:
  - 1) Dancer 1 performs 8 marches and stops
  - 2) Dancer 2 performs 8 marches and stops next to Dancer 1
  - 3) Dancer 3 performs 8 marches and stops next to Dancer 2
  - 4) Dancer 4 performs 8 marches and stops next to Dancer 3
- In their groups, children practice this beginning using the music track from lesson 4.
- Groups create a still position to represent their sport. This is performed after the simple canon.
- Give the groups time to practice their entrances and still positions.
- Groups add their motif to the sequence and practice.
- Groups perform their dance sequences (simple canon, still position, motif) to another group.
- **Plenary/Cool down:** Discuss how successful groups were in using a simple canon in their beginning, and also representing the sport in their motif.

**Differentiation**

- To make it easier, repeat an 8-count motif to create 16 counts.
- To make it harder, combine two different sports in the 16-count motif.
- To make it harder, groups create their own travelling movement in their canon to represent their chosen sport (e.g. rowing for 8 counts to their starting position).
- To make it harder, create an end still position to the sequence.

**Vocabulary & Questions**

- **Why** is it important to have a clear beginning in a dance? (So that the audience are aware it is about to begin.)
- **How** can you use your body to make your motif clearer to the audience? (Bend knees, stretch arms to show levels.)
- **In** a canon, when should the next dancer start their movement? (After the dancer before them has completed their 8-count movement.)
- **What** should the remaining dancers in your group do whilst one is performing in the simple canon? (Remain still.)
- **Why** is it important to give your full energy and focus?

**Learning Points and Success Criteria****Dance sequence**

- Simple canon beginning
- Still positions
- Motif

**Simple canon**

- Set an order for each dancer to perform
- Dancers not performing remain still while group member performs
- Movement is danced in succession

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**LESSON OBJECTIVE:** Create and perform a dance sequence with a clear beginning, middle and end.

**Lesson Plan**

- **Warm up:** Use music to perform the warm up created by the children in the lesson 1 of the unit. Groups lead the final part that they have yet to lead.
- Groups practice their dance sequences from lesson 5 (simple canon, still position, motif)
- **Introduction Activity: Move Master.** Play using commands to represent celebration (e.g. arms stretched out in celebration, bowing to receive their medal, clapping to applaud the winner, jumping up in excitement).
- **Main Activity:** Ask the children to pick a movement to end their sequence to last for 8 counts. (e.g. To represent the end of their sports competition).
- Groups practice their dance sequence (simple canon, still position, motif, ending movement).
- Children perform their dance sequences for the whole class to watch.
- They have the option to add an additional canon at the end to leave the performance space (e.g. leaving the sport competition /ceremony to that it has ended, leaving the space empty). Where did they begin their sequences? Recap their number orders for the canon from session 4.
- Starting with dancer number 4,
  - Dancer 4 performs 8 marches and stops at the side where they began the whole dance sequence.
  - Dancer 3 performs 8 marches and stops next to Dancer 4
  - Dancer 2 performs 8 marches and stops next to Dancer 3
  - Dancer 1 performs 8 marches and stops next to Dancer 2
- Allow the groups to practise their finished dance sequence.
- Children perform their dance sequences to the whole class to watch
- **Plenary/Cool down:** Discuss how well the groups did in:
  - Creating a dance sequence (beginning, middle and end)
  - Using simple canon
  - Using actions to represent the sport they chose

**Differentiation**

- To make it easier, create a still position to end for 8 counts.
  - To make it harder, add a simple canon to the end movement.
- Groups can create their own travelling movement for their simple canon. They can discuss improvements that could be made to the dance sequences, canon and actions that the groups chose.

**Vocabulary & Questions**

- **How** many counts does the end movement need to be?
- **Why** does a dance need an ending? (To give the audience a sign that the piece has finished.)
- **What** should the dance sequence include? How well did the groups show this?
- **How** can you stay active and engaged even when its your turn to be still? (Hold a position, stay alert and use expression.)
- **On** reflection, would your group change any parts of your dance? If so, why?

**Learning Points and Success Criteria****Dance sequence**

- Beginning (Simple canon, still positions)
- Middle motif
- End (8-count movement)

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