

**OVERALL UNIT LEARNING OBJECTIVES:**

In this unit children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups. As they work, they develop an awareness of the historical and cultural origins of different dances.

**LESSON OBJECTIVE:** Move to a beat or rhythm, using basic actions.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Follow the leader.*** With the teacher initially modelling, play the game moving around the room to the rhythm of the music.
- **Copying activity:** In a circle, teacher claps four beats and children copy. Progress to adding in replacements.
  - Clap 4 beats (1,2,3,4) – children repeat
  - Replace beat 2 with a click: 1, CLICK, 3, 4 – children repeat
  - Replace beat 3 with a bend: 1, CLICK, BEND, 4 – children repeat
  - Replace beat 4 with a jump: 1 CLICK, BEND, JUMP – children repeat
- Using a hand drum, beat out a simple rhythm of your choice. Children move around the room whilst demonstrating different movements that are called out (hopping, walking, jogging, skipping).
- **Main Activity:** Group work: In groups of three, children create their own sequence to include two movements to a rhythm of four counts (e.g. run, run, hop, hop, repeat). Teacher clap/beat the rhythm of 4 counts.
- Groups show their sequence to another group
- Discuss: What did the group do well in their performance? What can be improved?
- Allow the children to apply those improvements and perform to the class.
- **Plenary:** Children discuss if they were able to apply the improvements suggested by their peers. Were they able to move to the beat?
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, use one movement to the beat of 4 counts to enable children to focus on moving to the beat (e.g. bend, bend, bend, bend)
- To make it harder, make the rhythm faster/more complicated.
- To make it harder, add in a hand/arm gesture during their movements.
- To make it harder, change the type of movements i.e. use only upper body movements/only lower body movements.

**Vocabulary & Questions**

- **How** can you show the beat of the music using different parts of your body? (Different ways of moving at the same time as the beat).
- **How** were you able to keep the count of 4 in the rhythm? (By replacing the clap on each beat with another movement using our bodies. Click, bend and jump).
- **Which** movements were easy/hard to fit with the rhythm?
- **In** your group, how did you decide which movements to use in your sequence?
- **What** did you enjoy about each group's performance?

**Learning Points and Success Criteria****Movement to a beat or rhythm**

- Create movement to a rhythm of 4 counts
- Clap to the beat
- Move to the beat

**Resources, Pictures and Music**

- DDMIX Warm up music
- Current chart music (radio edit versions)
- DDMIX Warm down music

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**LESSON OBJECTIVE:** To be able to move to a rhythmic pattern. Perform the key movements of the DDMIX African dance.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Play some African music to the children. Children to walk around the room, tapping their bodies (trunk, legs) to the rhythmic patterns of the music.
- Discuss what they noticed about the sound and style of the music.
- Play the DDMIX African audio the children.
- **Main Activity:** Model the four key DDMIX African movements one at a time, allowing the children to copy and practise before moving on.
  - Box step
  - Toe touch
  - Arm circle stretches
  - Beyoncé
- 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. Repeat with another key movement so that all movements have been demonstrated.
- **Plenary:** Discuss as a class if they succeeded in the task of moving to the beat. How can they improve?
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, just move feet to the rhythm.
- To make it harder, add arms to the box step and add arms to the toe touches.
- To make it harder, turn the Beyoncé and the toe touches.

**Vocabulary & Questions**

- **Before** moving to a rhythmic pattern, what should you do? (Listen to the repetitive sound, connect with the rhythm).
- **When** should you move to the music? At the same time as the drums, following the pattern of the rhythm.
- **Which** parts of the body can you use to demonstrate the rhythm pattern? (E.g. Hands and feet).
- **How** many counts does each African key movement last for?
- **What** helpful tips could we use to improve the performance of each African key movement?

**Learning Points and Success Criteria****Move to a rhythmic pattern**

- Listen to repeated rhythm
- Move on beat
- Demonstrate the rhythm pattern using hands/feet

**DDMIX African key movements**

- Box step
- Toe touches
- Arm circle stretches
- Beyoncé

**Resources, Pictures and Music**

DDMIX Warm up music  
African Music, e.g. Beat the drum – Experience African music, West African drum music – Drums of the World  
DDMIX key movement cards  
DDMIX Warm down music

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**LESSON OBJECTIVE:** Link the key movements to form the DDMIX African dance sequence.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Move Master*:** Play allowing children to come up with movements using African style dance actions of their own.
- Recap the four DDMIX key African movements through pupil demonstration. Practise as a class.
- **Main Activity:** Ask the children how they may link these movements together to form a dance.
- Children practise each key movement to the count of 8 and experiment linking different movements.
- In pairs, discuss what was successful and what could be improved while linking the movements. Which order of movements (sequence) worked well? Which movements were harder to link?
- Link the movements together as a class to create the DDMIX African sequence.
- In groups, allow the children time to practise.
- Perform the dance in two halves.
- **Plenary:** Discuss what the children liked about the other groups performances? Were they all dancing to the beat?
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, move to the beat with feet **or** arms.
- To make it harder, add a knee lift to the toe touches. Add a turn to the toe touches.
- To make it easier, link two movements together or immediately follow the order of the DDMIX dance.
- To make it harder, link 3 or 4 movements together and create their own order of movements.

**Vocabulary & Questions**

- **What** are the four key movements for the DDMIX African dance? How many counts does each movement last?
- **In** your pair, how did you decide to order the 4 movements?
- **What** is the order of the key movements in the DDMIX African dance? How can you link the movements?
- **How** much energy do you need to perform all of the African movements?
- **What** did the group who performed do well? Did they succeed in linking the African key movements together?

**Learning Points and Success Criteria****Linking key movements**

- Identify key movements
- Put the movements in an order (sequence)
- Perform each key movement (using the count of 8 beats)
- Ensure each movement follows on from the previous movement (links)

**Resources, Pictures and Music**

- DDMIX Warm up music
- African Music, e.g. Beat the drum – Experience African music, West African drum music – Drums of the World
- DDMIX key movement cards
- DDMIX Warm down music

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**LESSON OBJECTIVE:** To work with a partner to create a short dance phrase using the rhythmic pattern of an African dance.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Move Master*:** Play allowing children to come up with movements using African style dance actions of their own.
- Recap the dance from the previous lesson.
- **Main Activity:** In pairs, create their own 8 count dance phrase to the beat. E.g. This can be 2 movements repeated for a total of 8 counts clap, clap, stamp, stamp, repeated twice.
- Allow time for the children to practise in their pairs.
- Partners join up with another pair to demonstrate their movement phrases to one another. Ask children to feedback on how the movements are performed in time with the rhythmic pattern.
- Children apply suggested improvements to their sequences.
- Children perform to a different group for peer assessment. Did they succeed in making improvements? Did this group advise different ideas for improvement?
- **Plenary:** Discuss as a class elements of the phrase that were performed well and areas for improvement.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, focus on two simple movements demonstrated for 4 counts each.
- To make it harder, create a 16-count phrase.
- To make it harder add turns and pauses to own dance phrase.

**Vocabulary & Questions**

- **Do** your movements in your sequence fit 8 counts?
- **Have** you practiced your 8 count sequence continually? Why is it important to keep practicing?
- **Which** movements could you adapt to improve your performance?
- **Why** is it important to listen to your partner's ideas?
- **How** can you help each other improve your performance?

**Learning Points and Success Criteria****Dance phrase**

- Create movements
- Movements fit 8 counts
- Move on the beat

**Partner work**

- Share and listen to each other's ideas
- Communicate
- Identify positive elements and areas of improvement

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**LESSON OBJECTIVE:** Work in groups to combine African inspired dance phrases.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Play the DDMIX African dance Audio to give children a reminder of the African style.
- Children recap their own movement phrase (of 8 counts) from the previous lesson. Remind the groups to make sure their movements are performed to the beat.
- **Main Activity:** Each pair must join another pair. Children will teach 8 count phrases to pairs to form a 16 count sequence.
- The groups must now work together to adapt their movements so that they link together smoothly to create a new 16 count dance sequence.
- Practise the adapted sequence.
- Children feedback on their own groups, identifying both strengths and areas of development.
- Children take time to make improvements to their new African dance.
- Children perform their sequences all together.
- **Plenary:** Discuss in groups whether all members are moving to the beat and if their phrases are linked together smoothly.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, repeat the original 8 counts twice, staying in their original pair or repeat 8 counts in a group of four.
- To make it harder, extend 16 counts to 32.
- To make it harder, use all four key movements

**Vocabulary & Questions**

- **What** is the best way for each group to teach their 8-count sequence?
- **Were** there any movements which did not fit to the rhythm of the music?
- **How** can you alter the movements to link the two movement phrases together?
- **Did** you maintain your energy for the whole 16 count dance sequence?
- **Why** is it important to listen to everyone's feedback in your group?

**Learning Points and Success Criteria****African inspired dance**

- Key African movements
- Sequence of movements (for 16 counts)
- Link dance phrases

**Group work**

- Communicate
- Positive
- Areas of improvement

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**LESSON OBJECTIVE:** Perform, watch and evaluate a dance sequence, providing constructive feedback.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Children recap the original DDMIX African dance sequence.
- **Main Activity:** In their groups from the previous lesson, children link the DDMIX African dance to their own 16 counts (this can replace the breather step).
- Give children time to practise in their groups.
- Perform and feedback: Each group is paired with another group. One group performs their sequence. The other group provides feedback, including one improvement that they would make to the sequence explaining the reason behind it. Swap roles.
- Practise in their original groups, applying improvements to refine their sequence.
- Children return to paired groups to perform their sequences with the improvements made.
- Feedback: Observation group feedback to the performance group on their improved dances. Swap over.
- **Plenary:** Discuss: Children explain what they asked groups to change and justify why they asked for those particular changes.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, link 8 counts and repeat to create 16 counts.
- To make it easier, use all four key movements.
- To make it harder, add the knee lift to the toe touches.
- To make it harder, add a turn to the toe touches.

**Vocabulary & Questions**

- **How** will you link the DDMIX African Dance to your group's movement phrase?
- **What** do you need to be aware of when dancing as a group?
- **Which** movement/s did the group performing use?
- **What** could they improve to make the performance better? Why would this improve the performance?
- **How** do you feel both physically and mentally after performing the whole DDMIX African dance and your movement sequence together, several times over?

**Learning Points and Success Criteria****Performance**

- Sequence and links
- Awareness of group members
- Move to the beat

**Feedback**

- Observe carefully
- Identify strengths
- Identify improvements

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