

**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:** To be able to identify dynamics in music and apply the appropriate movement.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** in a circle, play a selection of different music (e.g. Prokofiev – Dance of the Knights, Romeo and Juliet; Grieg- Morning mood, Peer Gynt; Johann Strauss II- Pizzicato Polka; Electrohouse – Technotrend). Introduce the concept of dynamics. The speed, energy and flow of the music.
- Pick 6/7 children to move their bodies in the circle to the music. Change between tracks whilst children move.  
Children discuss the different types of music and how they saw their peers move.  
Repeat with a different set of children in the circle. Encourage children to move/isolate parts of their body (e.g. just moving their hands, head, feet).
- **Main Activity:** Model simple movements for the children. Do not add any specific qualities to the movement of the arms and legs. Each movement will last 4 counts. See ideas below.
  1. Bend, transfer weight onto the left leg and stretch right leg out to the side. (Bend on count one, stretch on count two). Repeat to the right (bend on count 1, stretch on count 2)
  2. Repeat, adding arms moving from side to side. I.e. arms move to the left when the weight is on the left leg. Move the arms to the right when the weight is transferred onto the right leg.
  3. Step to the side, feet together and step to the side – In 2 counts (step together step on counts 1- and -2) Repeat.
  4. Four walks on the spot.
- Play one of the pieces of music e.g. Romeo and Juliet and ask the children to adapt the movements to fit with the dynamics of the music.
- Choose a contrasting track e.g. Peer Gynt. Children must now adapt the same movements to fit in with the dynamics of the music.
- **Plenary:** Discuss how the children changed their movements for each piece of music, identifying how they altered the dynamics of their movements.

**Differentiation**

- To make it easier, focus on one dynamic element, e.g. just speed.
- To make it harder, children incorporate all three dynamic elements when performing.

**Vocabulary & Questions**

- **Why** does this piece of music make you want to move in that way?
- **How** would you describe the speed/energy/flow of the piece of music?
- **How** did you show the different dynamics of each piece of music with your body?
- **How** did the class work together to react to the changes in music and dynamics safely? (Space, timing, and direction).
- **How** did you feel physically after performing the sequence after each piece of music?

**Learning Points and Success Criteria**
**Dynamics**

- Speed: Slow or fast
- Energy: strong or soft
- Flow: smooth or jagged
- Demonstrate contrasting movement qualities appropriate to the movement

**Resources, Pictures and Music**

DDMIX Warm up music  
 Contrasting music e.g. Electrohouse – Technotrend, Morning Mood (Peer Gynt)– Grieg, Pizzicato Polka – Johann Strauss II, Romeo and Juliet Dance of the knights – Prokofiev, 1812 overture – Tchaikovsky.  
 DDMIX Warm down music

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**LESSON OBJECTIVE:** In response to visual stimuli, create a movement phrase using dynamics.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Play the different pieces of music from the previous lesson and encourage children to move/respond to it.
- In pairs, children discuss the differences in the dynamics and how they altered their own movements as the music changed. Feedback to the class.
- **Main Activity:** Create four stations in the room, each with a different image. These could be: Clouds, fireworks, a giant and a robot. Discuss with the children the dynamics that they would associate with each image.
- Split children between the stations and thinking about dynamics, allow them to spend two minutes improvising movements that they would associate with each image.
- Partner Work: Give each group an image that they are going to focus on. Working in pairs, the children choose one of two movements that last for 8 counts. Their movements should use dynamics relevant to the image they have been given.
- Combine two pairs to create a sequence lasting 16 counts.
- **Plenary:** Perform to the class who feedback based on the dynamics associated with the image. Could their movements be performed using clearer dynamics? How can this be achieved?

**Differentiation**

- To make it easier, use the Robot image and choose one movement repeated for 8 counts.
- To make it harder, use the fireworks image and create 3 or 4 movements for 16 counts.
- To make it easier, focus on one dynamic.

**Vocabulary & Questions**

- **How** would you change the speed/energy/flow for each image?
- **Which** movements can you use so that you can demonstrate the appropriate dynamics?
- **How** many counts should your movement phrase last for?
- **How** did you decide with your partner/s the movements for your phrase? Do they suit the dynamic given to you?
- **How** can you show respect to the children in your group when they are teaching you their 8 counts? (Listen, pay attention, ask for help kindly).

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

- Apply appropriate dynamics (speed, energy, flow) to movement
- Variety of movement
- Phrase lasts for 8 counts

**Partner work**

- Communicate
- Positive
- Areas of improvement

**Resources, Pictures and Music**

- DDMIX Warm up music
- Contrasting music from Lesson 1
- Picture cards: Clouds, giants, fireworks and robot
- DDMIX Warm down music

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**LESSON OBJECTIVE:** Combine two phrases to create a dance of two parts (binary: AB). Work constructively as part of a group.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Follow the leader:*** Play using contrasting pieces of music from lesson 1. Switch between tracks to allow the leader to adapt and change movements.
- **Recap:** Allow the children to practise the sequences that they developed in the previous lesson.
- **Main Activity:** Explain to the children that they are going to join groups and combine two different sequences to create a dance using binary form. (A dance of two parts).
- Combine groups from the previous lesson. For example, join Clouds with Giants and Robots with fireworks.
- Each group teaches the other group their sequence from the previous lesson. (These can be adapted during the process).
- Groups link their two sequences to create a dance with two parts: A and B. Encourage the children to think about how they can create a clear distinction between the two parts of their performance.
- Groups perform their dances to their peers.
- Encourage peer assessment bases on performances, focusing on the dynamics used; use of two separate dance sequences and the contrast between them.
- **Plenary:** Children discuss in pairs what binary form. Which dynamics did their dance phrases use? Did they have to make any changes to enable their two phrases to link together? How did they work as a group to achieve this?
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, use 8 counts sequences for each part instead of 16
- To make it harder, extend phrases to last for 16 – 32 counts and add more movements.

**Vocabulary & Questions**

- **How** many parts are there in a dance of binary form?
- **What** can you do to emphasise the difference between the two parts? (Clearer dynamics applied to movements.)
- **Why** do we make decisions as a group when working with others?
- **Did** the group perform well together? Did they show a clear contrast in dynamics between the two parts?
- **After** performing a dance of two parts, did you notice anything about your energy levels and stamina?

**Learning Points and Success Criteria**
**Binary**

- Identify/create two different dance sequences (A and B)
- Combine both sequences
- Clear distinction between parts A and B

**Group work**

- Communicate
- Respect other's ideas
- Make decisions as a group

**Resources, Pictures and Music**

- DDMIX Warm up music
- Contrasting music from Lesson 1
- Picture cards: Clouds, giants, fireworks and robot
- DDMIX Warm down music

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**LESSON OBJECTIVE:** Demonstrate the use of dynamics through a Japanese dance.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- Listen to the DDMIX Japanese music. What can you hear? What do you notice about the dynamics of the music?
- **Introduction Activity: *Move Master*:** Play using Japanese dance commands that the children volunteer from hearing the audio.
- **Main Activity:** Model the four key DDMIX Japanese movements one at a time, allowing the children to copy and practise before moving on.
  - Warm up Prayer
  - Swing Drum
  - Cross Lunge
  - Cross Drum
- 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.
- Discuss which movements were the most difficult? Did they succeed in applying the correct dynamics to the movements? What could they improve on?
- Split the class in half. Give each half of the class a key movement to demonstrate to the other class. Repeat with another key movement so that the 4 key movements have been demonstrated.
- **Plenary:** Children discuss how dynamics are used in Japanese dance movements. Feedback to the class.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, focus on hitting the drum on the correct count.
- To make it harder, lean the body back during the drums forward and lift the leg to the back on the cross lunge.
- To make it easier, repeat the cross drums four times.

**Vocabulary & Questions**

- **What** movement ideas inspired by the Japanese music, could you share with your class?
- **Which** dynamics can you identify in Japanese dance?
- **How** can you make the dynamics of Japanese key movements clear? (Straight and strong arms on the drums)
- **Which** movement is simplest to perform with the music? (Warm up prayer.) Why?
- **What** do we need to be aware of when performing these Japanese movements in a group? (Spatial awareness, direction etc).

**Learning Points and Success Criteria****Dynamics in Japanese dance**

- Speed: slow and moderate
- Energy: Strong
- Flow: smooth, with sharp endings

**Japanese key movements**

- Warm up prayer
- Swing drum
- Cross lunge
- Cross drums

**Resources, Pictures and Music**

- DDMIX Warm up music
- DDMIX Japanese music
- DDMIX Japanese key movement cards
- DDMIX Warm down music

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**LESSON OBJECTIVE:** Use shape and formation when performing the key movements of a Japanese dance.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Shapes*:** Play adding in a semi-circle.
- Recap the four key movements from the previous lesson. Use pupils to demonstrate these four key movements while the teacher explains the teaching points (emphasising dynamics).
- Link the movements together to create the DDMIX Japanese dance sequence.
- **Main Activity:** Divide the children into 4 groups. Thinking about *Shapes*, what shape formation can they use to stand as a group whilst they dance to ensure that they can all be seen by the audience and that they have enough space to dance.
- Allow the children time to practise their Japanese dance sequence.
- Groups perform their sequence to another group. Swap over
- **Plenary:** Children feedback on the group that they observed, identifying both strengths and areas of development, focusing on the use of shape, formation and dynamics, Did the groups choose a good group formation?
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, groups to focus on using a linear shape/formation when dancing.
- To make it harder, make a change to their formation during their dance sequence. E.g. change the shape of the formation or swap positioning.

**Vocabulary & Questions**

- **Can** you demonstrate the Japanese movements with the correct use of dynamics?
- **How** could you improve your Japanese movements and show clearer dynamics?
- **Which** shape/s did your group use? Why did you decide to perform your dance using this shape?
- **Did** the group you observed choose an interesting shape? Did they stay in formation whilst performing?
- **Could** your group share any suggestions for improvements?

**Learning Points and Success Criteria****Japanese dance**

- DDMIX Japanese key movements
- Use appropriate dynamics (speed, energy, flow)
- Shape/formation of the group

**Resources, Pictures and Music**

- DDMIX Warm up music
- DDMIX Japanese music
- DDMIX Japanese key movement cards
- DDMIX Warm down music

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**LESSON OBJECTIVE:** Create a beginning and an end to the DDMIX Japanese dance. Work constructively in groups.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Follow the leader:*** Play to help recap dynamic contrasts.
- Discuss how important it is to have a beginning and an end to a dance. (So that the audience know that the performance is about to begin, and when it has finished.)
- **Main Activity:** Beginning: In small groups, children use the Japanese theme to create a still pose to begin their dance. Ask the children to think about their shape and formation from the previous lesson.
- Recap the Japanese dance from the previous lesson, giving the children time to practise.
- Ending: Children create a still position to end their dance, again thinking about their group shape and formation.
- **Plenary:** Encourage peer assessment based on the performance. Assign each group another group to look at. Peer questions:
  - Did the children succeed in creating an appropriate beginning, and end position for the Japanese dance?
  - Did they perform the movements to the correct counts?
  - Are there any improvements to suggest which will help them for the future?

**Differentiation**

- To make it easier, show examples/images of different bigger beginnings and endings.
- To make it harder, work on expressive performance.
- To make it harder, add an entrance (running to their beginning spots before the group pose) and an exit.

**Vocabulary & Questions**

- **How** can you make the dynamics of Japanese dance clear?
- **How** much energy do you need to perform the Japanese dance?
- **What** is the best way for your group to rehearse and involve everyone?
- **Which** beginning and ending position worked well and why?
- **Can** you suggest improvements and explain how it would make the performance better?

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

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

**Feedback**

- Observe carefully
- Identify strengths
- Identify improvements

**Resources, Pictures and Music**

- DDMIX Warm up music
- DDMIX Japanese music
- DDMIX Japanese key movement cards
- DDMIX Warm down music