

OVERALL UNIT LEARNING OBJECTIVES:

In this unit children learn different styles of dance and focus on dancing with other people., They create, perform and watch dances in a range of styles working with partners and groups. In dance, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.

LESSON OBJECTIVE: To learn the key movements of the DDMIX Disco dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Play the children the DDMIX audio track or a Disco themed video clip, e.g. 'You should be dancing' clip from Saturday Night Fever.
- Discuss what they saw? What dance style? Dynamics? What number on the scale (1-10) were the movements performed at?
- **Introduction Activity:** Shapes. Play using disco inspired movements suggested by the children.
- **Main Activity:** Model the 4 key DDMIX Disco movements one at a time, allowing children to copy and practice before moving on.
- 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 half. Repeat with another key movement so that all movements have been demonstrated. Focus on the size/scale of the movements. Experiment demonstrating movements at lower numbers down the scale to emphasise the importance of using big movements (at number10).
- **Plenary:** Children discuss dynamics of the Disco key movements and self-reflect on which movements that they found easy and movement that could be improved. Reflect on one improvement for next week.

Differentiation

- To make it easier, do not add hips to the box step.
- To make it easier, step together step on the grapevine instead of taking the foot behind.
- To make it harder, add steps forward and backward on the John T.
- To make it harder, add a turn to the grapevine.

Vocabulary & Questions

- **What** type of movements can you think of to suit the disco dance style?
- **Which** dynamics were applied to the 4 key movements? (Strong, sharp, free, controlled, poised, precise, animated).
- **How** big are the DDMIX Disco key movements? How can you ensure you are performing the movements on a big scale? (Stretch arms, big steps).
- **What** do you need to be aware of when performing these movements in a group?
- **What** improvements could you give yourself?

Learning Points and Success Criteria**Disco dynamics**

- Speed: Moderate
- Energy: Sharp
- Flow: Jerky and Continuous

DDMIX Disco Key movements

- Box step
- Roll
- John T.
- Grapevine

Resources, Pictures and Music

- DDMIX Warm up music
- Disco video clip e.g. 'You should be dancing – Saturday Night Fever
- Disco up tempo music e.g. Boogie Wonderland – Earth, Wind and fire. DDMIX Disco music
- DDMIX Disco resource cards
- DDMIX Warm down music

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LESSON OBJECTIVE: Explore simple canon using disco movements.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Canon game.** Play to introduce simple canon
- Recap the four key movements of the DDMIX Disco dance. Teacher plays music whilst children demonstrate.
- Link the key movements to form a dance. Give children time to practice.
- **Main Activity:** Split the children into groups of four. Ask the children to pick one key movement and apply a simple canon to it. This can be done by numbering the children 1- 4 in their groups. E.g. Using the John T;
 - Dancer 1 demonstrates the first John T,
 - Followed by Dancer 2
 - Followed by Dancer 3
 - And finally, Dancer 4. This canon is called simple canon. All dancers must remain till whilst each dancer performs.
- Give children time to practice.
- Pair groups together to allow them to watch one another's performance. Feedback on their use of canon: What was successful and what could be improved?
- Allow children to practice again to refine their performance based on their feedback.
- Change groups so that the children perform to a new group.
- **Plenary:** Children discuss what canon is and how they used it in their performances.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it harder, change the order of dancers for the canon
- To make it easier, count each child in and use the box step.
- To make it harder, apply canon to an additional key movement

Vocabulary & Questions

- **What** is the order of key movements in the disco dance?
- **What** is a simple canon? (One movement or phrase which can be performed in succession by dancers in a strict order).
- **How** can you make the simple canon clearer? (Dancers stand still whilst each dancer performs their movement phrase).
- **Which** key movement did your group choose to create a simple canon? Why?
- **Did** the performing group demonstrate a simple canon clearly? How could they improve it?

Learning Points and Success Criteria**Simple canon**

- Set an order for each dancer to perform
- Dancers not performing remain still whilst group members perform
- Movement is danced in succession
- Movement is danced to music

Resources, Pictures and Music

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LESSON OBJECTIVE: Apply cumulative canon and unison to a disco dance.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** *Canon game*. Play game to introduce cumulative canon and unison.
- Recap the dance from the previous lesson. Pupils perform in the same groups.
- **Main Activity:** In their groups, children add cumulative canon to one key movement of their choice. Use pupils to demonstrate an example. Children practise.
- Pair groups together and ask groups to feedback on cumulative canon. What was successful and what could be improved? Where all dancers starting at the correct time/on the correct count?
- Discuss performing un unison. Ask the children to apply cumulative canon and unison to their dance.
- Allow the children to practise. Perform to another group.
- **Plenary:** Children discuss cumulative canon and unison. Focus on whether dancers are performing at the same time when the groups added their canons? Are the dancers working together when they use unison? Are they dancing at the same time?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, count each child in. Repeat box step using cumulative canon.
- To make it harder, add simple and cumulative canons and focus on correct dynamics to all movements.

Vocabulary & Questions

- **What** is the difference between cumulative canon and simple canon?
- **What** is unison?
- **How** could your group include a cumulative canon and unison in your disco dance sequence? Which key movement/s would work well?
- **When** you are still in your dance, how should you wait? (Stand smartly, in a pose etc.)
- **What** did you like about the group's choice of canon/unison? Was it clear?

Learning Points and Success Criteria**Cumulative canon**

- Set an order for each dancer to perform
- Lead dancer performs
- Each dancer joins in until all dancers are dancing together in unison
- All finish together

Unison

- All move at the same time
- All perform to the same beat
- All perform the same movements

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LESSON OBJECTIVE: Create a disco dance sequence inspired by visual stimuli.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Recap the disco dance movements from the previous week,
- **Introduction Activity: *Volume game*.** Play game using disco related movements/key movements.
- **Main Activity:** Set up four stations and place a disco picture at each station. Divide the children between the stations and give groups two minutes to explore movements using the following types of movement: Turns, jumps, movements focusing on their hands, movements focusing on their feet. Rotate until groups have explored with each picture.
- Children pick one movement that they created from each picture. Demonstrate each movement for 8 counts. Allow the children time to practice each movement.
- Link the four created movements to create a 32 count dance phrase. Ask the children to put these in an order and experiment with the order. Which order flows the best?
- Children perform in two halves, staying in their groups. Each group take a turn to perform to the other half of the class. Children watch the groups and comment on what was successful and how sequences could be improved.
- **Plenary:** In groups, children discuss their sequences and how they created and chose and linked the movements for their sequence.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, create two 8 count phrases to repeat.
- To make it harder, combine two/three types of movement such as jump and turn.
- To make it harder add a canon.

Vocabulary & Questions

- **Which** movements did you explore in the stations?
- **How** many counts should each movement last for?
- **Using** the scale of movement, how big are the movements in the disco dance? Does the new sequence show the same scale of movement?
- **How** did your group decide which movements to choose for your sequence? Did everyone share their ideas and thoughts?
- **What** did you enjoy about the other group's performance? Could you suggest any improvements?

Learning Points and Success Criteria**Sequence**

- Establish movements using appropriate dynamics
- Put them in an order
- Link together four movements in 8 count phrases (32 count total)

Group work

- Communicate
- Respect other's ideas
- Positive

Resources, Pictures and Music

DDMIX Warm up music

Disco video clip e.g. 'You should be dancing – Saturday Night Fever

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DDMIX Disco music

DDMIX Disco resource cards

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LESSON OBJECTIVE: Experiment with different levels, direction and group formations in a disco dance sequence.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Recap the disco dance from the previous lesson.
- Discuss what different level are (low, medium, high).
- **Introduction Activity: Levels.** Play game asking the children to hold their own disco inspired positions.
- Give the children time to recap the disco sequences that they created in the previous lesson.
- **Main Activity:** Groups discuss how they could change the formation (shapes), directions and levels used in their sequence.
- Give the children time amend and practice their adapted sequences with the music. Encourage groups to experiment with different adaptations and choosing those that they feel best suit the sequence.
- Perform sequences to another group to allow for peer assessment.
- **Plenary:** Ask children to feedback on their own group sequences as well as others, identifying both strengths and areas of development.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, assist with change of Level and group formation.
- To make it harder, groups change all three choreographic devices during their sequence (level, direction, formation/shape)

Vocabulary & Questions

- **Are** all your movements big and clear? How much energy does this need?
- **What** formations (shapes), levels and directions did you see in the group's performance?
- **How** has your group changed the level and/or direction during the sequence?
- **Can** everybody in the group be seen by the audience in the chosen group formation? Is there space to dance?
- **Can** you identify strengths or improvements in another group's performance that you think could help your group?

Learning Points and Success Criteria**Dance sequence**

- Level (high, medium, low)
- Direction
- Dance in a group formation (shape)

Group work

- Communicate
- Respect other's ideas
- Positive
- Areas of improvement

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LESSON OBJECTIVE: Perform a disco dance sequence combining given and devised movements. Perform and evaluate providing constructive feedback.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** All groups recap their dance sequence from the previous lesson.
- **Main Activity:** Recap the original DDMIX disco dance.
- Discuss how the children could combine the given disco dance with their own devised dance sequence. An example is to remove two key movements from DDMIX disco dance and replace them with their own movements.
- Play the music and give children time to link and adapt their dance in order to combine the two dance sequences.
- Ask children to think about performance and expression. Encourage children to include the choreographic devices used throughout this unit to develop their performances. Groups could use the following: unison, canon, levels, direction, formation.
- Perform sequences to another group. Encourage group feedback, identifying both strengths and areas of improvement.
- Recap dynamics and size of movement, allow children to practise their dance sequence making changes and improvements to ensure the movements and their dynamics are clear.
- **Plenary:** Children perform the whole dance to the rest of the class. Class feedback and evaluate the performances providing areas of strength and areas of improvement.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, by only combining one key movement from the DDMIX Disco dance.
- To make it harder, groups include a wide range of choreographic devices.
- To make it harder, alternate given movements and devised movements in the sequence.
- To make it harder, focus on movement and dynamics of the dance (move sharper, quicker speed, stretching further)

Vocabulary & Questions

- **Where** do you need to stand as a group to enable an easy transition between the two sequences?
- **How** does it feel to perform your disco dance with full energy and using big scale movements?
- **Which** types of choreographic devices were used? Were they effective? Why?
- **What** challenges did your group face when combining the disco dance with your own sequence?
- **How** can the children improve their sequences, focusing on the movement and dynamics?

Learning Points and Success Criteria**Dance**

- Combine two dance sequences
- Disco dance dynamics
- Use of choreographic devices (canon, unison, levels, direction, formation)

Feedback

- Observe
- Evaluate performance against criteria
- Comment on positives and area of improvement

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