

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. During dance as a whole, 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: Learn the key movements of the DDMIX Line dance, identifying and demonstrating the use of dynamics, formation and unison.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Play the DDMIX Line dance audio or the DDMIX Line Dance video clip. Discuss the style and dynamics of the dance that the children observed. What formation are they dancing in?
- **Introduction Activity: *Shapes*.** Play the game using commands which the children associate with the music and genre.
- **Main Activity:** Model the four key movements from the Line Dance, one at a time (Heels with jump, Heels with grapevine, Heels with slide, Step heel out in front).
- 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 the children found 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 a key movement to demonstrate to the other half. Repeat with another key movement so that all movements have been demonstrated.
- **Plenary:** Children discuss dynamics of the Line dance movements. Reflect on one improvement for next week.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, in the Heels with jump perform just one jump out and in instead of two,
- To make it easier, step-together-step instead of step behind for the grapevine,
- To make it easier, focus on one or two key movements only.
- To make it harder, turn the body to the side on the Step heel out in front,
- To make it harder, focus on dance in unison and using arms.

Vocabulary & Questions

- **Where** does line dancing originate from?
- **What** formation do you stand in when line dancing?
- **After** exploring the key movements, what do you notice about the characteristics of each movement?
- **In** a group, how do you dance in unison? (All performing the same movements at the same time.)
- **Which** key movement/s did the group successfully perform showing good use of energy and dynamics?

Learning Points and Success Criteria**Line Dance dynamics**

- Speed: Moderate
- Energy: Strong/sharp
- Flow: Continuous

Line Dance

- Formation – line
- Unison

Key movements

- 4 heels, jump, jump, out
- 4 heels and grapevine
- 4 heels and slide
- Step heel out in front

Resources, Pictures and Music

- DDMIX Warm up music
- Line dance video clip
- Line dance style up tempo music e.g. Kesha - Timber (Radio edit version)
- DDMIX Line dance music
- DDMIX Warm down music

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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 as a whole, 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: Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Shapes.** Play the game using commands which the children associate with the music and genre.
- **Main activity:** Place children in two lines facing one another. Teacher stands behind one line and holds up a key Line dance movement card. Children in the line facing must demonstrate that key movement. The line that cannot see the teacher, must copy/mirror their movements. Continue and swap sides. Explain that this is called 'mirroring'. (You may want to allow a few children to take on the teacher role and demonstrate movements behind one of the lines.
- Link the key movements learnt in the previous lesson to form the Line dance sequence.
- Allow the children time to practise. Develop so children practise in two lines facing one another.
- Discuss 'formation'. Are children in a straight line when mirroring? Are they all moving in the same direction?
- Pair groups to allow them to watch one another and make comments/improvements. Discuss whether movements were clear and in unison? Did they remain in a line?
- Perform to a new group with improvements made.
- **Plenary:** Discuss what mirroring and dancing in unison is. Reflect on one improvement.

Differentiation

- To make it easier, slow down the heels if required (two heels in the time it takes to complete four heels).
- To make it easier, reduce to one jump in and out instead of two.
- To make it harder, focus on the expression, use shoulders and elbows on the heels.

Vocabulary & Questions

- **Do** both lines travel in the same direction or in the opposite direction? (Same direction.)
- **Were** the movements easy to identify and copy when watching the line in front of you?
- **What** do you need to be aware of when dancing in a line? (Space between dancers.)
- **Which** suggestions can you share to help groups stay in line and dance in unison?
- **Why** else is it important to practice the key movements in sequence together in groups? (Muscle memory, stamina).
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Learning Points and Success Criteria**Mirroring**

- Space between dancers
- Dance facing another person
- Dance in a line
- All move in same direction

Unison

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

Resources, Pictures and Music

- DDMIX Warm up music
- Line dance style up tempo music e.g. Kesha - Timber (Radio edit version)
- DDMIX Line dance music
- DDMIX Warm down music

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LESSON OBJECTIVE: Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Recap the key movements from the Line dance.
- Create four stations in the room each with a picture (cowboy hat, cowboy boots, lasso and horse, cactus).
- Divide children between the four stations. Give children two minutes to explore movements that they might associate with each picture (tipping the cowboy hat, clicking cowboy boots, riding horse, moving arms in different shapes of cacti)
- In pairs, ask children to select and perform a movement for their partner to mirror. Swap over.
- **Main Activity:** in pairs, children create a movement phrase of 8 counts using movements they have been exploring.
- Pairs join another pair to make a four. Children show their 8 count phrases to one another. Groups now link their phrases to create 16 counts of movement.
- Link the new sequence to the DDMIX Line dance. (This can replace the 'riding the horse section of the dance.) Perform in lines, keeping groups together.
- Split the class in half. One half watches whilst the other performs. Provide feedback. Swap.
- **Plenary:** Discuss in groups whether the movements linked well to make a sequence. Comment on whether the groups danced in unison, kept the line formation and areas that could be improved
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, use movements that children have already learnt in previous weeks, such as heels.
- To make it harder, replace 'riding horse' section in the line dance with their own line dance sequence,
- To make it harder, create a 16-count phrase (in pairs).

Vocabulary & Questions

- **Which** movements would you associate with the pictures?
- **Which** movements did you choose to link? How did you decide which movements would be most suitable?
- **How** can you adapt your own phrase to link with another group's phrase?
- **Did** you dance in a line for the whole sequence?
- **Which** movements that the group performed, did you find most fun to watch? Are there movements that could be developed?

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

- Create movement ideas from pictures
- Order Line dance movements to create a phrase
- Dance in a line
- Line Dance dynamics

Group work

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

Resources, Pictures and Music

- DDMIX Warm up music
- Line dance style up tempo music e.g. Kesha - Timber (Radio edit version)
- DDMIX Line dance music
- DDMIX Warm down music

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LESSON OBJECTIVE: Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Play the DDMIX Hand jive audio or a video clip of a hand jive.
- Discuss the style of dancing the children are shown. What movements did they notice? What dynamics were applied to the dance movements?
- **Introduction Activity: *Shapes:*** Ask the children to be creative or choose specific movements that they observed to perform to the beat of the music. (Twisting, mash potato, thumbs pointing backwards, slicing hands). Play the game using movement commands that the children have chosen and named.
- **Main Activity:** Model the four key movements from the DDMIX hand jive, one at a time (Kicks and steps, Kicks and grapevine, Hand jive, Twist).
- Create 4 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 the key movements in terms of their difficulty and dynamics. What was successful and what could be improved?
- 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.
- **Plenary:** Discuss the dynamics of a Hand jive. Reflect on one improvement for next week.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, slower kicks (fitting in two lots of kicks and steps instead of four).
- To make it harder, add a hop to the kicks, bring Twist movement forwards and backwards.

Vocabulary & Questions

- **Which** movements would you associate with the pictures?
- **Which** movements did you choose to link? How did you decide which movements would be most suitable?
- **How** can you adapt your own phrase to link with another group's phrase?
- **Did** you dance in a line for the whole sequence?
- **Which** movements that the group performed, did you find most fun to watch? Are there movements that could be developed?

Learning Points and Success Criteria**Hand jive dynamics**

- Speed: fast
- Energy: strong
- Flow: sharp, continuous

Hand jive key movements

- 3 kicks and steps
- 3 kicks and grapevine
- Hand jive
- Twist

Resources, Pictures and Music

- DDMIX Warm up music
- A hand Jive video clip, e.g. Born to hand jive from BBC's Comic relief.
- Rock and roll/ Jive up tempo music e.g. Born to hand jive – Grease soundtrack, Tutti Frutti – Little Richard.
- DDMIX Hand jive music
- DDMIX hand jive key movement cards
- DDMIX Warm down music

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LESSON OBJECTIVE: Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Recap the key movements from the previous lesson.
- Model and link the key movements to form a Hand jive. Give children time to practise linking these movements with the music.
- Arrange the children into a circle and discuss the main characteristics of Hand jive movements. Ask children to demonstrate some examples e.g. mash potato, circle wrist with spare hand under the working arm's elbow).
- **Main Activity:** In pairs. Children create an 8-count hand jive which can be repeated. Ask children to think about choreographic devices such as formation and levels.
- Once children have created their 8 counts, combine pairs to make small groups of four. Pairs perform their 8 count sequences to one another.
- Ask children to comment, focusing on the hand jive dynamics and how groups have used choreographic devices (e.g. formation and levels) in their hand jive phrases.
- **Plenary:** Discuss whether the children succeeded in creating an 8-count Hand jive. Discuss the choreographic devices used and make suggestions for improvements that could be made.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, choose one movement to repeat for 8 counts.
- To make it harder, create a 16-count Hand jive,
- To make it harder, add changes of levels and formation during sequence.

Vocabulary & Questions

- **Which** movements ideas could you use in your own 8 count phrase?
- **Which** choreographic devices could you use in your hand jive sequence with your partner/s?
- **Were** the movements clearly keeping to the rhythm/beat? What were the dancers doing with their feet whilst using their arms? (Are they stationary or moving?)
- **What** worked well in the group's hand jive that you observed?
- **Are** there improvements that you could suggest?

Learning Points and Success Criteria**Hand jive**

- Identify key movements
- Link movements together so that they flow
- Hand Jive dynamics
- Use of choreographic devices (e.g. formation and/or levels)

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

- DDMIX Warm up music
- Rock and roll/ Jive up tempo music e.g. Born to hand jive – Grease soundtrack, Tutti Frutti – Little Richard.
- DDMIX Hand jive music
- DDMIX Warm down music

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LESSON OBJECTIVE: Perform a hand jive sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Recap the 8-count sequences that the children created in the previous session.
- Recap the original DDMIX Hand jive sequence.
- **Main Activity:** Combine the two sequences to create a new Hand jive dance.
- Children who created an 8-count Hand jive repeat their phrase twice. Those with a 16-count Hand jive will perform it once.
- Give children time to practise their new dances.
- Perform in two halves. Assign groups to observe each other's performances.
- Mini Plenary: Children inform their group what was successful and give suggestions for improvement.
- Allow groups time to apply these improvements.
- Let each individual group perform to the rest of the class.
- **Plenary:** Discuss; What makes a good Hand jive?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it harder, 16-counts team up with another team of 16-counts creating a 32-count Hand jive that does not repeat.

Vocabulary & Questions

- **How** will you link the two phrases together (DDMIX Hand Jive dance and your own 16 count hand-jive phrase)?
- **What** do you need to be aware of when dancing as a group?
- **Did** you get the most out of your practice time?
- **Which** movement/s did the group use? Did you recognise any choreographic devices?
- **What** could they improve to make the performance better? Why would this improve the performance?

Learning Points and Success Criteria**Hand jive**

- Link movements
- Use of given and devised movements
- Hand Jive dynamics
- Use of choreographic devices (e.g. formation and/or levels)

Feedback

- Observe
- Evaluate performance against criteria
- Positives and areas of improvement

Resources, Pictures and Music

- DDMIX Warm up music
- Rock and roll/ Jive up tempo music e.g. Born to hand jive – Grease soundtrack, Tutti Frutti – Little Richard.
- DDMIX Hand jive music
- DDMIX Warm down music