

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 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: To learn the key movements of the DDMIX Arabic dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Play the DDMIX Arabic audio.
- **Introduction Activity:** Split the class in half. At the same time, ask one group to explore movements only moving their arms and upper body, and the other group explore moving only their lower body (Hips, legs and feet) to the music. Swap over.
- Discuss the dynamics of the style of music and movements that the children created.
- **Main Activity:** Model the four key Arabic dance movements demonstrating clear dynamics (Arms, Shimmy, Walk like an Egyptian, Arabian).
- Create four stations in the room, each to represent a key movement (use resource cards if required). Divide the children between the stations and give groups two minutes to practice that movement using the music. Rotate until groups have demonstrated all key movements.
- Discuss whether they succeeded in applying the correct dynamics to the 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.
- **Plenary:** Children discuss dynamics of Arabic Dance. Reflect on one improvement for next week.

Differentiation

- To make it easier, demonstrate the Walk like an Egyptian on the spot or take twice as long on the walks.
- To make it harder, move feet with the arms, change arms on one count for Arabian arms.
- To make it harder, use hip circles on the Arabian arms.

Vocabulary & Questions

- **Where** does your group think this music originates from? Why?
- **Do** the dynamics match what you expected from the music?
- **Which** movement was the most difficult? Why?
- **How** can you create smoother arms? (Keep the arms in a strong curved position, lean into the arm that is moving.)
- **Which** key movement did the group performing demonstrate the clearest dynamics with?

Learning Points and Success Criteria**Arabic dance**

- Speed: Slow, fast
- Energy: moderate
- Flow: Jerky and Continuous
- Contrasting movements

Arabic dance Key movements

- Arms
- Shimmy
- Walk like an Egyptian

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Arabic Music
- DDMIX Warm down music

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LESSON OBJECTIVE: To link key movements to form the DDMIX Arabic dance.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Follow the leader.*** Play the game and encourage the use of Arabic inspired dance movements.
- Recap the four key DDMIX Arabic movements.
- **Main Activity:** Link the movements to form an Arabic dance.
- Focus on the contrast between the movements (e.g. the smooth Arabic arms, in contrast to the sharp and strong Shimmy key movement).
- Divide the class into two halves. One half performs whilst the other observes. Are the contrasting dynamics clear? What was successful and what could be improved to emphasise the contrasting dynamics in the movement. Swap roles.
- Give children time to apply improvements. Perform in two halves once again.
- **Plenary:** Children discuss contrasting dynamics and how movements link to form a dance.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, perform one key movement repeatedly.
- To make the Walk like an Egyptian easier, perform on the spot or take twice as long on the walks.
- To make it harder, show clear contrast in the dynamics.
- To make it harder, move feet with the arms
- To make it harder, change arms on one count for Arabian arms and use hip circles.

Vocabulary & Questions

- **How** does it feel to perform all the key movements in sequence? What happens to your energy level?
- **How** did groups link their movements together to create a sense of flow?
- **Which** movements are harder to perform in a group? Why?
- **Which** movements have the most contrasting dynamics?
- **What** did you enjoy about observing the other groups? Were the groups displaying a clear contrast in the movements?

Learning Points and Success Criteria**Linking Arabic dance movements**

- Identify (appropriate dynamics)
- Demonstrate (contrasting dynamics)
- Link (to create flow)

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Arabic Music
- DDMIX Warm down music

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LESSON OBJECTIVE: Choreograph an Arabic dance sequence, focusing on contrasting dynamics

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Shapes.** Play the game encouraging the use of Arabic inspired commands and movements.
- Recap the four key DDMIX Arabic movements.
- **Main Activity:** Create four stations with a dynamic at each one (smooth, jerky, strong, soft). Divide children between the four stations. Give children two minutes to explore movements that they might associate with each dynamic. Visit all stations.
- In groups of 5/6 or their station group, children choose a dynamic and create an 8-count movement phrase to fit with the Arabic music. Allow children time to create their movement phrase.
- Groups choose a contrasting dynamic and create another 8-count phrase, creating a 16-count contrasting sequence.
- Focus on the contrast between the movements (e.g. the smooth Arabic arms, in contrast to the sharp and strong Shimmy key movement).
- Give children time to practise.
- Divide the class into two halves. One half performs whilst the other observes. Are the contrasting dynamics clear? What was successful and what could be improved to emphasise the contrasting dynamics in the movements. Swap roles.
- Give children time to apply improvements. Perform in two halves once again.
- **Plenary:** Children discuss contrasting dynamics and how movements link to form a dance.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, give children some ideas of movements to copy, pick one movement and repeat.
- To make it easier, use DDMIX key movements
- To make it harder, create a 32-count sequence.

Vocabulary & Questions

- **Which** movements would you associate with these dynamics? Why?
- **How** is your body able to adapt to the different dynamics?
- **In** your group, which movements did you choose? How did you decide?
- **Which** dynamic/s did the group choose?
- **How** were you able to identify the dynamic/s?

Learning Points and Success Criteria**Contrasting dynamics in Arabic dance**

- Create movements using a specific dynamic
- Choreograph movement with contrasting dynamics
- Link contrasting dynamic movements to form a sequence

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX dynamic cards
- DDMIX Arabic Music
- DDMIX Warm down music

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LESSON OBJECTIVE: Apply a choreographic device to an Arabic dance sequence.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Canon game.*** Play game, incorporating commands using levels, space and direction.
- Children recap their own Arabic inspired dance sequence from previous lesson.
- **Main Activity:** Discuss choreographic devices (ways of manipulating movements to develop a dance choreography, e.g. canon, unison repetition, changing levels, direction and order of movements).
- In groups, include one of these devices to make at least one change to their dance sequences.
- Children perform to another group for feedback.
- Discuss which choreographic devices were applied to their sequences and identify strengths and areas of possible development.
- Perform to a new group with improvements applied.
- **Plenary:** Children reflect on contrasting dynamics, choreographic devices used and elements of the dance that groups improved over the course of the lesson.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, apply a level or canon to the repeated movement created in the previous session.
- To make it harder use more than one choreographic device during the Arabic dance sequence.
- To make it harder, incorporate more than one choreographic device to a movement.

Vocabulary & Questions

- **What** is a choreographic device? A method to manipulate, change or repeat movements to develop a dance. (E.g. Repetition, canon, retrograde, change of speed, shapes and pathways etc.).
- **Can** you demonstrate some examples?
- **Which** choreographic device would your group like to use and why?
- **How** did the changes improve your sequence?
- **How** can you create a bigger contrast of dynamics within the dance sequence?

Learning Points and Success Criteria**Apply a choreographic device**

- Establish order of key movements to create a sequence
- Identify and select a choreographic device
- Include a choreographic device within the sequence

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX dynamic cards
- DDMIX Arabic Music
- DDMIX Warm down music

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LESSON OBJECTIVE: Create an Arabic dance sequence by linking given and devised movements.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** *Follow the leader.* Play game, encouraging use of Arabic inspired movements to the music.
- Recap their own Arabic inspired dance sequences.
- Recap the original DDMIX Arabic dance.
- **Main Activity:** Children link their devised dance sequence (from the previous lesson) with the DDMIX Arabic dance. (This can replace the last lot of Arabian arms after the last Walk like an Egyptian in the DDMIX Arabic dance.) This can be repeated.
- Allowing for adaptation of movements to link the sequences together, give the children plenty of time to practise.
- Pair up groups and perform their full dances to one another.
- **Plenary:** Discuss in groups:
 - The contrasting dynamics used
 - How the two sequences were linked together
 - Whether the use of choreographic devices was effective
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, teacher assist group/s to link sequences.
- To make it harder, create a beginning and end position for their dance sequence.
- To make it harder, use more than one choreographic device.

Vocabulary & Questions

- **Which** choreographic device/s did your group apply to your sequence last session?
- **Why** is it important to practice your full dance all together as a group?
- **Which** dynamics stand out at different times during the dance?
- **Are** the movements suitable for the Arabic theme? Can they be adapted to suit the style more?
- **Are** there improvements that could be made to make the dynamics and choreographic devices clearer?

Learning Points and Success Criteria**Linking Arabic Dance movements**

- Use clear and contrasting dynamics
- Link movement phrases together
- Use of choreographic device/s

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Arabic Music
- DDMIX Warm down music

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LESSON OBJECTIVE: Perform an Arabic dance using contrasting dynamics and expression.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** In their groups, recap the Arabic dance sequences created in the previous lesson.
- Allow the children time to practise.
- **Main Activity:** Perform in two halves:
 - Allocate groups to watch each other
 - Allow children to give feedback to the group they observed (positives and areas for development)
- Allow groups time to apply these improvements to their dances.
- Let each group perform to the rest of the class.
- **Plenary:** The class feedback to each group, focusing on;
 - The contrasting dynamics used
 - How the two sequences were linked together
 - Whether the use of choreographic devices was effective
 - The use of expression, gesture and scale of movement during their performance
- **Cool down:** DDMIX Warm down

Differentiation

- To make it harder use starting and finishing positions, increase the range and variety of choreographic devices used, use of repetition of movements, complexity of movement used to link sequences, size/scale of movements, dynamics used during the sequence.

Vocabulary & Questions

- **Where** do you need to stand to begin the Arabic sequence? Do you have enough space to perform?
- **How** do you feel physically and mentally before/after performing your group's dance? (Repeat question)
- **How** did the group use expression to engage the audience?
- **Did** the group change the scale of their movements? Was this effective?
- **What** areas of development could you highlight? Why would these improve the dance?

Learning Points and Success Criteria**Arabic Dance**

- Use clear and contrasting dynamics
- Link movement phrases together
- Use of choreographic devices

Expression

- Facial expression
- Gestures
- Scale of movement

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Arabic Music
- DDMIX Warm down music