

OVERALL UNIT LEARNING OBJECTIVES:

In this unit children focus on different characters and visual images as the starting point for composing, performing and watching dance. In dance as a whole, children should 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 Charleston dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Play DDMIX Charleston dance video clip.
- Discuss the style of dancing children observed. Discuss the dynamics of the dance and scale of movement (10). (Option for *Volume Game* using movements inspired from the video clip.
- **Main Activity:** Model the four Charleston Dance key movements (Charleston kick, Push and twist, Charleston basic, Penguin).
- Create four stations in the room, each with a picture to represent a key movement. Give groups two minutes to practise that movement using the music. Rotate until groups have demonstrated all key movements.
- Discuss the difficulty and dynamics of the movements.
- Split the class in half. Give each half of the class a key movement to demonstrate to the other half. Repeat with another key movement so all movements are demonstrated.
- **Plenary:** Discuss dynamics of Charleston dance.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, perform the Charleston basic straight, without a foot swivel.
- To make it easier, hop the penguin movement from foot to foot.
- To make it easier, perform the Charleston basic with a foot swivel.
- To make it harder, turn the penguin.

Vocabulary & Questions

- **How** would you describe the Charleston? (Animated, full of life and exciting.) Where does the Charleston originate from? (USA 1920's)
- **Which** dynamics would you associate with the Charleston?
- **How** large should the movements of the Charleston be?
- **Did** you find it helpful to practice the key movements in groups? Why?
- **What** suggestions could you give to others to help improve their coordination and dynamics of the Charleston key movements?

Learning Points and Success Criteria**Charleston dance dynamics**

- Speed: fast
- Energy: high
- Flow: Continuous, smooth

Charleston dance Key movements

- Charleston kick
- Push and twist
- Charleston basic
- Penguin

Resources, Pictures and Music

DDMIX Warm up music
Up Tempo Charleston music, e.g. The Charleston Kids- Charleston
DDMIX Charleston music
DDMIX Charleston key movement cards
DDMIX Warm down music

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LESSON OBJECTIVE: Link the Charleston key movements to form a sequence. Use expression and scale of movement to show character.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Volume game.** Play game increasing the scale of movements for comic effect. Use emotions with the numbers, e.g. walking happily at number 10.
- **Main Activity:** Recap the DDMIX Charleston Dance key movements with the class.
- As a class, link together the key movements to form the DDMIX Charleston dance.
- Add on the trumpets at the beginning of the dance.
- Give the children time to practise.
- In groups of four, practice the DDMIX Charleston Dance adding expression and ensuring movements are performed at the appropriate scale.
- Pair up groups to watch one another.
- **Plenary:** Groups discuss how well other dancers used expression and scale of movement to show character. Also, discuss use of Charleston Dance dynamics during the sequence
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, repeat two key movements; use of expression, gesture or scale.
- To make it harder, use all three methods of expression (facial, gestures and large scale).

Vocabulary & Questions

- **How** can we link the key movements together to create a sense of flow to the Charleston sequence?
- **How** can you emphasise your movements and character to the audience? (Movements performed at number 10).
- **In** your group, where do you need to stand to be able to perform the movements on a big scale?
- **What** can you do with your face and/or hands to portray a character?
- **Were** the group's movements clear and high in energy?

Learning Points and Success Criteria**Charleston dance dynamics**

- Use scale/size of movement
- Use expression to portray character
- Link movements so that they flow

Expression

- Facial expression
- Gestures
- Scale (large)

Resources, Pictures and Music

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Up Tempo Charleston music, e.g. The Charleston Kids- Charleston
DDMIX Charleston music
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DDMIX Warm down music

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LESSON OBJECTIVE: Perform a Charleston dance, using expression for comic effect.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Main Activity:** Recap the DDMIX Charleston dance. Focus on each key movement, discussing how you could adapt the movements for comic effect using choreographic devices, for example:
 - Change the level of the trumpets so that one of the trumpets is performed on a low level (as though they are dodging being hit in the head by the previous trumpeter)
 - Use a canon for the Charleston kick, the third kick could look like it pushes the fourth dancer over in the line
 - In their groups children practice their dances, and experiment with applying expression and choreographic devices to help create comic effect.
 - Perform dances to a group and allow time for peer assessment and feedback.
 - Groups return to their dances and make changes as they see appropriate.
 - Perform dances to another group and allow time for peer assessment and feedback.
- **Plenary:** Children feedback to the rest of the class on the dances they observed. Focus questioning on how groups used expression and choreographic devices for comic effect.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, focus on one expressive quality.
- To make it harder, groups to use choreographic devices (canon, formation, unison, levels) for comic effect.
- To make it harder, challenge group to tell a narrative during their dance.

Vocabulary & Questions

- **As** a group, which choreographic devices can you use for comic effect?
- **How** can the scale of your movement be used for comic effect?
- **Why** is it important to rehearse with the same energy and enthusiasm as you will need for your performance?
- **Which** dynamics were used during the Charleston Dance performance?
- **Did** groups successfully use a choreographic device? Did you find it interesting? How could it be more effective?

Learning Points and Success Criteria**Charleston dance**

- Dynamics
- Key movements
- Link between key movements

Expression

- Facial expression
- Gestures
- Scale (large)

Resources, Pictures and Music

- DDMIX Warm up music
- Up Tempo Charleston music, e.g. The Charleston Kids- Charleston
- DDMIX Charleston music
- DDMIX Warm down music

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LESSON OBJECTIVE: Learn the key movements of a 1960s dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Listen to DDMIX 1960s audio.
- Discuss how the music makes the children feel and what it makes them think of. Question the children about the types of movements they saw, and the dynamics that they would associate with this genre of music.
- **Main Activity:** Model the four DDMIX 1960s Dance key movements (Pony, Swing arms, Monkey, Funky chicken).
- Create four stations in the room, each with a picture to represent a key movement. Give groups two minutes to practise that movement using the music. Rotate until groups have demonstrated all key movements.
- Discuss the difficulty and dynamics of the movements.
- Split the class in half. Give each half of the class a key movement to demonstrate to the other half. Repeat with another key movement so all movements are demonstrated.
- **Plenary:** Discuss dynamics of 1960s dance and common movement characteristics (plenty of swing actions).
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, use only swim arms on the spot instead of feet on the Pony, Swing arms side to side, without circles.
- To make it harder, use Swing arms with hips, tilt head to side, speed up Monkey arms.

Vocabulary & Questions

- **What** types of movement did you notice? Are there any common characteristics used in more than one of the 1960's dance key movements?
- **Which** dynamics would apply to this genre of dance?
- **How** much energy is needed for each key movement?
- **Which** key movement did your group find the most challenging?
- **Are** there any improvements you could suggest?

Learning Points and Success Criteria**1960s dance dynamics**

- Speed: moderate
- Energy: high
- Flow: continuous

1960s dance key movements

- Pony
- Swing arms
- Monkey
- Funky chicken

Resources, Pictures and Music

- DDMIX Warm up music
- 1960s music, e.g. The Swinging Blue Jeans - Hippy Hippy Shake, Little Richard - Good Golly Miss Molly
- DDMIX 1960s music
- DDMIX Warm down music

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LESSON OBJECTIVE: Link the key movements to form the 1960s dance. Children create a 1960s sequence from auditory stimuli.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Main Activity:** Recap the DDMIX 1960s dance key movements from the previous session.
- Model and link key movements to form the DDMIX 1960s Dance. Give children time to practise.
- Play DDMIX 1960s audio and ask children to discuss and experiment in pairs movements that they would associate with the music. Each movement must be performed for 8 counts.
- Pairs choose one movement to show to another pair. Swap roles.
- In groups of four, children link their two movements together to create a 16-count sequence. Encourage groups to experiment with different ways of linking their two movements together so that they flow one after the other.
- Perform to a group for feedback. Groups to comment on the dynamics and scale of movements used. What could be improved?
- Challenge groups to add in choreographic devices to their 1960s dance sequences.
- Perform to another group taking into consideration feedback received. Swap roles.
- **Plenary/Cool down:** In groups, discuss the dynamics and scale of movement in their 1960s Dance sequence.

Differentiation

- To make it easier, prompt children with some example movements, repeat same movement for 16 counts.
- To make it harder, create a 32-count sequence,
- To make it harder, add in choreographic devices (levels, direction, canon, unison).

Vocabulary & Questions

- **What** movements can you create that complement the music and suit the Charleston style?
- **Where** could you stand as a pair?
- **How** can you adapt the movements to link them together?
- **Which** movement worked best with the music? Why?
- **Are** there alterations the group could make to improve their flow and dynamics of movements?

Learning Points and Success Criteria**1960s dance dynamics**

- Identify key movements
- Apply appropriate dynamics
- Scale of movement

Resources, Pictures and Music

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LESSON OBJECTIVE: Perform a 1960s dance sequence combining both given and devised movements. Evaluate a performance, providing constructive feedback

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Recap devised 1960s sequences from previous session.
- Recap the given DDMIX 1960s dance.
- **Main Activity:** Ask children to experiment and find a way to integrate their devised 1960s dance sequence with the given DDMIX 1960s dance sequence. Allow children time to practise. Encourage groups to include a variety of choreographic devices in their 1960s dance (levels, direction, canon, unison).
- Split class in half. One half performs while the other observes. Ask children to comment on:
 - Dynamics
 - Choreographic devices
 - Linking movements
 - Beginning and ending
- Encourage children to offer suggestions for improvement.
- Allow groups time to practise and apply these improvements.
- Perform: each group performs to the rest of the class.
- **Plenary:** Discuss in groups whether they applied the feedback that was given
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, perform either the given or devised sequence.
- To make it harder, create a clear beginning and end to the performance.
- To make it harder, use a variety of choreographic devices in the performance.

Vocabulary & Questions

- **Are** the dynamics clear? How can you improve?
- **On** a scale of 1-10, how much energy did you use?
- **What** could your group do to your dance to enhance the audience's experience?
- **Which** choreographic device/s did the group that you observed use? Were they effective?
- **When** giving feedback, why is it important to use a set of criteria? (Keep focused and specific.)

Learning Points and Success Criteria**1960s group dance**

- 1960s dance key movements
- 1960s dance dynamics
- Link movements
- 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
- 1960s music, e.g. The Swinging Blue Jeans - Hippy Hippy Shake, Little Richard - Good Golly Miss Molly
- DDMIX 1960s music
- DDMIX Warm down music