

**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 Bollywood dance, demonstrating clear dynamics.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Play DDMIX Bollywood audio Clip.
- Discuss the style of music the children heard. Comment on the dynamics of the music and the types of movements you might use.
- **Main Activity:** Model the four Bollywood key movements, one at a time (Light Bulbs, Limps, Sun worship, Break step).
- Create four stations in the room, placing a picture of a key movement at each of them.
- Divide children between the stations and give groups two minutes to practise the key movement. Rotate.
- Split the class in half. Give each group a key movement to demonstrate to the other half of the class. Repeat so all four key movements are demonstrated.
- **Plenary:** Discuss the Bollywood key movements and the dynamics that were present in the dance. Reflect on one improvement to make for the next session.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, replace the Limp with steps to the side.
- To make it easier, focus on arm movements only,
- To make it harder cross the front leg over in the Light bulbs movement.

**Vocabulary & Questions**

- **Where** does Bollywood dance originate from?
- **What** are the common characteristics and dynamics of Bollywood movements?
- **What** parts of the body are used/featured in the Bollywood style?
- **As** you practice the key movements in your group, how can your group organise itself to avoid collisions?
- **Were** the movements you observed precise and dynamic?

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

- Speed: moderate
- Energy: smooth, sharp
- Flow: Continuous, jerky, contrasting movements

**Bollywood key movements**

- Lightbulbs
- Limps
- Sun worship
- Break step

**Resources, Pictures and Music**

DDMIX Warm up music  
DDMIX Bollywood music  
DDMIX Bollywood key movement cards  
DDMIX Warm down music

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**LESSON OBJECTIVE:** Link the key movements to form the DDMIX Bollywood dance. Give constructive feedback on a performance.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Follow the leader.*** Play game using movements associated with Bollywood.
- **Main Activity:** Recap the Bollywood key movements from the previous session.
- Ask children to experiment linking together the key movements to create a sequence.
- Split class into two groups to perform to one another. While one half performs, the other observes. Ask children to focus on whether the movements were accurate, had clear dynamics and were at the correct size/scale.
- Feedback: Children feedback to one another on the scale of movement and dynamics.
- Split children into smaller groups (five or six). Using the feedback on the previous performance, apply suggested improvements and include at least one choreographic device.
- Each group perform their Bollywood dance sequence in front of the class.
- **Plenary:** Groups feedback on scale of movement, dynamics and choreographic devices
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, use arms only.
- To make it easier, perform and repeat two key movements.
- To make it harder, add arms to the travelling Limps.
- To make it easier, do not add a choreographic device to the dance.
- To make it harder, two or more choreographic devices.

**Vocabulary & Questions**

- **What** are the dynamics of the Bollywood movements? Which movements show contrasting dynamics?
- **How** big should the movements be? Why?
- **What** order of the key movements works well for the Bollywood dance? Why?
- **Which** choreographic device/s could your group use in its Bollywood sequence?
- **What** are you looking for whilst observing a group's dance?

**Learning Points and Success Criteria****Bollywood dance sequence**

- Key movements
- Bollywood dynamics
- Scale of movement

**Feedback**

- Understand criteria
- Observe carefully
- Comment on positives and areas of improvement

**Resources, Pictures and Music**

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- DDMIX Bollywood music
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**LESSON OBJECTIVE:** To understand how a dance is formed. Create a motif using pictures as stimuli.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Model me:** Play game to encourage team work.
- **Main Activity:** Discuss how a dance could be formed. What must happen first?
- Show some pictures of classical Indian dance (or pictures of a topic you might be studying). Ask children to discuss them e.g. the story being told, the characters involved, the types of movement.
- Motif: In groups of four or five, give each group a picture and ask them to create a motif to represent the image:
- Pick two movements that represent the picture
- Movements must fit 8 counts
- Create a linking action between the two movements
- Perform motif to another group. Children guess which picture inspired the motif.
- Discuss how the children used their movements to represent the theme of the picture. Were the movements clear? Could improvements be made to help the audience understand what could be happening?
- Children spend time developing their motifs.
- Perform motif to another group.
- **Plenary:** As a class, discuss the choreographic devices used during group motifs and the Bollywood dance dynamics utilised.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, create a still motif of the picture, one movement to fit 8 counts.
- To make it harder create a more complex longer motif, incorporating the use of choreographic devices and Bollywood Dance dynamics.

**Vocabulary & Questions**

- **Before** creating a dance, what process must a choreographer go through? What could a choreographer use for inspiration?
- **What** story does the picture tell you?
- **Which** gestures or movements can help you to tell the story of the picture?
- **Can** you incorporate choreographic devices within your motif?
- **Was** it easy to identify which picture the group's movements were representing? How could it be clearer?

**Learning Points and Success Criteria****Dance formation**

- Idea (inspiration)
- Create a motif
- Phrase
- Sequence

**Create a motif**

- Idea (inspiration)
- Create two movements to represent the inspiration
- Use of choreographic devices (formation, levels)

**Resources, Pictures and Music**

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- Picture cards
- DDMIX Warm down music

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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:** Create a Bollywood dance phrase to tell a story.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- Recap the DDMIX Bollywood dance to help with inspiration for movements during the session.
- **Main Activity:** In groups, recap motif created in the previous session. Children to experiment with different movements, linking actions and choreographic devices.
- Using the picture and motif from the previous session as inspiration, children:
  - Create a story to fit the picture
  - Act out the story they have created
  - Devise a movement phrase (16 counts) to tell the story of the picture
  - Children may use DDMIX Bollywood dance key movements in their phrase.
  - Give children time to practise.
  - Groups perform to one another:
  - After watching the phrase, observation group retell the story they have just seen
  - If required, observation group can be given the picture to help them interpret the story of the dance
  - Observation group provide feedback on what worked well and on how the story could be made clearer to the audience
- **Plenary:** Discuss common areas of success and elements for improvement. What will groups do next time to tell the story more clearly?
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, create an 8-count phrase and/or use one choreographic device.
- To make it harder encourage groups to include scale of movement, dynamics and expression in their phrases.
- To make it harder, make sure arms and legs are both moving simultaneously on the beat.

**Vocabulary & Questions**

- **What** is the story that your group has decided to portray through your dance?
- **Which** movements can you use to tell your story?
- **How** can you use expressions, gestures, and scale of movement to help your characters tell the story?
- **Which** movements/gestures helped you understand the group's story most? Could some have been made clearer?
- **How** did the use of choreographic device enhance the group's storytelling?

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

- Use motif as starting point
- Use Bollywood inspired movements (to tell a story)
- Choreographic devices (formation, levels, direction, unison, canon)
- Bollywood dance dynamics

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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:** To link a motif and a phrase to form a dance, adding a clear beginning and end.

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- Practice the DDMIX Bollywood dance.
- Recap their Bollywood dance phrases from the previous session. These should tell a story.
- **Main Activity:** Link the phrase created the previous session to the motif created in Session 3, beginning and ending with the motif. For example:
  - 8 count motif
  - 16 count phrase
  - 8 count motif
- Play the DDMIX Bollywood dance audio. Groups adapt their choreography to fit the music/beat.
- Add a choreographic device to their dance to enhance the choreography, e.g. change the levels between dancers, dancers move in different directions, or change the shape of the group formation.
- Perform all together and discuss the changes that had to be made to link the motif and phrase together with the music.
- **Plenary:** Groups evaluate their dance and performance, highlighting aspects of the dance that they are happy with and areas they need to develop during the following session.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, create an 8-count phrase to link to the motif
- To make it harder, use more than one choreographic device/add a range of choreographic devices.
- To make it harder repeat the motif and phrase twice. E.g.:
  - 1) 8 count motif
  - 2) 16 count phrase
  - 3) 8 count motif
  - 4) 16 count phrase
  - 5) 8 count motif

**Vocabulary & Questions**

- **What** can you do to link your motif and phrase?
- **Why** is it important to include a beginning and ending in your dance? (To help the audience follow the performance) Does your motif clearly show the beginning and the ending?
- **How** has your group used choreographic devices to enhance your story? Could you use different devices?
- **Do** your movements adhere to the Bollywood Dance dynamics?
- **What** parts of your dance were successful? Are there improvements that could be made?

**Learning Points and Success Criteria****Sequence**

- Motif, linking action, phrase
- Tell a story
- Choreographic devices

**Dance**

- Beginning, sequence, ending
- Choreographic devices
- Bollywood dance dynamics

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**LESSON OBJECTIVE:** Perform a Bollywood dance using both given and devised sequences. Evaluate a performance, providing constructive feedback

**Lesson Plan**

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Pair groups together and watch each other's dances from the previous week. One group perform, one group observe. Provide feedback. Swap.
- Groups make any changes they feel necessary based on the feedback provided.
- **Main Activity:**
- Recap the DDMIX Bollywood dance.
- Groups practise both dances sequentially.
- Perform dances sequentially in two halves (allocate children to watch specific groups). Provide feedback. Swap.
- Provide groups with time to finalise their dance, considering the feedback they received.
- Let each group perform to the rest of the class.
- **Plenary:** As a class, reflect on the performances they have observed. Focus on children providing feedback on groups who used dynamics and choreographic devices to tell their story and develop their characters. Encourage children to discuss how groups formed their dances, using motifs and phrases.
- **Cool down:** DDMIX Warm down

**Differentiation**

- To make it easier, perform given and devised sequence separately (not sequentially).
- To make it easier, only use one choreographic device.
- To make it easier, focus on one aspect of the dance when observing.
- To make it harder use a range of choreographic devices to enhance story-telling,
- To make it harder, create different ways of structuring dance (change arrangement of motif, created sequence and DDMIX Bollywood dance sequence).

**Vocabulary & Questions**

- **How** can you use the motif to link the sequences together?
- **Which** choreographic devices did the group you observe use? Were they effective?
- **Was** it helpful to receive a different group's perspective on your dance? What changes as a group did you make, because of the feedback you received?
- **What** do you need to comment on when providing feedback? (Strengths and potential improvements).
- **After** performing your full dance multiple times, what did you notice about the focus, energy and stamina needed?

**Learning Points and Success Criteria****Bollywood dance**

- Bollywood dance key movements
- Bollywood dance dynamics
- Choreographic devices

**Feedback**

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

**Resources, Pictures and Music**

- DDMIX Warm up music
- DDMIX Bollywood music
- Picture cards
- DDMIX Warm down music