

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: Learn the key movements of the DDMIX Haka dance, demonstrating clear dynamics and rhythm.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** If you can watch in the classroom before, let children watch visual example of The Haka to identify key characteristics. E.g. All Blacks lay down the Haka v Springboks – You Tube. *(If not, just use the music and show some pictures)*
Key characteristics: Strong, vigorous movements, stamping, rhythmical, body percussion, use of voice/chant, focus, symmetrical formations.
Historical and cultural context: The haka is a traditional war dance from the Maori people of New Zealand. War haka were originally performed by warriors before a battle, proclaiming their strength and prowess in order to intimidate the opposition, but haka are also performed for various reasons: for welcoming distinguished guests, or to acknowledge great achievements, occasions or funerals. The New Zealand sports teams' practice of performing a haka before their international matches has made the haka more widely known around the world.
- Let the children listen to the DDMIX Haka music. What can they hear? What instruments can they identify? What dynamics can you identify from the music.
Shapes. Play the game trying to identify dynamics along with movements.
E.g. Children pick a movement that represents strong, a movement representing sharp, and a movement that represents fast and slow. Encourage movements to use to travel around the room. Use the **DDMIX Haka music**.
- **Main Activity:** Model the four key DDMIX Haka movements, one at a time allowing the children to repeat, identifying the key **dynamics** through each movement.
 - Battle 1**
 - Battle 2**
 - War Cry**
 - Scoop**
- 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 each key movement.
- **Plenary/cool down:** Children discuss the dynamics of the key movements of the DDMIX Haka and self-reflect on which movements that they found easy and movements that could be improved. Reflect on one improvement for next week. Discuss the formations that they could use during future lessons.

Differentiation

- To make it easier, focus on one dynamic and pick different movements to represent that dynamic.
- To make it harder, add in further movements per dynamic
- To make it easier, focus on legs or arms first during key movements
- To make it harder, add in change of direction.

Vocabulary & Questions

- What instruments can you identify in the music?
- What dynamics can you hear in the music and key movements?
- Which movements were hard to fit to the music? Why?
- How many counts are there in each movement?
- Which movement requires the most energy? Which movement is the fastest/slowest?
- Which movements were easy/hardest to fit with the beat/rhythm?

Learning points and success criteria
DDMIX Haka dynamics

- Speed: Moderate and slow
- Energy: Strong
- Flow: Sharp and smooth

DDMIX Haka key movements

- Battle 1
- Battle 2
- War cry
- Scoop

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Haka music
- DDMIX Haka key movement resource cards
- DDMIX Warm down music

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LESSON OBJECTIVE: Link the DDMIX Haka key movements to form a dance. Perform as a group focusing on staging the DDMIX Haka key movements using formation

Lesson Plan

- **Warm up:** DDMIX Warm up
- Recap DDMIX Haka key movements from the previous lesson.
- **Introduction Activity: *Who's leading who*** Play the game using the key movements (progress to adding own movements) to familiarise children with the key movements and moving in a circle formation.
- Link the Haka key movements together with the children to form the DDMIX Haka dance.
- **Main Activity:** Divide the class into two halves. Discuss, where can they stand as a group to perform each key movement? (face to face, side to side, triangle formation, square, circle, diagonal?) Ask them to adapt the sequence to involve a change of formation in their groups.
- Pair groups together to allow them to watch one another and make comments/improvements. Are they still facing the right directions in their formation? Does a specific formation make the performance look more powerful making the dynamic appear stronger?
- Discuss whether the formations were clear. Was there enough space between each dancer? Were the dynamics clear enough?
- Apply improvements and repeat performances.
- **Plenary:** Children discuss formations chosen and dynamics demonstrated. What did the changes do to improve the dance sequence?

Differentiation

- To make it easier, perform movements in a straight line focusing on the spacing and dynamics.
- To make it easier simplify the movements e.g. only use arms or legs.
- To make it harder, change formation with each movement.

Vocabulary & Questions

- What helps you demonstrate strong movements? Bent knees, legs apart providing a good stance. Strong arms.
- Which movement is the most difficult? Why? How can you improve?
- Which formation did you choose for the sequence? Why?

Learning points and success criteria**DDMIX Haka dynamics**

- Speed: Moderate and slow
- Energy: Strong
- Flow: Sharp and smooth

Formation

- Equal spacing between dancers
- Clear movement actions
- Clear shape

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

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LESSON OBJECTIVE: To create a vocal chant/body percussion motif as an introduction to the Haka choreography.

Lesson Plan

- **Warm up:** DDMIX Warm up
- Re-cap on the key characteristics of the Haka including strong, vigorous movements, stamping, rhythmical, body percussion, use of voice/chant.
- **Introduction Activity: *Sound machine*:** Discuss how body percussion and use of voice can combine to show an emotion or feeling? What body parts can be used to create sounds? E.g. thigh tap/clap/stamps/upper arm tap. What sounds can you make vocally to express a feeling? Using a sound and a body movement create a sound machine. In a circle, select an emotion/feeling e.g. Happy. Selecting one child at a time, send them into the centre of the circle whilst they perform a sound and body movement. As you send each child into the centre, they must connect to the previous child. Children who are part of the sound machine continue their sound and movement. Continue until all children are in the centre connected as one sound machine. With all the children demonstrating their sound and movement at the same time, you can then play with volume of the sound machine as a whole using your arm as an indicator.
- **Main Activity:** Finding the 8 count. As a whole class, students are to count 3 counts of 8 with the Haka music to secure understanding of what is to be created next.
In groups of 6/8 students to create 1 count of 8 of body percussion/vocal chant which will form the introduction to the Haka choreography, selecting their own idea/emotion/theme.
- Groups join up to watch their created sequences. Are the movements/sounds easy to perform? If not, how could they simplify the movement/sound? Ask children to give feedback to groups to help their sequences to be clear and easy to repeat. If time, groups teach one another their chants. Perform sequences with the music.
- **Plenary:** Children feedback on what they saw. Were the movements/sound clear and appropriate? How could they improve?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, suggest additional movements/sounds for the children
- To make it easier, suggest a theme/feeling.
- To make it harder, create 3 counts of 8.

Vocabulary & Questions

- What sounds are suitable to portray an emotion/feeling/idea? Do you think about dynamics?
- Why is timing/counting important? (When you are given specific tasks with specific counts it is important to understand counting in time with the music.
- Is the movement easy to travel?
- Is the movement sound easy to repeat?
- What sound volume is most appropriate? Why?

Learning points and success criteria
Body Percussion

- May be performed on its own or as we are using, as an accompaniment to music.

Timing

- Moving to the beat of the music and keeping in time.

Group work

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

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LESSON OBJECTIVE: Using call and response develop motifs to create an introduction motif. Work constructively in a group

Lesson Plan

- **Warm up:** DDMIX Warm up
- Recap movement/sound motifs from the previous week.
- **Introduction Activity: *Call and response.*** In a circle, start the children clapping 8 continuous beats. Using a specific theme/emotion/feeling ask volunteers to come into the centre and perform a single sound and movement for 8 counts. Asking them to keep repeating it until another volunteer comes into the circle to perform 8 counts of sound and movement in response to what the other child is doing. You as the teacher may want to respond first to encourage ideas. Change themes/emotions every few turns.
- **Main Activity:** In the same groups as the previous week; pair groups together and demonstrate their motifs from the previous week. Add a response for both motifs to last the same length and perform with the music
- Children practise their motifs with the music.
- Ask groups to join together to watch one another and make suggestions to improve. Should they alter any of the movements to make it clearer or to better fit with the music/beat? Children take time to make changes and perform their group dance.
- Children perform again. Children feedback on what they saw. Did they create suitable responses? Did the responses match the original motif or were they completely different? How could they improve to make the response clearer? Ask children to note down the movements that they created for next week.
- **Plenary/cool down:** Children discuss how they created their motifs. How did the feedback improve their movements?

Differentiation

- To make it easier, choose 1 motif and add a response to that motif only.
- To make it harder, ask children to think about repeating or extending the length of the motifs.
- To make it easier, create one call and response as one class

Vocabulary & Questions

- What is call/response? Where one soloist or group performs, and the second soloist or group performs in response to the first.
- Do you want your motifs to travel? Do some movements remain on the spot?
- Are the movements/sounds clear?
- How many counts do the motifs last?
- Are there any suggests for improvement?

Learning points and success criteria**Motifs**

- 8 counts call 8 counts response
- To convey a theme/emotion/feeling
- Use of dynamics
- Easy to repeat

Group work

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

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LESSON OBJECTIVE: Select and change the order of movements to a dance sequence, whilst applying group formation.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Model me.***
- Recap motifs in groups from the previous lesson
- Recap DDMIX Haka key movements/dance
- **Main Activity:** Pairing up with another group, run through the motifs that each group created for the introduction. As one group, select their favourite call and response motifs to use in their group dance. The group must now think about the formation and pathways used in their previous lessons. Think about creating a dance incorporating the key movements and think about which movements would link well together in order to aid their decision making. Try to include at least 2 different formations within their group dance.
- Link to their dance sequences and perform to another group for feedback. Children feedback on the movements/motifs used. What was successful and what could be improved for the performance? Swap roles.
- **Plenary:** Discuss which movements/motifs worked well. Were all dancers working together/moving? Which motifs/movements were used? Did they work? What improvements can the children suggest? Give groups time to note down their new sequences for next week.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, stay in original groups and use 2 original motifs and insert into DDMIX Haka dance.
- To make it harder, make include all 4 motifs
- To make it harder, add on a beginning and ending motif.

Vocabulary & Questions

- Which formation will you begin with? Why?
- Which motifs did you select as a group? Why?
- Why have you chosen that motif for that part of the dance?
- Did you have to adapt your order of movements to enable to dance to link together?

Learning points and success criteria**Dance sequence with order of movements**

- Identify movements/motifs and formation
- Create an order of movements
- Link movements to create a dance.

Group work

- Communicate
- Positive
- Areas of improvement

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LESSON OBJECTIVE: Create and adapt dance sequences to form one group dance using multiple group formations. Perform and evaluate dance sequence.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** *Shapes (insert multiple shapes – e.g. 2 circles, 2 lines etc)*
- **Main Activity:** As a group, recap the dance sequences from the groups from the previous lesson.
- Using the groups – create 4 groups.
- Create a class group dance using 4 formations, adding in the use of the DDMIX Haka movements and call response motifs from different groups.
- Allow the class time to practise the full dance.
- Split the class into two groups and give the groups time to practise in formations.
- Two halves perform to one another to give feedback before returning together to perform as a class.
- **Plenary:** Encourage peer assessment, identifying both strengths and areas of improvement. Which formation chosen was the most successful? Are the children able to see one another whilst they are dancing? Were all movements performed to 8 counts per movement? Were the movements clear.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, concentrate on less movements
- To make it harder, ask children to think about performance expression, create a start/ending pose to accommodate the new dance.

Vocabulary & Questions

- Where do you need to stand so you are prepared to start your sequence?
- Do you need to adapt any movements to allow the sequences to link?
- Which movements did you like? Why?

Learning points and success criteria**Group dance**

- Combination of dance sequences
- Adapt a dance to work in a group formation.
- Perform dance with expression

Group work

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

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