

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Create movements associated with African animals, using simple movements from DDMIX African.

Lesson Plan

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity:** Listen to the DDMIX African music and ask the children if they are able to identify which country it is from. You may use alternative music and additional pictures as stimuli if required.
- **Shapes.** Thinking of animals and creatures that you may see on an African safari, play the game using different movements and commands that the children have chosen and named in response. Perform to the beat. For example, elephant, lion, zebra, hippo, giraffe, rhino, spider, warthog, cheetah etc. Use the **DDMIX African music**.
- **Main Activity:** Model the four adapted DDMIX African key movements, one at a time allowing the children to repeat, identifying movements as you go along. (Teachers please refer to African genre videos and adapt as below.)

Sunset stretch: Arm circle stretches

Elephant toe touches: Step taps, holding arm as a trunk swinging from left to right as you transfer weight.

Lion toe touches: Step taps, using hands as lion paws, roaring.

Spider box step: Box step lifting arms up like spider legs.

- Create four stations in the room, each with a station to represent an animal movement. Take the children between the stations and visit each station for approximately two minutes to practise that movement using the music. Rotate until the children 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:** Children discuss the African animal key movements that they have covered during the lesson and reflect on which movements that they found easy and movements that could be improved. Which other animals/creatures could they use to create movements for the next lesson? Discuss movement qualities? Are they fast/slow, strong/soft, jerky/smooth?

Differentiation

- To make it easier, explore movements and copy modelled movements.
- To make it harder, introduce specific directions for the movements– to the left, to the right, forwards, backwards, diagonal left, diagonal right etc
- To make it easier, start by using arms on the spot.

Vocabulary & Questions

- **What** animals can you think of, that live in the African desert?
- **How** do each of these animals move?
- **Which** animal movement is the hardest to perform? Why?
- **Were** you able to practice each movement at the same time as those in your group? Were you all in time to the music?
- **Could** you share any ideas for other safari animal movements?

Learning Points and Success Criteria**Identify African animals and creatures****African movements**

- Sunset stretch
- Elephant toe touches
- Lion toe touches
- Spider box step

Resources, Pictures and Music

DDMIX Kids warm up music.
DDMIX African music.
Alternative African music e.g. In the Jungle, Lion King etc.

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Create motifs to represent animals/creatures, using Safari as a stimulus.

Lesson Plan

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity: Follow the leader,** using animal inspired movements, making sure each leader moves to the beat.
- Recap and practise the African animal movements from the previous week.
- Thinking about each key movement, how many counts does each movement last? (8 counts). Is it easy to repeat?
- **Main Activity:** As a class, ask the children to create 1 key movement/motif using another animal/creature that lasts 8 counts which can be easily repeated.
Think about different birds/mammals/reptiles/amphibians etc and their different movement qualities.
- Are the movements easy to repeat? Ask children to give feedback to the class to help their movements to be clear and easy to repeat.
- As a class create 3 more animal key movements/motifs.
- Perform each key movement/motif with the music.
- Split the class in half to watch each half perform a key movement until all key movements have been demonstrated.
- **Plenary/cool down:** Children feedback on what they saw. Were their movements clear? How could they make it clearer?

Differentiation

- To make it easier, create 2 animal key movements/motifs.
- To make it harder, use a variety of body parts and facial expressions for each animal.
- To make it harder create a motif of 16 counts.
- To make it harder add different additional movements.
- To make it harder create additional animal motifs.

Vocabulary & Questions

- **How** many counts should each motif last? (8 counts).
- **How** can you use your body to make the animal you're moving as, clear?
- **When** creating ideas as a class, what is the best way to share our ideas? (Putting your hand up, listening to all ideas before deciding).
- **Do** some animal movements need more energy than others?
- **Which** movements do you think showed the animal the clearest?

Learning Points and Success Criteria**Safari animals****Motif**

- Movement
- Gesture
- 8 or 16 counts

Resources, Pictures and Music

- DDMIX Kids warm up music.
- DDMIX African music.
- Alternative African music e.g. In the Jungle, Lion King etc.

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Link movements to motifs to create a dance sequence, using Safari as a stimulus.

Lesson Plan

- **Warm up:** Recap the key movements and motifs created in the first two sessions.
- **Shapes:** To recap animals/creatures and travelling movements. Keep thinking of Safari animals as stimuli.
- **Main Activity:** As a class, create a safari sequence.
 - Select additional movements (travelling/jumping/balancing etc) to link the animal key movements/motifs together working in counts of 8.
 - Create a sequence to link all of the safari animal motifs.
 - Have you added an additional movement between each motif?
 - How many counts does each movement need to be in order to keep to the beat of the music?
 - Practise as a class. Where are you standing as a class? Do children need to change where they are standing in the space order to be seen by the teacher/audience? Do the order of movements/motifs make sense? Do the linking movements work? Do you need to change or repeat any movements more than once? Make changes accordingly to make the sequence clear and to the beat.
 - Split class in half and perform to one another for feedback. Are there further changes to be made?
 - **Plenary:** Discuss how the movements and gestures used within the sequence helped to the show all of the animals/creatures clearly. How did the additional movements help to link the motif/key movements together?
 - **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, repeat each movement before moving on to the next.
- To make it harder, use a variety of body parts and facial expressions.
- To make it harder, add different additional movements.

Vocabulary & Questions

- **Which** linking movements can we use?
- **What** shape/position can you use to make it easier to perform as a group? Can everyone be seen?
- **Which** gesture could you use to help show an animal/creature?
- **In** which order will you perform your sequence?
- **What** did you enjoy about the other group's performance? Could you recognise all the different animals?

Learning Points and Success Criteria**Safari animals****Motif**

- Movement
- Gesture
- 8 or 16 counts

Linking movements

- Travelling
- Jumping
- Balancing

Resources, Pictures and Music

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Alternative African music e.g. In the Jungle, Lion King etc.

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Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Use size of movement and animal qualities/characteristics to adapt a dance sequence.

Lesson Plan

- **Warm up: Kids warm up**
- **Introduction Activity: *Volume game***, using animal inspired movements from the *Shapes* game used in the previous lesson. Think about how size of movement affects the way it looks and feels. Does the size of the movement match the animal? E.g. Would the movement of a Lion be small or big?
- Recapping the movements of the safari dance sequence created in the previous week, play the volume game allowing the children to try each movement from 1-10. Should all movements be performed at number 10?
- **Main Activity:** As a class write down some adjectives that would best describe the quality or characteristic of each animal
 E.g. Strong/Weak
 Fast/slow
 Jerky/ Smooth
 Lazy/cunning etc
 As a class, or divided into small groups, children perform the animal motifs, adopting different adjectives chosen in the previous activity. How does this affect the way the movement looks? Does it suit the animal? Mix around the adjectives and if you have divided the children then ask them to show one another. Comment on which qualities work well. Did any surprise the children?
- As a class, recap the original sequence. Now apply the size and quality of movement applicable to that animal.
- **Plenary:** Discuss how the size of movements and qualities used within the sequence helped to highlight the different animals. Did the size of movement change or was it only the quality of movement?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, keep the class altogether.
- To make it harder, divide the class into smaller groups using the same adjective.
- To make it harder again, divide the class into smaller groups using different adjectives.

Vocabulary & Questions

- **At** what size should you perform your key movement?
- **Did** you feel some adjectives suited more than one animal? If so, which ones and why?
- **Does** everyone in your group agree on which describing word suits each animal motif?
- **Which** animal motif is your favourite? Has it changed in this lesson?
- **Which** movement qualities do you think were the clearest in the other group performances? Why?

Learning Points and Success Criteria**Size of Movement**

- Range of motion
- Energy/effort

Quality of Movement (Introduction to dynamics)

- Speed
- Energy
- Flow
- Character

Resources, Pictures and Music

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Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: In groups, create a beginning and end position to a dance sequence, using Safari as a stimulus.

Lesson Plan

- **Warm up:** Recap the safari dance sequence created in the previous week.
- **Introduction Activity:** Play *What shape can you make?* using animal inspired shapes.
- **Main Activity:** Divide the children into groups. Children must pick one of the animal shapes that they created in *What shape can you make?* to use as the starting position for the safari sequence.
- Children practise the sequence. Do they need to change positions in order to perform the sequence with enough space? How many counts will they need to get into position? What movement can they use to get into position? Add accordingly.
- Add an ending animal shape for the ending position. Again, how many counts do the children need to get into their ending animal shapes in their groups?
- Children perform to each other. Were the animals shapes clear? How could they use their bodies to make the shapes clearer?
- **Plenary:** Discuss how the shapes and movements used within the sequence helped to show the different animals. Was it clear when the dances started and ended?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, use the same animal shape as a class.
- To make it harder, change shapes as an introduction before the safari sequence begins.

Vocabulary & Questions

- **What** animal shapes from the game, could your group use as a starting/end position?
- **Why** is it important to remain still in your shape at the beginning and end of the sequence?
- **Did** you need to add additional movements to get from your start shape to your space to dance?
- **Which** animal shape did you recognise? Is there anything the group could do to make it clearer?
- **Out** of a score from 1-10, how much energy did the performing group use?

Learning Points and Success Criteria**Beginning and end**

- Stillness
- Shape formation
- Linking movements
 - Travelling
 - Jumping

Resources, Pictures and Music

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LESSON OBJECTIVE: Perform a dance sequence as a class, focusing on linking movements and formation.

Lesson Plan

- **Warm up:** Recap the safari dance sequences created last week.
- **Introduction Activity:** *Follow the leader*, using animal inspired movements, making sure each leader moves to the beat.
- **Main Activity:** Ask the children to get into the starting animal shapes in their groups from the previous week. This will become the class dance starting position. Now the dance will be performed as a class therefore the class will now need to pick a formation to perform the dance.
- Children must select a linking movement to get them from their animal shapes into the starting group formation using 16 counts.
- Children practise the sequence.
- Add on the ending animal shapes using the same format as above.
- Children perform the dance as a class.
- **Plenary:** Discuss how the movements helped to link the shapes to the group sequence. Did all children have enough room to dance? Did they get to their positions in 16 counts?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, use the same shape for each group.
- To make it harder, use a variety of linking movements.
- To make it harder, change shapes as an introduction before the safari sequence begins.

Vocabulary & Questions

- **Why** is it important for everyone in your group to stay still in your animal shapes?
- **Which** linking movement could you use to get from your animal shape to your class formation?
- **Which** pathway will you take to find your position for the class dance sequence? How far do you need to travel?
- **Will** the path you take affect the size that you can perform your linking movement/s?
- **Could** you let someone else go in front of you when travelling to a different formation/shape?

Learning Points and Success Criteria**Beginning and end**

- Stillness
- Shape formation
- Linking movements
 - Travelling
 - Jumping

Group work

- Communicate
- Positive
- Areas of improvement

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