

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: Learn the key movements of the DDMIX Lumberjack hoedown dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** Show the children pictures of different jobs to identify. **Shapes:** Play the game using different jobs with movements and commands that the children choose such as building, (e.g. Laying bricks) driver (steering, or using the gear stick and brake), postman (e.g. posting letter), lumberjack (e.g. moving logs), nurse (e.g. checking temperature), Secretary (e.g. Typing) etc. Use the **DDMIX Lumberjack music**.
- Ask the children which job they would associate with the music that has been played for the activity? (Option to continue **Shapes** activity using more movements that the children would associate with a Lumberjack or Hoedown).
- **Main Activity:** Model the four key DDMIX Lumberjack Hoedown movements. Teach one movement at a time, allowing the children to repeat, identifying the key dynamics through each movement.
 - Heels and Skips**
 - Lumberjack**
 - Passing the log**
 - Sawing and Knee Lift**
- 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:** Children discuss the dynamics of the Lumberjack Hoedown and self-reflect upon movements that they found easy and movements that could be improved. Reflect on one improvement for next week.
- **Cool down:** DDMIX Warm down.

Differentiation

- To make it easier, explore movements and copy modelled movements.
- To make it harder, repeat and fit movements to the beat, creating a short sequence.
- To make it harder, add in gesture and facial expressions.

Vocabulary & Questions

- **Which** movement requires the most energy? (On a scale of 1-10).
- **Which** movements were hard to fit to the music? Why? How many counts are in each movement?
- **Which** station did your group find the easiest/hardest?
- **Which** movement is the sharpest/jerkiest? How could you make the passing log look stronger?
- **Did** the other group demonstrate each key movement correctly? Are there any improvements you could suggest?

Learning Points and Success Criteria**Hoedown dynamics**

- Speed: Moderate
- Energy: Strong
- Flow: Jerky

DDMIX Lumberjack Hoedown Key movements

- Heels and skips
- Lumberjack
- Passing the log
- Sawing and knee lift

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: Link the DDMIX Lumberjack hoedown key movements to form a dance. Perform with a group using changes of group formation.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Shapes.** Play the game to familiarise children with the key movements. (There is the option to use the job commands that they chose in the previous weeks *Shapes* game)
- Recap DDMIX Lumberjack Hoedown key movements from the previous lesson.
- Link these key movements together with the children to form the DDMIX Lumberjack Hoedown dance.
- **Main Activity:** Divide the class into groups of 6-8. Discuss, in what formation that can they stand as group to dance? (In a line, in a circle, in a blob, 2 lines facing one another, 2 lines facing same way, back-to-back etc). Ask them to adapt the sequence to allow for their chosen formation.
- Using change of direction, ask the children to adapt the dance by adding in a change of group formation. For example: 2 lines change into a circle after. Do they need to change the order of movements to enable the children to get into position?
- Groups pair together to allow them to watch one another and make comments/improvements.
- Discuss whether the formations and key movements were clear.
- Apply improvements and repeat performances.
- **Plenary:** Children discuss formation and key movements. What did the changes do to improve the dance sequence?
- **Cool down:** DDMIX Warm down.

Differentiation

- To make it easier, the group both perform movements facing the same way or in a circle.
- To make it easier, use one formation for the whole dance.
- To make it harder, change formation or direction with each movement.

Vocabulary & Questions

- **How** does it feel to link all the lumberjack movements together? (Use an energy scale.)
- **What** does 'changing formation' mean? (To change to position that the dancers are standing/performing in, e.g., from a circle to a line.)
- **Which** formation did your group choose? Why?
- **Did** you have to adapt your formation or order of moments to allow the dance to flow?
- **Did** the group you observed stay in formation? Are there any changes that could make it easier to do this?

Learning Points and Success Criteria**Formation**

- Change formation (where you are standing as a group to perform)
- Clear movement actions
- Change order

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: To work with a partner to create a key movement using the rhythmic pattern of the Lumberjack hoedown dance.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Follow the leader,** using movements from various jobs, making sure each leader moves to the beat.
- Recap and practise the DDMIX Lumberjack Hoedown dance 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:** In groups of 8, ask the children to decide on a job that they want to create a dance about. What are the movements or gestures that make the job or idea clear to an audience? Once they have decided on a job split the groups into pairs or smaller groups. Each pair/group must create 1 key movement which can be easily repeated (lasting 8-counts)
- Pairs join up to watch other pairs key movements. Are the movements easy to repeat? Ask children to give feedback to pairs to help their movements to be clear and easy to repeat.
- Pairs teach one another their key movements.
- Groups reform to learn the remaining key movements.
- Perform each key movement with the music.
- **Plenary:** Children feedback on what they saw. Were the jobs clear from their movements? How could they make it clearer?
- **Cool down:** DDMIX Warm down.

Differentiation

- To make it easier, give the children a job to follow.
- To make it harder, make the key movements change direction or speed.

Vocabulary & Questions

- **How** many counts does a key movement usually last for? (8 Counts)
- **Is** the movement easy to repeat? Why? (It's repetitive, it doesn't go to the floor, it uses both sides of the body.)
- **Are** there specific movements that can make your job clear to the audience? E.g., A chef might stir or chop.
- **Which** is the best way to teach your movement to each other?
- **What** did you enjoy about the other group's performance?

Learning Points and Success Criteria**Key movement**

- 8 counts
- Movements and gestures
- Easy to repeat

Group work

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

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: Create a dance sequence by changing the order of movements. Work constructively in a group.

Lesson Plan

- **Warm up:** DDMIX Warm up.
- **Introduction Activity: Shapes.**
- Recap the key movements that the children created in the previous week.
- **Main Activity:** Once each pair/group have recapped all of their 4 key movements the group must decide which order to perform the key movements in.
- Children choose an order of movements and practise as a group with the music. Do they wish to repeat each movement more than once?
- Ask groups to watch one another and make suggestions to help the order of movements.
- Children take time to make changes.
- Children perform their group dance.
- Children feedback on what they saw. Were the jobs clear from the movements? How could the groups make it clearer? Did they choose a good order of movements?
- **Plenary:** Children discuss how they linked their key movements together. How did changing the order of movements effect the dance? Feedback to the class.
- **Cool down:** DDMIX Warm down.

Differentiation

- To make it easier, choose 2 key movements.
- To make it harder, ask children to think about repeating the movements during the dance and changing the order of movements in the second set.
- To make it easier, repeat each movement twice before beginning the next movement.

Vocabulary & Questions

- **Which** order of movements will work best for the whole group?
- **Do** all movements stay on the spot or do some move to a new position?
- **Is** there a different order of movements that could work better? Do some repeat?
- **Are** your movements clear or do you need more energy and focus when performing them?
- **Are** there any improvements you can suggest make the movements look clearer?

Learning Points and Success Criteria**Dance sequence with order of movements**

- Identify 4 key movements.
- Create an order of key movements.
- Link key movements to create a dance.

Group work

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

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: Apply a clear beginning and end to a dance sequence, whilst applying group formation.

Lesson Plan

- **Warm up:** DDMIX Warm up.
- **Introduction Activity: *Model me.***
- Recap dance sequences from the previous lesson.
- **Main Activity:** Ask the children to create a beginning for their dance sequence, thinking about what formation they wish to perform in. How many counts do they need for an introduction, or for them to get into their starting positions?
- Children link the beginnings to their dance sequences and perform to another group for feedback. Children feedback on the formation used. Can they all be seen by the audience? What was successful and what could be improve their performance? Swap roles.
- Continue the same process for the end of the dance. Does the group want to use the same position or movements as they used at the beginning?
- **Plenary:** Discuss which movements/positions worked well. Could all dancers be seen? Which formations were used? Did they work? What improvements can the children suggest?
- **Cool down:** DDMIX Warm down.

Differentiation

- To make it easier, stand in a circle or a line formation to begin the dance.
- To make it harder, change formation from the starting position.
- To make it easier, use the same position/movement at the end.

Vocabulary & Questions

- **Where** should you begin and end your dance? (In a still position for 8 counts.)
- **Which** formation can you create in your group? (A line, circle, two lines, blob, diagonal, diamond.) Which formation did you choose for each part of the dance? Why?
- **Did** you have to adapt your formation/order of movements to enable to the dance to link together?
- **Did** your group use your practice time well?
- **Which** parts of the group's dance worked well?

Learning Points and Success Criteria**Dance formation**

- Clear beginning
- Clear formation of group
- Clear ending

Group work

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

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

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

Lesson Plan

- **Warm up:** DDMIX Warm up.
- **Introduction Activity: Follow the leader;** using key movements from their group dances (this can be done as a stationary activity where a volunteer comes to the front of the class and demonstrates movements for the class to copy). Switch between leaders.
- **Main Activity:** Split into the groups from the last lesson to recap dance sequence.
- Now ask each group to share their favourite key movement with the class.
- Create a class group dance using these 4 key movements,
- Encourage use of the DDMIX Lumberjack hoedown movements also.
- Allow the class time to practise the full dance.
- Split the class into two groups and give the groups time to practise this new sequence in a formation of their choice.
- Groups perform to one another for feedback.
- **Plenary:** Encourage peer assessment, identifying both strengths and areas of improvement. Which formation chosen was the most successful? 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 key movements.
- To make it harder, ask children to think about performance, expression and creating a start/ending pose to accommodate the new dance.

Vocabulary & Questions

- **How** many counts should each of the four movements last for?
- **Where** did you need to stand as a group so that you are prepared to start your sequence?
- **Did** you need to adapt any movements to allow the sequences to link?
- **Which** movements did you enjoy performing/watching most? Why?
- **Out** of 10, what would you score the effort and scale of movement of the performing group?

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

Resources, Pictures and Music

- DDMIX Warm up music
- DDMIX Lumberjack Hoedown music
- DDMIX Lumberjack Hoedown resource cards
- DDMIX Warm down music