

**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 different countries, learning the key movements of the DDMIX Aboriginal.

**Lesson Plan**

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity:** Ask the children to identify different countries that they can think from around the world, using pictures as stimuli.
- **Shapes.** Play the game using different countries with movements and commands that the children choose to perform to the beat. For example, Spain, (e.g. Olé clap) Japan (bow), Egypt (walk like an Egyptian) etc. Use the **DDMIX Aboriginal music**.
- Ask the children which country they would associate with the music that has been played for the activity? What instruments can they hear? (Option to continue *Shapes* activity using more movements that the children would associate with Australia, e.g. what animals do you find in Australia?).
- **Main Activity:** Model the four key DDMIX Aboriginal key movements, one at a time allowing the children to repeat, identifying movements as you go along.
  - Wings**
  - Emu step**
  - Crocodile steps (Corroboree on notes)**
  - Lizard**
- Create four stations in the room, each with a station to represent a key 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 Australian movements that they have covered during the lesson and reflect on which movements that they found easy and movements that could be improved. Reflect on one improvement for next week.

**Differentiation**

- To make it easier, explore movements and copy modelled movements.
- To make it harder, divide children between the four stations, asking them to rotate after two minutes until groups have visited each station.
- To make it harder, add in gesture and facial expressions.

**Vocabulary & Questions**

- **Which** countries can you think of? What movement would you associate with that country?
- **In** your group, how do you need to stand to practice each Aboriginal movement?
- **Which** movement requires the most energy?
- **Which** movements were hard to fit to the music? Why? How many counts are there in each movement?
- **Which** movements did the other group demonstrate well? How could some movements be improved?

**Learning Points and Success Criteria****Countries**

- Identify countries
- Perform movements to the beat

**DDMIX Aboriginal Key movements**

- Wings
- Emu step
- Crocodile steps
- Lizard

**Resources, Pictures and Music**

- DDMIX Warm up music
- Pictures of people from different countries
- DDMIX Aboriginal music
- DDMIX Aboriginal resource cards
- DDMIX Warm down music

**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 the DDMIX Aboriginal key movements to form a dance. Perform with a group using changes of group formation.

**Lesson Plan**

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity: Shapes.** Play the game using the country associated movements that the children chose in the previous lesson.
- Recap DDMIX Aboriginal key movements from the previous lesson.
- Link these key movements together with the children to form the DDMIX Aboriginal dance.
- **Main Activity:** As a class, discuss which formation they can stand in 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 making sure there is equal space between each child.
- Using change of direction, as a class ask the children to adapt the dance by adding in a change of group formation. For example: 2 lines change into a circle. Do they need to change the order of movements to enable the children to get into position?
- Split the class in half 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/cool down:** Children discuss formation and key movements. What did the changes do to improve the dance sequence?

**Differentiation**

- To make it easier, the class perform movements all facing the same way or in a circle.
- To make it easier, use one formation/direction for the whole dance,
- To make it harder, split the class into groups, creating different formations.

**Vocabulary & Questions**

- **What** makes a good formation? (Equal spacing between children and everybody can be seen by the teacher/audience.)
- **Which** formation/s did your group choose? Why?
- **Did** you have to adapt your formation/order of movements to enable to dance to link together? Why?
- **Did** the group's choice of formation work well? Could they improve the flow of their dance?
- **Did** the groups maintain their energy level throughout the dance?

**Learning Points and Success Criteria****Formation**

- Equal spacing between children
- 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
- Pictures of people from different countries
- DDMIX Aboriginal music
- DDMIX Aboriginal resource cards
- DDMIX Warm down 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:** To work as a group to create a key movement using the rhythmic pattern of the Aboriginal dance.

**Lesson Plan**

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity: Follow the leader,** using movements from various countries, making sure each leader moves to the beat.
- Recap and practise the DDMIX Aboriginal 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:** As a class, ask the children to decide on a country that they want to create a dance about. What are the movements or gestures that make the country clear to an audience? Once they have decided on a country, create 1 key movement that lasts 8 counts which can be easily repeated.
- 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 key movements.
- Perform each key movement 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. Was it clear which country the class were using from their movements? How could they make it clearer?

**Differentiation**

- To make it easier, give the children a country to use.
- To make it harder, make the key movements change direction or speed.
- To make it harder, split the children into groups to each create a key movement.

**Vocabulary & Questions**

- **How** many counts does a key movement usually last for? (8 counts.)
- **Are** the new key movements easy to repeat? Why? (It is repetitive; it doesn't go to the floor, etc.)
- **Do** some key movements use more energy than others?
- **What** movements can make your country clear to an audience? Gestures?
- **Did** the class successfully create 4 new key movements? Were there any challenges when working as a class? How did you overcome them?

**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

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

**Lesson Plan**

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity: Shapes**
- Recap the key movements that the children created in the previous week.
- **Main Activity:** Once the class have recapped all of their 4 key movements the class 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?
- Split the children into two groups
- 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 countries clear from the movements? How could the groups make it clearer? Did they choose a good order of movements?
- **Plenary/Cool down:** Children discuss how they linked their key movements together. Did they have to adapt the movements for their chosen order? Feedback to the class.

**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 will work best for your key movements?
- **How** will the movements effect where your group need to stand? Are they performed on the spot, or do they move to a different position?
- **How** many times do the movements repeat? How can you ensure you have enough energy for the whole dance but that you don't lack effort?
- **Is** the chosen country still clear?
- **Are** there any improvements you can suggest to help make the movements clearer or the order more effective?

**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

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

**Lesson Plan**

- **Warm up:** DDMIX Kids warm up
- **Introduction Activity:** *Who's leading who*
- Recap dance sequences from the previous lesson
- **Main Activity:** In the two groups from the previous lesson (or as a class), 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?
- Link their introduction to their dance sequences give them time to practise.
- Get each group to 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 improved for the performance? Swap roles.
- Back in two groups of a class, repeat the same process to create an end to the dance. Does the group want to use the same position or movements as they used at the beginning, or try something else?
- **Plenary/ Cool down:** Discuss which movements/positions worked well. Could all dancers be seen? Which formations were used? Did they work? What improvements can the children suggest?

**Differentiation**

- To make it easier keep children together as one group
- To make it easier, stand in a circle or a line formation to begin the dance.
- To make it harder, make 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?
- **Which** formation can you create in your group? (Line, circle, two lines, blob, diagonal, diamond.) Why would this work well?
- **Do** you have to adapt your formation/order of movements to enable the dance to link together?
- **Why** do you think that formation worked well for that part of the group's dance?
- **Why** is it helpful to physically apply and practice improvements after discussing them?

**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

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**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 dances (this can be done as a stationary activity where upon a volunteer comes to the front of the class and demonstrates movements for the class to copy). Switch between leaders.
- **Main Activity:** As a class, or split into the groups from the previous lesson, recap the dance sequences created including the formation, beginning and end to the dance.
- As a class, recap what the 4 Aboriginal key movements are.
- Back in the two groups (or as a class) let the children decide how the 4 key Aboriginal movements can be included in their groups dance. For example, perform the 4 Aboriginal movements as a sequence before or after the groups own sequence.
- Allow the class time to practise their full dance. Keep repeating their sequences so they are confident with their order of key movements.
- Encourage the groups to keep their formation/s within their dance.
- Two halves perform to one another.
- **Plenary/cool down:** Encourage peer assessment, identifying both strengths and areas of improvement. Which key movement chosen was the most successful? Were all movements performed to 8 counts per movement? Were the movements clear?

**Differentiation**

- To make it easier, concentrate on less key movements
- To make it harder, ask children to think about performance expression
- To make it harder, mix the Aboriginal key movements withing the children's sequences to create a new order
- To make it harder, include a change of formation for each section of the dance

**Vocabulary & Questions**

- **Where** do you need to stand as a group so that you are prepared to start your sequence?
- **Do** you need to adapt any movements to allow the sequences to link more easily?
- **How** does performing your dance to others compare to practicing it in your group? (Emotionally and physically.)
- **What** helped you to remember the order of all your movements?
- **Which** movements were performed well? 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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