

OVERALL UNIT LEARNING OBJECTIVES:

In this unit children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. 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 1980s dance, demonstrating clear dynamics.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Play the 1980s DDMIX music** – Ask the children which sport would they associated with the music? Why?
- **Introduction Activity: Shapes.** Play the game using different sports with commands that the children choose such as football, boxing, tennis, running, basketball etc.
- **Main Activity:** Model the four key DDMIX 1980s movements, one at a time allowing the children to repeat, identifying the key **dynamics** through each movement.
 - Punches**
 - Jumps**
 - Sumo**
 - Knee Crunches**
- 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 another key movement so that all 4 key movements have been demonstrated.
- **Plenary:** Children discuss the dynamics of the 1980s and self-reflect on which 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** sport would use these types of movement? (Boxing)
- **How** many counts are there in each movement? Which movements were hard to fit to the music? Why?
- **How** could you make the punches sharper? (Make sure you fully straighten the arms.)
- **Which** movement does your group think requires the most energy?
- **Which** movements did you notice were easy/hardest for the performing group to fit with the beat/rhythm? Did they demonstrate good use of dynamics?

Learning Points and Success Criteria
1980s dynamics

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

DDMIX 1980s Key movements

- Punches
- Jumps
- Sumo

Resources, Pictures and Music

- DDMIX Warm up music
- 1980's up-tempo music, e.g. The Final Countdown – Europe, Eye of the Tiger - Survivor
- DDMIX 1980's music
- DDMIX 1980s resource cards
- DDMIX Warm down music

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LESSON OBJECTIVE: Link the 1980s key movements to form a dance. Perform with a partner using changes of level and direction.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: Levels.** Play the game to familiarise children with changing levels by using different movements and positions. (There is the option to add levels to the sports commands that they chose in the previous weeks Shapes game)
- Recap DDMIX 1980s key movements from the previous lesson.
- Link these key movements together with the children to form the DDMIX 1980s dance.
- **Main Activity:** Divide the class into pairs. Discuss, where can they stand as partners to dance? (face to face, back to back, side to side, and facing the same way.) Ask them to adapt the sequence to involve a change of direction in their pairs.
- Using levels (high, medium and low) ask the children to adapt the dance by changing the level of a key movement. Use pupils to demonstrate. For example: Punches (one child performs at a low level and one at high level).
- Pair groups together to allow them to watch one another and make comments/improvements.
- Discuss whether the directions and levels were clear.
- Apply improvements and repeat performances.
- **Plenary:** Children discuss directions and levels. What did the changes do to improve the dance sequence?

Differentiation

- To make it harder, change direction isolating one body part (e.g. Punching downwards instead of forwards whilst facing back to back.)
- To make it easier, the pair both perform movements at the same level.
- To make it harder, change levels with each movement.

Vocabulary & Questions

- **Can** you demonstrate the 4 key 1980's movements?
- **What** do we mean by changing the level? (High, medium, low)
- **Why** did you choose that change of level and direction for that movement?
- **Which** Did you have to adapt where you stand as pair for the other movements to enable to dance to link together?
- **Did** you see a good use of level and direction in the performance you saw? Could you recommend any improvements to the group?

Learning Points and Success Criteria**Level and direction**

- Change level (high, medium, low)
- Clear movement actions
- Change direction (face to face, side to side, facing the same way, back to back)

Partner work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

- DDMIX Warm up music
- 1980's up-tempo music, e.g. The Final Countdown – Europe, Eye of the Tiger - Survivor
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LESSON OBJECTIVE: Create a character and narrative within a 1980's dance.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Volume game*.** Play the game to introduce scale of movement, gestures and character movement. Run with actions and gestures.
- Explain the importance of performing movements at number 10 (large) to convey a character. If the audience cannot see what the dancer is doing, then they will not be able to follow the narrative (story).
- Recap and practise the DDMIX 1980s dance thinking about performing all of the movements at number 10.
- **Main Activity:** In groups of five or six, ask the children to decide on the character and narrative of the dance. Are they at a boxing match? Are they preparing for a boxing match? What happens prior to and after the match? Ask children to feedback some ideas and, also who else might be there apart from the fighters. E.g. Coach, supporters referee.
- Groups create a still photograph using still positions in their groups to reflect the narrative of the story they have created. For example, in a group of 5:
 - One character looking worried
 - One looking confident
 - Boxer in a punching pose.
 - One character on his knees with head in their hands
 - A boxer with his hands in the air in celebration.

We can see a clear narrative and journey within the still positions if the movements are held at number 10 on the scale.
- All groups show their still photograph positions to the class. Can the class guess what has happened in the story?
- **Plenary:** Children feedback on what they saw. Were the events clear from their positions? How could they make it clearer?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, give the children a storyboard to follow.
- To make it harder, create two still photographs to develop the narrative/story

Vocabulary & Questions

- **What** movements can you use to show a character?
- **How** can you change the scale of your movements to suit how you want to portray your character?
- **How** did you decide who would be each character in your photograph?
- **Can** you express your character's emotion by making your face look happy/sad?
- **What** size on the scale are the performing group's movements? How could they exaggerate their pose to make it easier to identify?

Learning Points and Success Criteria**Character and narrative**

- Gestures (use of hands)
- Scale of movements (big or small movements)
- Facial expression
- Stillness to demonstrate narrative

Group work

- Communicate
- Positive
- Areas of improvement

Resources, Pictures and Music

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LESSON OBJECTIVE: Create a dance sequence with a narrative from everyday activities. Work constructively in a group

Lesson Plan

- **Warm up:** DDMIX Warm up
- Ask children to create some everyday activities of their own such as checking the time, kicking a football and waving. Choose some children to model theirs in front of the class.
- **Introduction Activity: *Shapes*.** Play the game using everyday activity movement examples.
- **Main Activity:** Introduce four stations in the room. Cooking, cleaning, sport and getting ready for schools. Divide the children between the stations and give groups two minutes to explore different movements associated with those activities in time to the music. Rotate until groups have visited each station. Discuss the different movements that they discovered.
- Ask the children to think of eventful moments that could happen/go wrong within these activities. For example, scoring a goal, being late for school, running out of toothpaste, tossing a pancake that sticks to the ceiling. Give children two mins at each station to explore movements for different situations that could happen/go wrong. Make sure that they are moving in time to the music. Rotate.
- Keep children in the same groups and ask them to pick 1 activity with an eventful moment.
- Create 8 counts of movement to show what has happened using both gestures and movement. Allow children to look at each group and guess what has happened.
- Children feedback on what they saw. Were the events clear from the movements? How could the groups make it clearer?
- **Plenary:** Children discuss how they linked their everyday movements to convey a narrative. Feedback to the class.
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, leave suggestion cards at each station.
- To make it harder, ask children to think about creating a sequence of movements to repeat at their station.
- To make it harder create 16 counts per section.

Vocabulary & Questions

- **Which** movements do you associate with cooking, cleaning, sport and getting ready for school?
- **As** a group, which station did you find it easiest/hardest to create movements for?
- **Which** movements did you think worked best for your 8 counts? Why?
- **Was** the group's narrative clear?
- **Are** there any improvements you can suggest to make the narrative clearer?

Learning Points and Success Criteria**Dance sequence with narrative**

- Identify a character and narrative
- Create 8 counts of movement using gesture/s
- Link movements to convey a narrative

Group work

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

Resources, Pictures and Music

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LESSON OBJECTIVE: Make changes of level and direction to an everyday activity dance sequence, whilst applying group formation.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity:** *Remote control.*
- Recap dance sequences from the previous lesson
- Discuss the different levels and directions you can use within a dance. Ask the children to demonstrate.
- **Main Activity:** Ask the children to change the direction for at least one movement, giving them time to practise.
- Add a change of level to one movement. Do all dancers need to perform at the same level? Practise the dance using changes to the direction and level in groups.
- Discuss group formation. Where could they stand as a group during the sequence? Ask the children to try and practise some different formations.
- Perform to another group for feedback. Children feedback on the formation used. Can they all be seen by the audience? Were changes of level and direction used? What was successful and what could be improved for the performance? Swap roles.
- **Plenary:** Discuss which movements worked well. Could all dancers be seen? Which levels were used? Did they work? Were the movement/gestures performed at a big enough scale? What improvements can the children suggest?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, focus on one change (direction, level or formation)
- To make it harder, make changes on two or more movements.
- To make it harder, create contrast in dynamics

Vocabulary & Questions

- **Which** direction can you face in your group? Back to back, side to side, face to face or facing the same way?
- **How** has the change of level changed the sequence? Do you need to adapt movements before/after to allow the change of level?
- **Did** you enjoy performing with your group?
- **Were** the movement/gestures performed at a big enough scale?
- **What** can be improved?

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

- Change direction of a movement
- Change the level
- Dance in a group formation

Group work

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

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LESSON OBJECTIVE: Combine the everyday activity sequence into the DDMIX 1980's dance. Perform and evaluate dance sequence.

Lesson Plan

- **Warm up:** DDMIX Warm up
- **Introduction Activity: *Volume game*.** Play the game to recap scale of movement.
- **Main Activity:** Recap their dance sequences in their groups from the previous lesson. Remind the children to think about expression to enhance their characters. Identify some good examples and ask pupils to demonstrate these to the class.
- Recap the 1980s DDMIX dance, again reminding children to think about performing movements as big as they can to the scale of 10.
- In their groups, link together both sequences and give the children time to practise. (Children can replace the 8-16 counts at the end of the DDMIX 1980s dance with their everyday activity sequence or alternatively at the beginning. Give the children the opportunity to repeat the sequence twice.)
- Give extra time for children to adapt their formations if required.
- Allow each group to perform the full dance.
- **Plenary:** Encourage peer assessment, identifying both strengths and areas of improvement. Which formation chosen was the most successful? Were all the characters performing movements at number 10?
- **Cool down:** DDMIX Warm down

Differentiation

- To make it easier, concentrate on demonstrating large movements to the beat.
- To make it easier, create a pose for the 8 counts at the end of the dance instead of an everyday dance sequence.
- To make it harder, ask children to think about performance expression, create a start/ending pose to accommodate the new dance.

Vocabulary & Questions

- **Do** you need to adapt any movements to allow the sequences to link?
- **Where** do you need to stand as a group, so you are prepared to start your sequence?
- **Which** movements did you like? Why?
- **Was** the narrative clear/unclear? Why?
- **Could** movements be bigger and more energetic?

Learning Points and Success Criteria
Group dance

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

Group work

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

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