

Lesson Objective	To introduce working to a regular beat and explore different movement patterns Lesson 1/6
Equipment Needed	Sound system, music.
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Work creatively and imaginatively• Use fundamental shapes/movements (Jog, jump, hop and balancing)• Try to explore a variety of different movement patterns in time to the music• Perform a range of basic movements (Gestures, canon and unison)
Adapted Learning (Differentiation) (Challenge)	Ask M/A pupils to change their method of movement every ten seconds to challenge to be creative as possible! Ask your M/A to try and create a dance gesture (Movement to four beats, standing still). Ask L/A to name something related to the stimulus.
Cross Curricular Links	Dance and gestures can be linked to topic which you are covering.
Warm Up	Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four. This will help with the main activity in the lesson.
Main Activity	<p>Move Like A... :</p> <p>The aim of this activity is to develop the children's ability to move in a range of ways, depending on the stimulus. This can be linked to a topic or allows you to add ideas that the children can later use in their own routines.</p> <p>Play some upbeat music. Each time you call out 'travel' introduce a new stimulus, i.e. – Animals – The children then begin to travel moving to the music as an animal.</p> <p>Create A Dance:</p> <p>Split the class into groups of 2/3. The groups have to create a dance to perform at the end of the lesson. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions.</p> <p>The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each.</p> <p>Introduce canon and unison and ask the groups to incorporate within their routine. Show the difference with a demonstration. Explain to the children the difference between unison and canon timing, once the children understand this principle ask them to add a canon element. The easiest way to employ canon timing is by numbering themselves. Then one person simply counts out in sequence, the children move when they hear their number.</p> <p>To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> <p>Rehearsal Performance:</p> <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>
Cooldown	Group discussion and Success Criteria.
Key Technical Points	Gesture – Defined as a movement of a body part to express a theme or opinion

Lesson Objective	To introduce and develop a short sequence with a partner	Lesson 2/6
Equipment Needed	Sound system, music, stimulus cards (written/typed on card).	
Success Criteria	Children can: <ul style="list-style-type: none">• Work creatively and imaginatively, independently and in pairs• Use and structure simple movement patterns individually and in pairs• Link actions (Simple dance routine in pairs or small group)• Perform dances fluently and with control	
Adapted Learning (Differentiation) (Challenge)	Children to work in ability groups to perform dances.	
Cross Curricular Links	Dance and gestures can be linked to topic which you are covering.	
Warm Up	Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four.	
Main Activity	<p>Name The Dance? – Guess The Stimulus:</p> <p>Split the class into four groups, mixed ability. Each group must pick a stimulus from out of the 'dance hat' (Just place a range of different themes inside the hat, use really obvious, general stimulus – see the resource at the end of this document). With guidance they must then try and create a dance routine with two gestures (Each for four beats). The other half of the class then have to try and guess what their stimulus is! If they guess correctly, then the dancing group get a point!</p> <p>Stimulus Ideas: Superheroes, Olympics, Winter, Animals, Robots, Space.</p> <p>Develop A Dance:</p> <p>Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each.</p> <p>Introduce canon and unison and ask the groups to incorporate within their routine. Show the difference with a demonstration. Explain to the children the difference between unison and canon timing, once the children understand this principle ask them to add a unison element. The group will perform a number of gestures at the same time, working to the beat of four. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> <p>Rehearsal Performance:</p> <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Stimulus – Refers to the underlying inspiration for all of the dance movements within the routine (Travel or gestures)	

Lesson Objective	To practice and perform a dance sequence to a regular beat	Lesson 3/6
Equipment Needed	Sound system, music, stimulus cards (written/typed on card).	
Success Criteria	Children can: <ul style="list-style-type: none">• Watch and understand what people are trying to put across in their dance and be able to discuss• Use movements which express ideas, mood or feelings• Perform dances fluently and with control	
Adapted Learning (Differentiation) (Challenge)	Children to work in ability groups to perform dances.	
Cross Curricular Links	Dance and gestures can be linked to topic which you are covering.	
Warm Up	Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four.	
Main Activity	Stimulus Circuits: <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus.</p> Develop A Dance: <p>Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each. Children develop their ability to work in groups. Try to take a back seat and let the kids figure it out. Give each group a bean bag to encourage cooperation. Only the person who is holding the bean bag can speak during group discussions. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> Rehearsal Performance: <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Children develop their ability to work in groups. Try to take a back seat & let the kids figure it out.	

Lesson Objective	To introduce a group sequence using different movement patterns	Lesson 4/6
Equipment Needed	Sound system, music, stimulus cards (written/typed on card).	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Work creatively and imaginatively, independently and in a small group• Respond to a change in the tempo to the music• Choreograph a small group dance show different creative ideas each week• Perform dances fluently and with control	
Adapted Learning (Differentiation) (Challenge)	Children to work in ability groups to perform dances.	
Cross Curricular Links	Dance and Gestures can be linked to topic which you are covering.	
Warm Up	Use one song (3-5min) to complete a head-to-toe mobility warm up, mobilizing each of the joints within the body. During the warmup song, lead the session by showing moving to the beat of four.	
Main Activity	<p>Stimulus Circuits:</p> <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons.</p> <p>Develop A Dance:</p> <p>Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each. Introduce 'Group Gestures' and ask the children to incorporate within their routine – If technology allows, show a clip of Diversity Dance Group completing a group gesture. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> <p>Rehearsal Performance:</p> <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Group Gesture – Refers to when the group merges, ceasing to be dancing as individuals and turn into something as a unit!	

Lesson Objective	To practice and perform group sequences and rehearse the full dance routine	Lesson 5/6
Equipment Needed	Sound system, music, stimulus cards (written/typed on card).	
Success Criteria	Children can: <ul style="list-style-type: none">• Work independently and in small groups to plan, prepare and perform a dance routine• Create and perform fluent dance routines (5-6 elements)• Perform dances fluently and with control and remember routines without being prompted	
Adapted Learning (Differentiation) (Challenge)	Children to work in ability groups to perform dances.	
Cross Curricular Links	Dance and Gestures can be linked to topic which you are covering.	
Warm Up	Stimulus Circuits: <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons.</p>	
Main Activity	Develop A Dance: <p>Working in same groups as last lesson the children develop their dance create a dance routine. Support the groups by guiding them towards refining their routines and ideas – but try and let them make the big decisions. The children are allowed to pick their own stimulus. Start by asking them to create a dance with four gestures, for four beats each. To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> Rehearsal Performance: <p>Groups will now perform their routines for the rest of the class. Have two or three groups performing at a time, to build confidence of dancing in front of their peers. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Children are able to perform fluent moves under control.	

Lesson Objective	To perform full dance sequence to a regular beat	Lesson 6/6
Equipment Needed	Sound system, music, stimulus cards (written/typed on card).	
Success Criteria	<p>Children can:</p> <ul style="list-style-type: none">• Watch and understand what people are trying to put across in their dance and be able to discuss and analyse the strengths and areas of improvement of dance routines, using key terminology• Perform dances fluently and with control to the rhythm in the style of the music• Evaluate and refine their own and others work	
Adapted Learning (Differentiation) (Challenge)	Children to work in ability groups to perform dances.	
Cross Curricular Links	Dance and Gestures can be linked to topic which you are covering.	
Warm Up	<p>Stimulus Circuits:</p> <p>This will consolidate the children's understanding of how to respond to a stimulus in dance. Organise your class into the four groups. Split the area into quarters and play some loud, fun music. In each quarter place the stimulus cards face down. Group pick a card, and then dances for 30 seconds using that stimulus, when you blow the whistle, they all rotate into the next station and change their dance moves according to their new stimulus. Add in elements of Canon and Unison to get children to think about what they performed in previous lessons.</p>	
Main Activity	<p>Rehearsal:</p> <p>Groups will now rehearse their routines making sure they are working to a regular beat of four, they use elements of canon, unison and have a group gestures. This is the time for them to practice before each group performs at the end of the lesson.</p> <p>To keep control of the lesson. Stop the class every 6-8 minutes and ask to watch their dances 'so far'. Allow groups to add new content once they have completed the original task.</p> <p>Performance:</p> <p>Groups will now perform their routines for the rest of the class. Each of the other groups give a score out of ten, with a reason as to why. Repeat for all groups. Encourage children who are scoring to use the key vocabulary when discussing the other groups dances.</p>	
Cooldown	Group discussion and Success Criteria.	
Key Technical Points	Children can put together everything they have learnt throughout the Unit of Work.	