

Recap: What do we know about dance?

Lesson 1/6

To be able to perform the basic Samba bounce step and understand its cultural origins.

EDSTART KNOW

- I can explain that Samba comes from Brazil and is danced at Carnival.
- I can describe what the Samba bounce step looks and feels like.
- I can recognise that Samba is about rhythm, energy, and celebration

EDSTART GO

- I can perform the bounce step in time with music.
- I can add arm movements to make my dancing expressive.
- I can create a simple step-and-pose sequence with a partner.

EDSTART SHOW

- I can perform confidently in front of others.
- I can use facial expression and posture to show carnival spirit.
- I can celebrate my partner's effort with encouragement.

Recap: To be able to perform the basic Samba bounce step and understand its cultural origins.

Lesson 2/6

To be able to perform Samba steps in rhythm and use energy in movement

EDSTART KNOW

- I can explain that Samba is driven by strong rhythms.
- I can describe the difference between canon and unison in dance.
- I can explain why energy is important in Samba.

EDSTART GO

- I can perform bounce and side steps in rhythm with music.
- I can choreograph an 8-count phrase with my group.
- I can try dancing in canon and in unison.

EDSTART SHOW

- I can perform with energy and enthusiasm.
- I can stay in rhythm with my group.
- I can support others when we perform together.

Recap: To be able to perform Samba steps in rhythm and use energy in movement.

Lesson 3/6

To be able to create Samba shapes and perform in different formations.

EDSTART KNOW

- I can explain that Samba uses large, expressive shapes.
- I can describe how formations change the look of a dance.
- I can explain how carnival poses add flair.

EDSTART GO

- I can perform a phrase with a bounce, a turn, and a pose.
- I can work with my group in circle, line, and diagonal formations.
- I can add expressive gestures to my phrase.

EDSTART SHOW

- I can perform confidently in a formation.
- I can work with my group to create exciting poses.
- I can show Samba's expressive style in my performance.

Recap: To be able to create Samba shapes and perform in different formations.

Lesson 4/6

To be able to choreograph a Samba routine in a small group.

EDSTART KNOW

- I can explain that choreography has a beginning, middle, and end.
- I can name the key Samba steps to include in my routine.
- I can describe how canon and unison make dances more interesting

EDSTART GO

- I can work with my group to create a 16-count Samba routine.
- I can include bounce, turns, poses, and a formation.
- I can try canon and unison in my choreography.

EDSTART SHOW

- I can perform my routine confidently with my group.
- I can use timing to stay in rhythm with my team.
- I can encourage and support everyone in my group.

Recap: To be able to choreograph a Samba routine in a small group.

Lesson 5/6

To be able to combine group routines into a whole-class Samba performance.

EDSTART KNOW

- I can explain why transitions are important in dance.
- I can describe how formations and sequencing make the dance flow.
- I can explain how Samba celebrates teamwork and community.

EDSTART GO

- I can perform my group's routine as part of the class performance.
- I can practise smooth entries and exits.
- I can use carnival arms and energy during transitions.

EDSTART SHOW

- I can perform with carnival spirit and energy.
- I can take part confidently in a whole-class performance.
- I can support others to make the performance flow smoothly.

Recap: To be able to combine group routines into a whole-class Samba performance

Lesson 6/6

To be able to perform a Samba carnival dance and reflect on performance.

EDSTART KNOW

- I can explain that Samba is about rhythm, teamwork, and celebration.
- I can describe what went well in my performance.
- I can explain one thing I could improve next time.

EDSTART GO

- I can perform the Samba dance from start to finish.
- I can keep rhythm, posture, and carnival expression.
- I can practise performing to an audience.

EDSTART SHOW

- I can perform confidently with my class.
- I can celebrate my peers' achievements with positive feedback.
- I can reflect on my performance using "Two Stars and a Wish."