

Recap: What do we know about dance?

## Lesson 1/6

# To be able to copy and perform basic African dance steps to a steady beat.

### EDSTART KNOW

- I can explain that African dance uses rhythm and grounded steps.
- I can describe call-and-response in music and dance.
- I can explain why African dance feels powerful.

### EDSTART GO

- I can copy and perform a grounded side step.
- I can add claps and arm swings to my steps.
- I can respond to a leader's rhythm

### EDSTART SHOW

- I can perform confidently in front of my group.
- I can use rhythm and strong posture.
- I can support my peers when dancing together.

**Recap: To be able to copy and perform basic African dance steps to a steady beat.**

## Lesson 2/6

# To be able to keep rhythm using body percussion in dance.

### EDSTART KNOW

- I can explain that African dance uses body percussion.
- I can describe polyrhythm (different rhythms layered).
- I can explain how rhythm drives movement.

### EDSTART GO

- I can perform stamp-clap rhythms with control
- I can create an 8-count rhythm with my group.
- I can practise layered rhythms with others.

### EDSTART SHOW

- I can perform my rhythm with energy.
- I can stay in time with music and peers.
- I can celebrate my group's rhythm ideas.

**Recap: To be able to keep rhythm using body percussion in dance.**

### Lesson 3/6

# To be able to create shapes that tell a story through African dance.

#### EDSTART KNOW

- I can explain that African dance often tells stories.
- I can describe how animals inspire movements.
- I can explain why shapes are powerful in dance.

#### EDSTART GO

- I can create shapes and steps to tell a story.
- I can work with my group to create an 8-count phrase.
- I can travel while staying in rhythm.

#### EDSTART SHOW

- I can perform shapes confidently.
- I can tell a short story through dance.
- I can support my group with energy and focus.

**Recap: To be able to create shapes that tell a story through African dance.**

## **Lesson 4/6**

# **To be able to choreograph a short African dance in a group.**

### **EDSTART KNOW**

- I can explain that choreography needs structure.
- I can describe canon and unison.
- I can name the moves to include

### **EDSTART GO**

- I can create a 16-count routine with my group.
- I can include grounded steps, claps, and shapes.
- I can perform in canon and unison.

### **EDSTART SHOW**

- I can perform confidently with my group.
- I can stay in rhythm.
- I can encourage my peers during performance

**Recap: To be able to choreograph a short African dance in a group.**

## **Lesson 5/6**

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

### **EDSTART KNOW**

- I can explain why transitions are important.
- I can describe how African dance feels like a community celebration.
- I can explain how sequences fit together

### **EDSTART GO**

- I can perform my group's routine as part of a whole-class dance.
- I can practise smooth entries and exits.
- I can use rhythm during transitions.

### **EDSTART SHOW**

- I can perform confidently in a class dance.
- I can support others during transitions.
- I can show carnival-style community spirit.

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

**Lesson 6/6**

# **To be able to perform and evaluate an African dance.**

## **EDSTART KNOW**

- I can explain that African dance is about rhythm, strength, and community.
- I can describe what went well in my performance.
- I can explain one way to improve

## **EDSTART GO**

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

## **EDSTART SHOW**

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