

Year 4 - Development of Movement to Music

All around the World - Lesson Plan

COMPETING EDSTART

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

Lesson 1/6

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- perform grounded side steps with rhythm.
- copy and respond in a call-and-response activity.
- show carnival energy with arms and claps.

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.

Key Question

How does staying low and using strong stamps help us dance in time with the drum? Staying low helps us feel the rhythm through our feet and move with more power and control.

Warm Up

CALL AND RESPONSE MARCH: The teacher claps a steady rhythm while pupils march freely around the space, echoing each clap pattern as accurately as possible. Pupils focus on keeping their steps in time with the beat while maintaining tall posture, relaxed shoulders, and natural knee bounce to stay grounded. As confidence grows, the teacher introduces more complex rhythms using double claps, pauses, and syncopated patterns to challenge listening and coordination. **PROGRESSION:** Pupils take turns becoming the rhythm leader, creating and clapping their own patterns for the group to echo.

Main Activity

GROUNDING STEP: Pupils begin in a strong African dance stance with feet planted wide for a solid base, knees deeply bent to keep the body grounded, chest lifted, and the spine tall but relaxed. The head stays proud and forward-facing to show confidence and presence, which is an important performance quality in African dance. Pupils step side-to-side with a deep, heavy stamp, pushing firmly into the floor to feel the strength and rhythm travelling up through the legs and into the body. The step is driven from the hips and thighs, not the feet alone, creating powerful, elastic movement. Arms swing low and wide from the shoulders in natural arcs, cutting through the space to show energy and intent rather than soft shaping. Teaching cues include: "Push the ground away," "Bend then explode through the step," "Let the drums travel through your body." Pupils repeat the step in steady counts of 4 and 8, staying low throughout to maintain the grounded quality. Strong weight transfer from foot to foot is emphasised so movements do not appear light or floating. Examples include: double stamps on one side before switching with a sharp rebound, alternating arm reaches across the body to create dynamic shapes, travelling forward in a zig-zag pathway with deep steps, or adding a rhythmic knee bounce to accent the drum beat. More advanced variations may include shoulder bounces, chest pulses, or sharp head accents layered over the stamping feet to develop isolation and musical interpretation. **PROGRESSION:** Increase tempo, add fast directional changes, introduce powerful quarter and half turns, layer chest or shoulder isolations over the stamping pattern, or challenge pupils to respond instantly to live drum rhythm changes.

BASIC STEP SEQUENCE: Pupils perform the grounded step together in unison to African drumming music, learning how movement and rhythm are deeply connected in African dance traditions. They stay low through bent knees, keeping a strong centre of gravity so the power comes from the legs and core rather than the feet alone. Strong overhead claps on every fourth count help pupils feel the musical phrasing and emphasise key accents in the rhythm. The claps are sharp and purposeful, with elbows wide and hands striking confidently above the head. Teaching cues include: "Stamp into the beat," "Clap with strength," "Move as one body." In pairs or small groups, pupils create a short four-count African-inspired phrase that includes grounded travel and expressive arm actions. Examples include: stamp-stamp-clap-turn with a powerful rebound; forward stomp-back stomp-wide arm sweep; diagonal travel with two deep stamps and a sharp chest pulse; or side travel with alternating arm strikes and shoulder bounces. Pupils focus on strong posture, proud chest, low centre of gravity, and expressive energy in both the face and body. Groups repeat their phrases several times to build rhythmic accuracy, control, and performance confidence before sharing with others. **PROGRESSION:** Groups link two four-count phrases into an eight-count routine with clear starting and finishing poses, added direction changes, and layered chest or shoulder isolations for musical detail.

CALL AND RESPONSE DANCE: The teacher demonstrates a traditional African call-and-response structure by performing a short four-count movement phrase that pupils immediately copy. This reflects how African dance is often taught and shared within communities through observation and repetition rather than written instructions. Pupils then take turns as leaders in small groups, creating their own rhythmic patterns for others to follow. Movements are kept strong, clear, and grounded so responses are easy to mirror. Examples include: stomp-clap-hip pulse-jump; shoulder pulse-stamp-stamp-reach; travelling stomp followed by a freeze. Pupils experience the cultural importance of leadership, unity, and shared rhythm through movement. **PROGRESSION:** Leaders combine multiple phrases into longer sequences or add body isolations (hips, chest, shoulders) to increase rhythmic complexity and expression.

Adapted Learning (Differentiation) (Challenge)

SPACE
Pupils explore wide and narrow spaces using grounded travel and directional changes.

TASK

Pupils perform and link African-inspired stamped steps, claps, and turns in rhythm.

EQUIPMENT

Drums or music support rhythm and timing of movement.

PEOPLE

Pupils work in unison, pairs, and small groups to develop teamwork.

Key Technical Point

Maintain a wide base with bent knees, stamp with a flat foot into the floor, keep the chest lifted, and use full arm swings from the shoulders. Movement should stay low, powerful, and rhythmically connected to the beat.

Cooldown

SLOW STRETCHES: Pupils move into a large circle and perform gentle stretches for arms, legs, back, and shoulders to a slow drum rhythm. Movements are controlled and calm, with a strong focus on breathing slowly and steadily to lower heart rate and settle the body after energetic dance. Teacher cues include: "In through the nose, out through the mouth." **PROGRESSION:** Pupils take turns leading one stretch for the group, building confidence, leadership, and shared responsibility.

Year 4 - Development of Movement to Music

All around the World - Lesson Plan

COMPETING EDSTART

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

Lesson 2/6

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- create rhythms with stamps and claps.
- perform an 8-count rhythm phrase in a group.
- layer rhythms with others in time.

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.

Key Question

How can we keep a steady rhythm while moving and working as a group? By listening carefully to the beat, counting in time, keeping movements clear and controlled, and matching our actions with others in the group.

Warm Up

BODY PERCUSSION GAME: Begin with the whole class standing in a wide circle or safely spread out with personal space. The teacher demonstrates three clear body percussion sounds: clap thighs with both hands, stamp both feet firmly into the floor, and click fingers (or use a soft clap for pupils who find clicking difficult). Pupils practise each sound slowly in isolation before combining them into simple repeated patterns such as "thigh, stamp, click". Emphasise listening, synchronisation, and keeping a steady beat with the group. Teaching cue: "Thigh, stamp, click, keep the beat together." Pupils repeat in unison, gradually building confidence and consistency as a class. **PROGRESSION:** Gradually change the tempo, perform the same sequence slowly, at medium speed, then faster to test focus, control, and rhythmic accuracy.

Main Activity

STAMP-CLAP COMBO: Teach pupils a clear and powerful four-beat African-inspired rhythm sequence: stamp right, clap, stamp left, clap. Count aloud with the class: "One, two, three, four," linking each movement firmly to the drumbeat. Encourage deep, grounded stamps by bending the knees and driving the foot flat into the floor. Claps should be sharp at chest or overhead height with strong arm extension. Emphasise a low centre of gravity, lifted chest, engaged core, and relaxed shoulders to maintain power without tension. Teach pupils to transfer weight smoothly from one foot to the other and to keep the head lifted and eyes forward for performance focus. Once secure, add expressive arm actions on the claps such as wide sweeps, overhead reaches, or chest pulses to reflect African storytelling through movement. Pupils practise in unison, focusing on strength, clarity, rhythm, and control. **PROGRESSION:** Ask pupils to travel slowly forward, backward, or diagonally while maintaining the rhythm, adding grounded turns and controlled directional changes.

RHYTHM PHRASES: Organise pupils into small groups of three to four. Each group creates a four-count rhythm phrase using stamps and claps (for example: stamp-stamp-clap-clap or clap-stamp-clap-stamp). Emphasise deep knee bend for stamps, flat-foot contact with the floor, and strong, precise claps using straight arms and open hands. Groups rehearse slowly at first, counting aloud to ensure accurate timing and unison. Once secure, they extend their rhythm into an eight-count phrase, adding travelling movement such as stepping forward, sideways, diagonally, or including a controlled grounded turn by pivoting on the ball of the foot. Pupils focus on weight transfer, low centre of gravity, upright posture, and expressive arm energy throughout. Groups practise repeatedly to develop muscle memory, coordination, and teamwork, then perform to a steady beat or African drum rhythm while the class watches respectfully. **PROGRESSION:** Add layering, where two groups perform different rhythms simultaneously to create a polyrhythm, or introduce canon timing so groups enter one after another; increase tempo gradually while maintaining accuracy and power.

LAYERED RHYTHMS: Organise pupils into small groups of three to four. Each group creates a four-count rhythm phrase using stamps and claps (e.g., stamp-stamp-clap-clap or clap-stamp-clap-stamp). **TECHNIQUE:** Emphasise strong flat-foot stamps, soft bent knees to absorb impact, upright chest, relaxed shoulders, and clear open-hand claps with straight arms for sharp sound. Pupils should count aloud, maintain even spacing, and keep a low, grounded centre typical of African rhythm work. Groups rehearse slowly first, then at performance tempo. They extend their rhythm into an eight-count phrase, adding travelling actions (forward, sideways, diagonal) or a grounded pivot turn with controlled weight transfer. Groups then perform to a steady drumbeat with confident posture and expressive energy while others observe respectfully. **PROGRESSION:** Add canon entry, polyrhythms between groups, tempo increases, or require groups to include a level change (low-high) and direction change while staying in time.

Adapted Learning (Differentiation) (Challenge)

SPACE

Make the working area smaller to increase challenge or larger to support accurate rhythm and movement.

TASK

Simplify to just stamps and claps for support or add turns, travel, and layered rhythms for challenge

EQUIPMENT

Use only body percussion for focus, or add drums/tambourines to support rhythm and cultural context.

PEOPLE

Work solo for confidence, in pairs for support, or in groups for teamwork and polyrhythm creation.

Key Technical Point

Maintain a wide, grounded stance with soft knees to absorb each stamp. Strike the floor with the whole foot for a deep sound, keep claps sharp and at chest or overhead height, and stay in time with the beat by counting consistently and listening to others.

Cooldown

ECHO STRETCH: To slow the body and mind, finish with a calm-down rhythm activity. The teacher claps a slow, simple rhythm such as clap-clap-stamp. Pupils echo the rhythm back while completing gentle stretches, reaching arms up tall, stretching wide to the sides, and bending down slowly toward the floor. Continue with four to five different slow rhythms, linking each to a different stretch. Encourage deep, relaxed breathing throughout. Teaching cue: "Listen, copy, stretch tall, stretch wide." This serves as both a rhythm-control activity and a physical cool-down to end the lesson in a calm, focused way.

Year 4 - Development of Movement to Music

All around the World - Lesson Plan

COMPETING EDSTART

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

Lesson 3/6

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- perform animal-inspired shapes.
- create an 8-count story phrase with my group.
- travel while staying in rhythm.

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.

Key Question

How can we use our bodies to show different animals and tell a story through dance? By changing our body shape, level, speed, and energy, we can clearly show different animals and link movements together to create a story through dance.

Warm Up

AFRICAN ANIMAL FREEZE: Pupils spread out across the hall with plenty of personal space. The teacher explains that many African dances are inspired by animals, nature, and storytelling. The teacher calls out African animals and pupils freeze into strong, expressive statues that show power and character: **Lion:** deep crouch, wide stance, strong chest, arms shaped like claws to show strength and leadership. **Bird** (African Crane): tall posture, arms sweeping wide like wings in slow, graceful flight. **Elephant:** heavy steps, wide feet, slow swinging "trunk" arm to show strength and calm power. Hold each statue for three steady drum counts, focusing on balance, posture, and stillness. Teaching Cue: "Show the spirit of the animal through your whole body." **PROGRESSION:** Add a steady African drumbeat so pupils change statues in time with the rhythm.

Main Activity

AFRICAN ANIMAL SHAPES: The teacher explains that African dance uses strong, grounded shapes and different body levels. Demonstrate: **Lion Shape (Low Level):** knees deeply bent, body forward, arms reaching with power. **Elephant Shape (Middle Level):** wide stance, soft knees, slow heavy arm swings. **Bird Shape (High Level):** tall posture, lifted chest, wide flowing arm movements. Pupils practise each shape slowly, holding for 3–4 drum beats, focusing on strength through the legs, relaxed shoulders, and clear shapes. Emphasise grounded stance and connection to the floor. **PROGRESSION:** Pupils transition smoothly between animals using African-style travelling steps such as stamps, side shuffles, or diagonal walks.

AFRICAN MOVEMENT STORIES: In groups of 3–4, pupils create an 8-count African-inspired story dance using: Two African animal shapes, One grounded travelling movement (stamp walk, sliding step, diagonal travel) Each group imagines a short African savannah or jungle story, such as a lion stalking, an elephant marching, or birds flying across the sky. Pupils practise with a steady drumbeat, keeping movements low and rhythmic. Groups perform to one another while the audience claps gently to the beat. Teaching Cue: "Move with rhythm, tell your story with power." **PROGRESSION:** Add call-and-response claps between movements to reflect African dance traditions.

STORY PARADE – AFRICAN DANCE PERFORMANCE: All groups form a travelling African dance parade. Each group performs their story phrase one after another while the class moves rhythmically between sequences using stamping steps, side steps, or marching walks. A continuous African drum rhythm plays underneath to maintain timing. Pupils focus on strong posture, proud performances, and rhythmic unity. Teaching Cue: "Dance together, move with the drum, show your story proudly." **PROGRESSION:** Add stomps, claps, and spins between group performances to mark story changes like traditional African celebratory dances.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or reduce the size of the performance area to challenge pupils' travelling, awareness, and spacing between groups.

TASK

Simplify by using one animal shape only, or challenge by linking multiple shapes with travelling and rhythmic claps.

EQUIPMENT

Add African drum music, handheld shakers, or scarves to enhance rhythm, expression, and storytelling.

PEOPLE

Work individually for focus, in pairs for mirroring, or in groups for creating and performing story dances together.

Key Technical Point

Pupils should focus on maintaining strong posture, clear body shapes, and controlled transitions between movements. Bending the knees for low shapes, stretching fully for high shapes, and moving smoothly between levels helps create expressive, balanced, and confident animal-inspired dance movements.

Cooldown

AFRICAN COOL DOWN: Finish with calm African-inspired stretches to slow the body gently: **Tall Giraffe Stretch:** slow reach upward toward the sky. **Quiet Mouse Curl:** curl small and low to the ground. **Slow Stretching Cat:** smooth arch and round of the spine. Use slow drum rhythm or quiet African instrumental music to support breathing and relaxation. Teaching Cue: "Slow like the drum, calm like the animals resting."

Year 4 - Development of Movement to Music

All around the World - Lesson Plan

Lesson Objective To be able to choreograph a short African dance in a group. **Lesson 4/6**

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- explain that choreography has a structure.
- create a 16-count routine with steps, claps, and shapes.
- perform my routine using canon and unison.

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.

Key Question How can we use strong, grounded movements and rhythm to create powerful African-inspired dances together? By staying low, moving with the beat, using clear stamps and claps, and working together in time, we can create strong, expressive African-style dances that show power, rhythm, and teamwork.

Warm Up

FOLLOW THE LEADER: Organise pupils into small groups of 4-6. One pupil becomes the leader, performing simple African-inspired movements such as grounded stamps, swinging arm actions, shoulder pulses, torso bends, or strong freeze shapes. The rest of the group copies instantly, staying low with soft knees and moving with the beat as if responding to a drum. After 8-16 counts, the teacher calls "Switch!" and a new leader takes over. Encourage leaders to use powerful, rhythmic movement drawn from earlier African dance work, including body percussion and travelling steps. Teaching Cue: "Lead with strength, copy with rhythm, move with the drum." **PROGRESSION:** Perform the follow-the-leader game to African drumming music, maintaining steady rhythm and grounded posture.

Main Activity

AFRICAN DANCE COMPOSITION: Pupils remain in their existing groups and are challenged to choreograph a 16-count African-inspired dance routine that reflects power, rhythm, and grounded movement. Each routine must clearly include four key elements: **Grounded steps:** such as deep stamps, step-touches, heel digs, or strong travelling strides that stay low through the knees. **Body percussion:** including claps, chest taps, thigh slaps, or combinations such as stamp-clap-clap to emphasise rhythm. **Strong shapes:** such as low crouches, wide warrior poses, chest-open power stances, or tall reaching shapes that show contrast in levels. **A clear formation:** such as a line, circle, diagonal pathway, or tight cluster that changes or travels during the routine. Groups begin by planning their routine slowly, counting aloud in 4s and 8s to structure their movements clearly. They rehearse without music first to secure timing, making sure all dancers move with strong posture, bent knees, grounded feet, and sharp arm actions. Once confident, groups practise again with African drumming or percussion music, focusing on powerful energy, sharp stops, controlled turns, and clear transitions between movements. The teacher circulates to support creativity and challenge groups to use changes in level (low to high), speed (slow to fast), and direction (forwards, sideways, turning) to make the routine dynamic and expressive. Teaching Cue: "Plan with your group, practise with energy, perform with power." **PROGRESSION:** Extend routines to 24 or 32 counts, adding travelling sections across the space and creating clear starting and finishing poses to strengthen performance impact.

CANON & UNISON: The teacher begins by clearly introducing the two dance structures that pupils will explore. Unison is explained as everyone performing exactly the same movement at the same time to create a strong, bold, and powerful visual effect. Canon is described as dancers starting the same movement one after another, creating a flowing ripple or wave effect, like sound travelling through a drum line in African music. The teacher physically demonstrates both versions using a short movement phrase so pupils can clearly see and feel the difference. Groups then choose one section of their routine to perform in unison and another section to perform in canon. Pupils experiment with different canon starts, such as one clear leader followed by the group, pairs starting together, or a circular ripple where each dancer joins in sequence. Technical focus is placed on accurate timing, clear starts, strong posture, and consistent movement quality so the effect remains sharp whether together or in sequence. Groups perform their versions to the class, followed by a brief discussion about how unison felt powerful and controlled while canon felt fluid and travelling. Teaching Cue: "Unison is together. Canon travels like a wave." **PROGRESSION:** Perform the same section once in canon and once in unison to clearly highlight the contrast for the audience.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase space for travelling African steps and wide formations, or reduce space to focus on tight, grounded rhythmic control.

TASK

Simplify to 8-count routines with one rhythm pattern, or extend to 24-32 counts using canon, unison, and directional travel.

EQUIPMENT

Use drums or recorded African music for tempo support, or remove music to challenge pupils to internalise rhythm.

PEOPLE

Work in pairs for confidence, small groups for collaboration, or whole-class unison for strong performance impact.

Key Technical Point

Maintain a low, grounded stance with soft knees and wide feet. Drive movement from the legs using strong stamps, coordinate arms with rhythmic swings, and keep movements powerful and controlled. Stay in time with the drumbeat and move with full-body energy, not just the feet.

Cooldown

AFRICAN PROCESSIONAL WALK: As a calm final activity, groups travel slowly across the space in processional African-style walking, moving in time to a slow drumbeat. Encourage long grounded steps, lifted posture, wide arm sweeps, and controlled breathing. Pupils move together as one unit, maintaining steady rhythm and strong focus. Teaching Cue: "Step with the earth, rise tall, move as one." **PROGRESSION:** Add 1-2 frozen African-inspired shapes during the travel, holding each for 3 slow counts before continuing.

Year 4 - Development of Movement to Music

All around the World - Lesson Plan

COMPETING EDSTART

Lesson Objective To be able to combine group routines into a whole-class performance **Lesson 5/6**

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- perform confidently in a class dance.
- use transitions to connect routines.
- show community spirit through rhythm and teamwork.

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.

Key Question What makes transitions smooth? How can we make it look like a community performance? Transitions are smooth when groups enter and exit confidently in rhythm without pauses. Using claps, stamps, or travelling steps keeps the energy alive between routines. African dance feels like a community celebration when everyone performs together, supports each other, and adds energy like a carnival

Warm Up

PARADE STEPS: The whole class begins marching together in either a large circle or a long line formation to create the feeling of an African-inspired parade. Pupils march with tall posture, relaxed but purposeful arms, and strong rhythmic stamps to emphasise the beat of the music or drum. The teacher introduces clear entry and exit cues to rehearse confident performance movement: a clap signals pupils to begin marching, a stamp means freeze instantly in a strong pose, and a shout such as "Go!" tells pupils to exit or change direction quickly and with purpose. The class repeats this sequence several times, rotating pupil leaders so different children experience giving performance cues. Throughout, pupils are reminded to move with confidence, rhythm, and energy as if they are performing in a real street parade. Teaching Cue: "March strong, stamp loud, listen for the signal." **PROGRESSION:** Arm actions such as overhead reaches or sweeping arm swings are added on the stamps, and pupils begin to vary levels with high marches and low, grounded marches to increase visual impact.

Main Activity

SEQUENCING ROUTINES: Groups return to the 16-count African-inspired routines they created in previous lessons, which include grounded steps, body percussion, strong shapes, and clear formations (for example: stamp-stamp-clap-turn sequences, chest taps with low crouch shapes, or wide warrior poses in a circle formation). The teacher now takes the role of choreographer and begins to sequence the class into one connected whole-class performance. Together, the class decides the order in which groups will perform, and the teacher supports pupils in linking routines using travelling steps, claps, or stamps so that transitions feel smooth and continuous rather than stopping and starting (for example: one group exits with stamping steps while the next group enters with claps in rhythm, or groups overlap with a shared four-beat travelling march). Each group rehearses their routine in the correct running order while the rest of the class watches and prepares for their own entrance, focusing on timing and spatial awareness. Once confident, the full class runs the entire sequence with African drumming or music, concentrating on strong timing, confident stage entrances, clear spacing between groups, and powerful presentation. Teaching Cue: "Your part is important, connect it to the next, keep the rhythm going." **PROGRESSION:** Dynamic contrast is added so that some sections are sharp and powerful (fast stamps, strong chest hits), while others are lighter, quicker, or more fluid (soft travelling steps, flowing arm sweeps) to create clear variation within the performance.

TRANSITIONS & OVERLAPS: Pupils now focus on refining how they enter and exit the performance space with energy and purpose so the final piece flows without long pauses. Groups practise performing at centre stage while the next group enters in rhythm at the edge of the space. As one group exits, they continue to clap, stamp, or click to keep the rhythm alive for the audience. The teacher introduces overlapping sections, where one group performs their full routine in the centre while other groups maintain a steady background rhythm using body percussion. Roles are rotated so all pupils experience being both centre-stage performers and rhythm supporters. This builds teamwork, listening skills, and performance confidence. Teaching Cue: "Perform with energy, support with rhythm, keep the performance alive." **PROGRESSION:** Groups are challenged to keep the rhythm continuous for the entire class performance, ensuring there is no silence between any section.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use a large open hall with clear performance zones and wide travelling pathways for safe group movement.

TASK

Create, connect, and perform African-inspired routines using steps, body percussion, shapes, and formations.

EQUIPMENT

African drum or music track, speakers, cones for marking performance areas.

PEOPLE

Work in small groups, whole-class parade, centre-stage performers with rhythm support groups.

Key Technical Point

Maintain a low, grounded stance with bent knees and strong posture to reflect African dance style. Keep movements powerful and controlled, use clear arm swings and strong stamps, and stay in time with the rhythm. Focus on sharp freezes, smooth transitions, and confident performance energy.

Cooldown

CIRCLE STRETCH: To bring energy levels down safely, the class forms a wide circle. The teacher plays or claps a slow, steady drumbeat to guide timing. Pupils stretch arms slowly up tall, out wide, and down toward the floor, holding each stretch for three to four steady beats. Animal- and story-inspired stretches from earlier lessons are revisited, such as the tall giraffe stretch, wide-winged bird stretch, and curled mouse shape, helping pupils connect movement to imagination. Calm breathing is encouraged throughout, with slow inhales and exhales matched to the beat. Teaching Cue: "Move with the beat, stretch tall, stretch wide, finish calm." **PROGRESSION:** Pupils are invited to suggest and lead a stretch for the class, building confidence and leadership.

Year 4 - Development of Movement to Music

All around the World - Lesson Plan

COMPETING EDSTART

Lesson Objective To be able to perform and evaluate an African dance.

Lesson 6/6

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- perform confidently with rhythm and strong shapes.
- explain what went well and how to improve.
- celebrate others' performances with positive feedback.

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."

Key Question

What went well? How did we show rhythm? What can we improve? Strong rhythm was shown through clear stamps, claps, and timing with the music. Posture and shapes looked powerful when pupils stood tall or grounded low. Areas to improve could be sharper transitions, more confidence, or stronger freeze poses.

Warm Up

ECHO RHYTHM: Begin the session with a short African rhythm warm-up based on traditional call-and-response drumming. The teacher claps or stamps a simple rhythm pattern (for example: clap-clap-stamp, pause, clap), and pupils immediately echo it back using claps and grounded stamps. Explain that in African dance, dancers listen closely and respond quickly to the drum, just like this. Start with slow, steady rhythms, then gradually increase complexity by adding faster tempos and longer rhythmic phrases. Encourage pupils to feel the beat through their feet and bodies rather than just copying with their hands. Teaching Cue: "Listen to the drum, feel it in your feet, copy with energy." **PROGRESSION:** Confident pupils lead the rhythm for the class, taking the role of the drummer and building leadership through rhythm.

Main Activity

FINAL REHEARSAL: Recap the key African dance building blocks of the performance: grounded steps (stamps, step-point, marching strides), bold expressive shapes (low crouches, wide warrior poses, tall reaching statues), and strong formations (circle, line, diagonal). Emphasise that African dance uses the whole body and a strong connection to the floor through bent knees and weighted steps. Pupils practise each element briefly, focusing on bent knees, lifted chests, powerful arms, and sharp stillness in freeze shapes. They check spacing carefully so circles stay round and lines stay straight. Teaching Cue: "Stay low, move strong, show your shapes clearly." **PROGRESSION:** Groups change smoothly between two different formations using travelling African-style steps without stopping.

CLASS REHEARSAL: The whole class runs through the full African-inspired performance without music first, using claps and stamps to keep the internal rhythm alive and unified. Pupils focus carefully on performance order, clean entrances and exits, spacing, and continuous movement between sections so the dance flows without stops or gaps. They are reminded that in African dance the rhythm never disappears, even while travelling, changing groups, or holding shapes, the body should continue to reflect the beat through subtle pulses, foot pressure, or shoulder movement. Once secure, the class repeats the full performance with African drumming or music, listening closely for the steady pulse, accent beats, and call-and-response rhythms. The teacher pauses only to sharpen timing, tighten formations, and deepen movement quality through lower levels, stronger grounded stamps, clearer arm pathways, and more expressive posture. Pupils are encouraged to project energy confidently to the audience and perform with pride. Teaching Cue: "Keep the drum alive in your body, move as one." **PROGRESSION:** Groups perform all transitions independently without teacher prompts, maintaining rhythm, spacing, and energy with confidence and musical awareness.

PEER REVIEW CAROUSEL: The class splits into two halves to create a structured peer-review performance. Half A performs the full African dance routine while Half B observes using "Two Stars and a Wish," focusing carefully on key performance features such as rhythm accuracy, energy, grounded stamping, strength of shapes, clarity of canon and unison, teamwork, and overall stage presence. Observers are encouraged to look for specific African dance qualities including deep knee bends, strong connection to the floor, powerful arm pathways, expressive posture, and confident facial expression. After the performance, Half B shares two strengths (for example, "Your stamps were really loud and powerful," "Your canon ripples were very clear") and one kind improvement suggestion (such as "Try to freeze more sharply at the end"). Groups then swap roles so everyone performs and observes. The class reunites to identify common strengths and agree on one whole-class improvement target such as deeper levels, sharper freezes, stronger accents, or tighter timing. The session finishes with one or two confident full-class performances to an audience to celebrate learning and achievement. Teaching Cue: "Watch with respect, give kind feedback, perform with pride." **PROGRESSION:** Pupils suggest performance refinements linked to African dance style, such as stronger accents on the drum beat, deeper grounded levels, sharper canon timing, or clearer unison shapes.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase space between groups for beginners; reduce space to challenge spatial awareness and timing.

TASK

Simplify routines to 8 counts for support; extend to 24–32 counts for challenge with added canon or levels.

EQUIPMENT

Use body only for beginners; add drums, shakers, or recorded music for advanced rhythmic control.

PEOPLE

Work in mixed-ability groups for support or same-ability groups for targeted challenge and leadership.

Key Technical Point

Maintain a strong grounded stance with bent knees and wide feet to stay connected to the rhythm. Use powerful, clear arm actions and body percussion to emphasise the beat. Keep timing precise, transitions smooth, and posture tall to perform with control, energy, and confidence as a group.

Cooldown

CIRCLE STRETCHES WITH REFLECTION: The class gathers in a wide circle, reflecting the importance of the circle in African dance as a symbol of community and unity. A slow drumbeat or steady clap guides the cool-down. Pupils stretch in time with the rhythm: reaching tall like growing trees, stretching wide like birds, and curling low in grounded shapes. Breathing is slow and controlled to calm the body after energetic movement. One by one, pupils share their favourite moment from the African dance unit or performance. Teaching Cue: "Stretch with the drum, breathe with the rhythm, share with the circle."