

Year 5 - Movement to Music

All around the World - Lesson Plan

Lesson Objective To be able to perform basic Bollywood hand gestures and steps.

Lesson 1/6

Equipment Needed Bollywood Music, Speaker, Drum

Success Criteria Children can:

- name and show three Bollywood hand gestures.
- I can perform step-tap with rhythm.
- I can create a short gesture sequence with a partner

EDSTART KNOW

- I can explain that Bollywood dance comes from India.
- I can name and show three hand gestures.
- I can explain why expression is important.

EDSTART GO

- I can perform step-tap with hand gestures.
- I can travel using Bollywood arms and hands.
- I can create a short gesture sequence

EDSTART SHOW

- I can perform with confidence and rhythm.
- I can use gestures to show emotion.
- I can celebrate my partner's effort.

Key Question

What makes Bollywood dance different from other styles? Bollywood uses mudras (hand gestures like Namaste, Lotus, Peacock) to tell stories. It combines steps, claps, and big expressions with traditional Indian style.

Warm Up

TRAVELLING ACROSS INDIA: Pupils spread out in the hall with enough personal space. The teacher calls out different travelling styles such as walking, skipping, jogging, or tiptoeing. Pupils move freely around the space, responding to each command. On the command "FREEZE", pupils stop instantly and strike a Bollywood-style pose (arms high, one hand on hip, strong facing-the-audience shape). Encourage variety so that every freeze is different. Use upbeat Indian music to keep energy high. "Travel light, freeze strong, show your Bollywood style." PROGRESSION: Pupils perform their freeze poses facing different directions (front, side, diagonal, and back) to develop use of performance space and audience awareness.

Main Activity

HAND GESTURES (MUDRAS): Explain that mudras are traditional hand gestures used in Indian dance to tell stories, express emotions, and represent elements of nature and character. Emphasise the importance of respect, clarity, and control when performing culturally significant movements. Slowly demonstrate each gesture from different angles so all pupils can clearly see: **Namaste:** Palms pressed together at chest level, elbows lifted, shoulders relaxed, showing respect and greeting. **Lotus Hand:** Fingers curved and gently spread to form the shape of a blooming flower, wrists lifted and soft. **Peacock Hand:** Thumb touches the tip of the middle finger while the other fingers extend upward and outward to represent the peacock's feathers. Pupils practise each gesture slowly, holding for 3-5 seconds, focusing on strong, stretched fingers, firm but relaxed wrists, lifted elbows, and still upper body control. Encourage pupils to perform with energy, pride, and precision rather than rushed or floppy movements. The teacher circulates to correct finger tension, wrist alignment, and elbow height. "Strong fingers, clear hand shapes, tell your story with your hands." PROGRESSION: Pupils smoothly link the gestures together into a short repeated sequence — Namaste → Lotus → Peacock — maintaining continuous flow, accurate hand shapes, and steady rhythm without stopping between movements.

GESTURE & STEP COMBO: Teach a simple Bollywood travelling step: step-tap side to side with a light hip bounce and soft knees to create natural rhythm and flow. Pupils first practise the footwork without using their arms, counting aloud together to secure timing: "Step, tap, step, tap." Emphasise even weight transfer, relaxed shoulders, and grounded foot placement. Once pupils are confident with the foot pattern, add the mudras into the steps in time with the music: **Step-tap with Namaste, Step-tap with Lotus or Step-tap with Peacock.** Pupils gradually blend the footwork and hand gestures into one continuous flowing sequence, maintaining tall posture, lifted chest, soft knee bounce, and expressive but controlled arm pathways. Encourage pupils to smile, use clear eye focus, and move with enjoyment and confidence, reflecting the vibrant performance style of Bollywood dance. "Step with energy, add your hands, perform with pride." PROGRESSION Pupils work in pairs, performing the step and gesture sequence facing each other, maintaining eye contact, matched timing, mirrored movements, and musical rhythm accuracy throughout the sequence.

BOLLYWOOD PARADE: Organise the class into two long lines facing each other, leaving a clear "runway" or parade route down the centre. Pupils take turns to move down the middle in pairs, performing their gesture and step combo (step-tap with mudras) as if they are on stage in a Bollywood show. Encourage them to walk with confidence, using clear steps, lifted chests, and controlled rhythm. Prompt pupils to smile, make eye contact with the audience, and add expressive head movements such as gentle nods, tilts, or side glances to enhance performance quality. The rest of the class act as a supportive audience, watching respectfully and clapping at the end of each pair's parade. When pairs reach the end of the route, they separate and join the opposite line, keeping the flow of movement continuous so that the next pair is ready to start. PROGRESSION: Add arm flourishes, a small spin or turn, or a final held Bollywood pose at the end of the parade route before pupils swap lines, encouraging creativity, extended performance time, and confident finishing shapes.

Adapted Learning (Differentiation) (Challenge)

SPACE Increase or reduce the size of the performance area to challenge pupils' travelling, awareness, and control during freezes and parades.

TASK

Simplify by using one gesture at a time or extend by linking gestures, steps, turns, and travelling sequences together.

EQUIPMENT

Use music tempo, scarves, or wrist ribbons to enhance rhythm, expression, and visual clarity of arm movements.

PEOPLE

Pupils work individually, in pairs, or in small groups to develop confidence, cooperation, mirroring, and performance awareness

Key Technical Point

Pupils should maintain tall posture with relaxed shoulders, strong finger shapes in mudras, soft knees in step-taps, and controlled arm pathways. Encourage clear freezes, confident eye focus, and smooth transitions to enhance rhythm and expressive performance quality.

Cooldown

SLOW NAMASTE: Pupils stand in a wide circle facing inward. The teacher leads slow arm sweeps upward, bringing hands together into Namaste at chest level, followed by a gentle bow. Pupils focus on slow breathing in and out. Repeat several times to calm the body and mind. **TEACHING CUE:** "Breathe in as you rise, breathe out as you bow, find your calm." PROGRESSION: A confident pupil leads the final Slow Namaste sequence for the class, controlling movement speed and breathing cues.

Year 5 - Movement to Music

All around the World - Lesson Plan

Lesson Objective To be able to perform Bollywood footwork patterns in rhythm

Lesson 2/6

Equipment Needed Bollywood Music, Speaker, Drum

Success Criteria Children can:

- explain why rhythm is important.
- perform steps and claps in rhythm with music.
- work with my group to choreograph an 8-count phrase

EDSTART KNOW

- I can explain that Bollywood uses rhythm and repetition.
- I can describe canon and unison.
- I can explain how rhythm creates excitement

EDSTART GO

- I can perform steps with claps in rhythm.
- I can work with my group to choreograph a phrase.
- I can perform in both canon and unison

EDSTART SHOW

- I can perform with energy and rhythm.
- I can stay in time with music and group.
- I can support others in my group.

Key Question

Why is rhythm important in Bollywood dance? In the Clap & Step drill, rhythm kept everyone together as a group. When we performed the step-tap with claps, the rhythm helped the dance look sharp and energetic

Warm Up

CLAP & STEP: The teacher begins by clapping a short rhythm pattern (e.g., clap-clap-pause-clap). Pupils listen carefully and immediately echo the rhythm back using claps only, focusing on accuracy and timing. Repeat with several different patterns, allowing pupils to internalise the beat before responding. Once secure, pupils add a step on each beat, clapping in time with their foot movement so they feel the rhythm through both sound and body movement. Practise a range of patterns that gradually increase in length and speed. Reinforce listening skills, quick reactions, and sharp timing throughout. **"Listen first, echo strong, clap and step as one."** PROGRESSION: Pupils take turns to become the rhythm leader, clapping a pattern for the class to echo accurately.

Main Activity

BASIC BOLLYWOOD STEP WITH CLAPS: Teach a simple forward and backward Bollywood step combined with claps. Pupils begin by stepping forward with the right foot, lightly tapping the back (left) foot behind, followed by a strong clap overhead. They then step back with the left foot, lightly tapping the front (right) foot forward, followed by a clear clap low near the floor. Pupils repeat this pattern continuously, alternating sides smoothly in time with the rhythm. Practise the sequence slowly at first, counting aloud together: **"Step, tap, clap high. Step, tap, clap low."** Gradually increase the tempo as confidence improves. Emphasise tall posture, lifted chest, relaxed shoulders, soft bouncy knees, and fully extended arms for strong, audible claps. Encourage pupils to step lightly but confidently, transferring their weight smoothly and keeping movements controlled and musical. The teacher circulates to give feedback on accuracy, balance, and rhythm. PROGRESSION Add small arm flourishes (circular arm pathways before each clap) or a slight turn of the body as pupils step forward and back to increase challenge, coordination, and overall performance quality.

RHYTHMIC PHRASE: Pupils now combine the forward/back Bollywood step and claps into one flowing phrase, ensuring smooth transitions between directions. Add key Bollywood performance features: A gentle hip bounce with each step to add energy and style. Arm sweeps before the clap, reaching wide and then bringing the hands together with purpose. Practice the phrase first in slow counts, then gradually increase the tempo to match the music. Once confident, pupils perform the full rhythmic phrase in unison to upbeat Bollywood music, focusing on confident posture, expressive movement, and enjoyment. TEACHING CUE: **"Bounce the hips, sweep the arms, clap with rhythm."** PROGRESSION: Pupils add a strong finishing pose at the end of the phrase and hold it proudly for 3-5 seconds before resetting.

GROUP RHYTHM CHALLENGE: Organise pupils into small groups of 4-5 and challenge each group to create their own 8-count rhythm phrase using Bollywood steps and claps. Encourage them to include a mix of high and low claps, travelling steps, and clear gestures or arm shapes to add visual interest and performance variety. Allow time for groups to rehearse, focusing on timing, cooperation, and clear counting. Once ready, groups perform their phrase in two different ways: first in canon, where each dancer begins 2 counts after the previous one to create a ripple effect, and then in unison, where all dancers perform together at the same time for impact and clarity. After both performances, hold a brief class reflection using questions such as, **"How does canon look different to unison?"** and **"Which required more teamwork?"** to deepen understanding of performance structures. TEACHING CUE: **"Plan it, practise it, perform it, canon ripple, unison strong."** PROGRESSION: Combine two groups to perform overlapping rhythm phrases at the same time to create a layered and more complex performance effect.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase the size of the working area to allow bigger travelling steps and sweeps, or reduce it to challenge control, accuracy, and spatial awareness.

TASK

Simplify by using claps only or short 4-count phrases, or extend by adding canon, unison, turns, and layered group rhythms.

EQUIPMENT

Use music with a clear beat, clapping only, or add lightweight props such as scarves to enhance rhythm and arm extension.

PEOPLE

Pupils work individually for accuracy, in pairs for mirroring, and in small groups to create and perform rhythm phrases cooperatively.

Key Technical Point

Pupils should maintain tall posture with soft knees, accurate foot placement, and strong, fully extended claps. Encourage clear weight transfer, consistent rhythm timing, controlled arm pathways, and confident eye focus to support musicality and expressive performance.

Cooldown

Pupils stand in a wide circle and follow slow, steady claps led by the teacher to create a calm rhythm. As they clap, pupils gently stretch their arms side to side, reaching across the body before moving through stretches with arms raised high, extended wide, and lowered toward the floor. Encourage deep breathing in as arms lift and slow breathing out as they stretch, helping heart rates settle and muscles relax. To finish, invite a confident pupil to suggest and lead a final stretch while the class follows together in time with the slow claps. Reflection Question: **"Which movement or rhythm did you enjoy performing the most today, and why?"**

Year 5 - Movement to Music

All around the World - Lesson Plan

Lesson Objective To be able to use Bollywood poses and expressive movement.

Lesson 3/6

Equipment Needed Flat Markers, Music System,

Success Criteria Children can:

- perform at least two strong Bollywood poses.
- show expression with gestures and head focus
- work with my group in different formations

EDSTART KNOW

- I can explain that Bollywood uses dramatic poses.
- I can describe how expression tells a story.
- I can explain how formations change a dance.

EDSTART GO

- I can create an 8-count phrase with steps and poses.
- I can perform confidently in different formations.
- I can add expression to make my dance clearer.

EDSTART SHOW

- I can perform poses proudly.
- I can work with my group to create effective formations.
- I can show emotion through movement

Key Question *How can we use our faces and eyes in Bollywood dance?* In the Mirror Dance, we practised head tilts and strong eye contact to show expression. During poses, we kept proud eyes and big smiles to add Bollywood style.

Warm Up **STATUE GAME:** Pupils spread out with clear personal space around them so they can move and freeze safely. On the teacher's call, pupils immediately freeze in a strong Bollywood-style statue pose. Suggested examples include arms lifted high above the head, arms stretched wide to the side with an open chest, or arms curved in front of the body with the head gently tilted to add expression. Each statue is held for 3–4 seconds, focusing on tall posture, balanced feet, tight core, and stillness. Encourage pupils to freeze sharply and confidently rather than slowly or loosely. **TEACHING CUE:** "Make it strong, make it proud." **PROGRESSION:** Pupils vary their level (low, medium, high) or direction (front, side, diagonal) when holding their statue poses.

Main Activity **BOLLYWOOD POSES:** The teacher demonstrates three key Bollywood poses clearly from different angles so all pupils can see correct body placement and shape. These include the Diamond Pose (arms lifted overhead forming a diamond shape with the hands), the Raised Leg Pose (hands placed firmly on the hips with one knee lifted and the supporting leg slightly bent), and the Curved Arms Pose (arms rounded in front of the body with soft elbows and the head gently tilted to add expression). Pupils copy each pose slowly and accurately, then hold firmly for 3 counts, focusing on tall posture, lifted chest, tight core, soft supporting knees, stretched fingers, and stable balance. Emphasise that the head leads the expression, with eyes focused confidently in the direction of the pose. The teacher moves around correcting finger tension, elbow height, shoulder relaxation, foot placement, and weight distribution to improve line, symmetry, and control. **TEACHING CUE:** "Strong fingers, tall body, proud eyes." **KEY TECHNIQUES TO EMPHASISE Posture:** Chest lifted, spine long, shoulders relaxed and down. **Arms & Hands:** Elbows slightly bent, fingers fully extended and energised. **Lower Body:** One strong supporting leg with soft knees for balance. **Core:** Tight throughout the hold to prevent wobbling. **Head & Eyes:** Clear head position with confident eye focus to enhance expression. **PROGRESSION:** Pupils smoothly link all three poses together into a short mini sequence — Diamond → Raised Leg → Curved Arms, maintaining continuous control, smooth transitions, stable balance, and expressive head focus between each shape.

PHRASE WITH POSES: Working in pairs or small groups, pupils create an 8-count movement phrase that includes two Bollywood poses and one simple travelling step, such as a step–tap, side walk, or diagonal travel across the space. Encourage pupils to add head nods, head tilts, and clear eye focus to improve expression and performance quality. Groups rehearse their sequence slowly at first, counting aloud together, before practising in time with upbeat Bollywood music. Remind pupils to move with confidence, matching timing and supporting each other. **TEACHING CUE:** "Pose – travel – pose; show your eyes and your pride." **PROGRESSION:** Add a strong finishing pose held for 3 counts at the end of each group's phrase.

FORMATION SWITCH: Groups practise performing their 8-count phrase in different formations, including a circle (facing inward or outward), a straight line (standing side by side), and a diagonal formation (travelling across the floor at an angle). For each formation, groups add a unique Bollywood pose that suits the shape and spatial pattern. Once confident, pupils link all three formations together into one flowing routine in the order: circle → line → diagonal, maintaining rhythm and clear transitions. Emphasise teamwork, spacing, and awareness of others. **TEACHING CUE:** "Change the shape, add the pose, keep the rhythm strong." **PROGRESSION:** Perform the full sequence as a whole class, connecting group formations into a large parade-style routine.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase space for larger travelling phrases and formation changes, or reduce space to challenge control, awareness, and safe positioning during freezes and mirror work.

TASK

Simplify by using single poses or slow mirroring, or extend by linking multiple poses, adding travelling steps, canon, and full formation sequences.

EQUIPMENT

Use music to control tempo and mood, and optional scarves or ribbons to enhance arm pathways, expression, and visual feedback.

PEOPLE

Pupils work individually for statues, in pairs for mirror work, and in small groups for phrase creation and formation changes to develop cooperation and performance confidence.

Key Technical Point Pupils should maintain tall posture, tight core control, and strong, fully extended arm and finger shapes. Encourage smooth transitions between poses, accurate mirroring with steady eye contact, and controlled travelling to maintain balance, rhythm, and expressive performance quality.

Cooldown **MIRROR DANCE:** Pupils work in pairs facing each other with enough space to move safely. Partner A performs slow Bollywood-inspired gestures such as arm sweeps, mudras, and head tilts, while Partner B mirrors the movements exactly at the same time, as if looking into a reflection. After 30–40 seconds, partners swap roles. Encourage controlled movement, clear hand shapes, steady rhythm, and strong eye contact throughout. Remind pupils that mirroring requires focus, accuracy, and cooperation. **TEACHING CUE:** "Lead with style, mirror with focus." **PROGRESSION:** Pairs combine their mirrored gestures into a short 4-count mini routine and share with another pair for peer observation.

Year 5 - Movement to Music

All around the World - Lesson Plan

Lesson Objective To be able to choreograph a Bollywood routine in a small group.

Lesson 4/6

Equipment Needed Bollywood Music, Speaker, Drum

Success Criteria Children can:

- explain that choreography has a structure.
- create a 16-count routine with my group.
- include canon and unison in my routine.

EDSTART KNOW

- I can explain that choreography needs structure.
- I can describe canon and unison.
- I can name key Bollywood steps.

EDSTART GO

- I can work with my group to choreograph a 16-count routine.
- I can include gestures, steps, and poses.
- I can perform sections in canon and unison.

EDSTART SHOW

- I can perform confidently with my group.
- I can stay in rhythm with others.
- I can support my team during the performance.

Key Question What is canon and unison, and why do we use them? In canon, the group performed one after another like a ripple. In unison, the group moved together at the same time. Using both in the routine makes it more interesting and adds variety

Warm Up

FOLLOW THE LEADER: Pupils work in small groups of 5–6, spreading out so everyone can see the leader clearly. One pupil begins as the leader and performs a series of Bollywood steps, gestures, or poses, while the rest of the group copies immediately, staying in time with the rhythm and matching the leader's energy and expression. After 8–16 counts, the teacher calls "Switch!" and the next pupil takes on the leadership role so that everyone has a turn to lead and follow. Encourage leaders to use a varied mix of skills learned so far, including mudras, step-tap with hip bounce, Bollywood poses, and expressive head tilts. Emphasise the importance of clear actions, confident performance, quick reactions, and focused copying from the rest of the group. **TEACHING CUE:** "Lead with style, copy with focus." **PROGRESSION:** Leaders begin to travel in different pathways (forward, diagonal, circular) while the rest of the group mirrors both the movement and direction of travel.

Main Activity

RECAP KEY MOVES: Gather the class together and revise the essential Bollywood elements learned across the unit with a strong focus on technique and performance quality. Recap the hand gestures (Namaste, Lotus, Peacock), reinforcing fully extended fingers, firm but relaxed wrists, and lifted elbows for clarity of shape. Revisit the basic Bollywood step (step-tap with hip bounce and claps), emphasising soft knees, smooth weight transfer, controlled foot placement, and strong, well-timed claps. Practise the Bollywood poses (Diamond, Raised Leg, Curved Arms with head tilt), focusing on tall posture, tight core engagement, balanced supporting leg, lifted chest, and confident head and eye focus. Review key formations (circle, line, diagonal), reminding pupils to maintain even spacing, awareness of others, clear facing, and consistent direction of travel. Practise short movement phrases that combine two or three of these elements, encouraging smiles, expressive head positions, strong eye focus, and proud upright posture throughout. Use whole-class repetition to secure muscle memory, confidence, and consistency before moving on. **PROGRESSION:** Pupils increase challenge by performing the combined phrases in canon and unison, adding a travelling pathway or level change while maintaining technical accuracy, spacing, and expressive performance quality.

GROUP ROUTINE CREATION: Place pupils into groups of 4–6 and challenge each group to choreograph a 16-count Bollywood routine. Each routine must include at least two different steps, one hand gesture, and one clear Bollywood pose. The teacher reminds pupils to structure their dance with a clear beginning, middle, and ending so that the routine flows and makes sense to an audience. Groups are given rehearsal time to practise, while the teacher circulates to support with counting, rhythm accuracy, smooth transitions, formation spacing, and expressive performance quality. Encourage cooperation, clear communication, and shared decision-making within each group. **TEACHING CUE:** "Plan it, practise it, perform it with rhythm." **PROGRESSION:** Groups add a travelling pathway (forward, sideways, diagonal) or a level change (low, medium, high) to make their routine more dynamic and visually exciting.

CANON & UNISON CHALLENGE: The teacher clearly demonstrates the difference between canon (a ripple effect where dancers start one after another) and unison (everyone moving together at the same time). Groups choose one section of their routine to perform in canon and another section to perform in unison. Encourage pupils to experiment with how the canon begins, such as with one solo starter, pairs starting together, or entries staggered every 2 counts. Groups then share their routines with another group and give simple peer feedback on strengths and one improvement, focusing on timing, clarity, and teamwork. **TEACHING CUE:** "Canon is ripple, unison is together." **PROGRESSION:** Combine two groups to perform their routines side by side, layering canon and unison sections to create a larger, more impactful group performance.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase space to allow travelling pathways and large group routines, or reduce space to challenge control, awareness, and precision in canon and unison work.

TASK

Simplify by copying single actions or short counts, or extend by creating full 16-count routines with canon, unison, level changes, and travelling pathways.

EQUIPMENT

Use music with a clear steady beat to support timing, and optional scarves to enhance arm pathways and expressive quality.

PEOPLE

Pupils work individually as leaders, in pairs for shared control, and in small groups to develop cooperation, choreography skills, and performance confidence.

Key Technical Point Pupils should maintain tall posture, soft knees, and accurate rhythmic timing when leading and copying. Movements must be clear and controlled with strong hand shapes, expressive head focus, and smooth transitions to ensure effective mirroring, canon accuracy, and confident group performance.

Cooldown

BOLLYWOOD STRETCH: Finish the session with a calm, focused cool-down using slow Indian instrumental music. Pupils move into their own space and perform slow arm circles, sweeping the arms out to the sides and around the body with controlled breathing. Pupils then hold familiar Bollywood poses such as Namaste, Diamond, and Lotus, linking them together slowly and smoothly. Encourage pupils to breathe in deeply as the arms rise and breathe out slowly as the arms lower, helping to reduce heart rate and relax muscles. **TEACHING CUE:** "Circle slow, breathe deep, finish proud." **PROGRESSION:** Invite volunteers to lead a final pose for the class to copy, promoting confidence, leadership, and calm control.

Lesson Objective To be able to combine group routines into a whole-class Bollywood performance.

Lesson 5/6

Equipment Needed Bollywood Music, Speaker, Drum

Success Criteria Children can:

- explain why transitions are important.
- perform confidently as part of a class routine.
- show Bollywood flair in transitions.

EDSTART KNOW

- I can explain why transitions are important
- I can describe how sequencing creates a full performance.
- I can explain how Bollywood uses flair and teamwork.

EDSTART GO

- I can perform my group routine as part of a class dance.
- I can practise smooth entries and exits.
- I can use arms and energy during transitions.

EDSTART SHOW

- I can perform with Bollywood spirit.
- I can be confident in a class performance.
- I can support others in transitions.

Key Question

What makes a good Bollywood performance? Showing Bollywood flair in transitions with arm sweeps and strong steps. Keeping rhythm alive with claps and stamps even when exiting or entering.

Warm Up

BOLLYWOOD PARADE: Organise the class into two long lines or a large circle so all pupils can travel safely and be clearly seen. The whole class parades around the space using Bollywood steps such as the step-tap with hip bounce and other travelling steps, combined with expressive hand gestures (Namaste, Lotus, Peacock). Emphasise tall posture, lifted chest, soft knees, strong weight transfer, and continuous rhythmic movement as pupils travel. The teacher introduces clear cue signals for performance control: **Clap** = begin parade, **Stamp** = freeze sharply in a strong Bollywood pose, **Shout** = exit, change direction, or re-enter. Pupils must respond instantly and accurately, showing control, balance, and confident stillness when freezing. Practise several parades with different pupils acting as the cue leader to develop listening skills, reaction speed, and performance awareness. Encourage strong eye focus, confident smiles, and expressive head positions when travelling and freezing. **PROGRESSION:** Add Bollywood head nods, head tilts, or small spins into the travelling sections to increase stylistic detail and performance quality.

Main Activity

CLASS ROUTINE SEQUENCING: Remind pupils of the 16-count group routines created in the previous lesson. One by one, each group rehearses their routine in front of the class with a focus on clear starts, confident finishes, accurate timing, and expressive performance. The teacher now takes on the role of choreographer, carefully deciding the order of performances so the routines link together smoothly into one large class routine with no breaks in energy. Between group routines, pupils use travelling steps, claps, or step-tap patterns to keep the rhythm continuous and the energy high, maintaining tall posture and strong eye focus. Emphasise that no walking is allowed between routines – all transitions must be danced with purpose and style. Run the full routine once without music to secure counting, spacing, and transitions, then repeat with upbeat Bollywood music to refine musicality, confidence, and expressive performance quality. **PROGRESSION:** Add a short whole-class pose, clap pattern, or unified gesture sequence between groups to strengthen impact and visual unity.

TRANSITIONS & OVERLAPS: Explain clearly that strong transitions are what make a performance feel professional, smooth, and exciting, helping the audience stay fully engaged. Groups practise entering with flair using wide, flowing arm sweeps, proud upright walks, controlled travelling steps, and confident eye focus, ensuring every entrance looks intentional and expressive. They rehearse exiting with rhythm through clear claps, light stamps, and strong gestures rather than simply stopping or drifting off. Introduce overlapping performance, where one group performs confidently in the centre while other groups remain at the sides providing background claps, rhythmic stamps, or simple supportive gestures to maintain constant sound, energy, and visual movement. Coach pupils to maintain steady tempo, tall posture, accurate timing, spatial awareness, and supportive focus on the central performers. Practise overlaps carefully so that there are no silent, empty, or unfocused moments in the production. **PROGRESSION:** Two groups perform short overlapping phrases at the same time, while the remaining pupils maintain a steady rhythmic clap, creating a layered and visually impactful stage effect.

POSE PARADE: To finish the rehearsal, organise a Pose Parade. Each group enters the stage space with confidence, performs one strong Bollywood pose (Diamond, Raised Leg, or Curved Arms), then exits quickly and cleanly to allow the next group to enter. Emphasise that each pose must show tall posture, tight core, balanced feet, stretched fingers, lifted elbows, confident head position, and clear stillness. Groups take turns until everyone has performed. Once secure, run the Pose Parade to music, focusing on sharp entrances, strong stillness in the hold, controlled exits, and continuous flow between groups. **PROGRESSION:** Add expressive head tilts, confident smiles, or a finishing Namaste bow at the end of the parade for a polished and respectful final image.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase space to allow large travelling parades and layered overlaps, or reduce space to challenge control, precision, and safe spacing during transitions and freezes.

TASK

Simplify by using single steps and poses, or extend by linking full routines with transitions, overlaps, canon, and whole-class sequences.

EQUIPMENT

Use lively Bollywood music to support timing and energy, with optional props such as scarves to enhance arm sweeps and visual impact.

PEOPLE

Pupils work as a whole class for parade impact, in groups for routines, and in overlapping formations to develop teamwork, awareness, and performance confidence.

Key Technical Point

Pupils must maintain tall posture, soft knees, and controlled rhythmic footwork throughout the parade and transitions. Strong hand shapes, expressive head focus, accurate timing, and clear stillness in freezes are essential for confident, polished Bollywood performance quality.

Cooldown

Pupils stand in a wide circle and perform slow arm sweeps, raising arms up and gently lowering them while taking deep, calm breaths in and out. They finish by holding a quiet Namaste pose to bring the body to stillness. Reflection Question: "What part of today's performance made you feel most proud?"

Year 5 - Movement to Music

All around the World - Lesson Plan

Lesson Objective To be able to perform a Bollywood dance and evaluate performance.

Lesson 6/6

Equipment Needed Bollywood Music, Speaker, Drum

Success Criteria Children can:

- explain what went well and what to improve.
- perform confidently to an audience.
- celebrate and evaluate my peers' achievements

EDSTART KNOW

- I can explain that Bollywood dance tells stories with expression.
- I can describe what went well in my performance.
- I can explain one area to improve.

EDSTART GO

- I can perform the class dance from start to finish.
- I can use rhythm, gestures, and expression.
- I can practise performing to an audience

EDSTART SHOW

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

Key Question

How can we improve our Bollywood dance after watching it back? By checking if our timing stayed with the music. Making gestures and poses sharper. Adding more smiles and eye focus to look confident.

Warm Up

CLAP & POSE: The teacher claps a short rhythm (for example, clap-clap-pause-clap). Pupils listen carefully and echo the rhythm accurately, then immediately strike a strong Bollywood pose such as Diamond, Lotus, or Raised Leg. Emphasise fast reactions, sharp timing, tall posture, stretched fingers, lifted chest, and confident head focus when freezing into the pose. Practise several different rhythms and pose combinations, encouraging pupils to become sharper, quicker, and more expressive with each repetition. Reinforce that the pose must be held with stillness and control, not wobbling or rushing out. **PROGRESSION:** Pupils take turns leading the rhythm and choosing the pose for the class, developing confidence, leadership, and timing awareness.

Main Activity

FINAL REHEARSAL OF GROUP AND WHOLE-CLASS SECTIONS: Groups quickly rehearse their own 16-count routines, focusing on accurate foot placement, soft knees for bounce, clear weight transfer, and strong rhythmic timing. Emphasise fully extended fingers, firm but relaxed wrists, lifted elbows, and confident arm pathways to sharpen all hand gestures. Pupils refine their Bollywood poses by maintaining tall posture, tight core control, balanced supporting legs, and clear head and eye focus to enhance expression. The teacher circulates between groups to support with counting accuracy, even spacing, clean transitions, consistent tempo, and overall performance quality. Once secure, the class practises linking all group routines into the full whole-class performance, ensuring that entries, exits, and transitions are fully danced with travelling steps, claps, and gestures rather than walked. Pupils are reminded to project energy, maintain rhythm, and stay performance-ready even when they are not the main performing group, using background claps, stamps, or gestures to support the central routine. **PROGRESSION:** Groups add a travelling pathway or level change within their routine link, while the whole class maintains continuous rhythm and strong timing during transitions to increase visual impact and performance challenge.

FULL-CLASS REHEARSAL: The class completes a full run-through without music first to focus on accurate counting, clear formations, consistent spacing, and clean transitions without the distraction of tempo. Emphasise even step size, soft knees for control, strong posture, and precise placement within formations. The teacher pauses rehearsal when needed to correct unclear timing, uneven spacing, weak transitions, missed cues, or low performance focus. Pupils are reminded to hold stillness in freezes, travel with purpose between sections, and maintain awareness of others at all times. Once secure, the routine is repeated with upbeat Bollywood music, encouraging pupils to exaggerate smiles, confident eye focus, expressive head tilts, strong arm pathways, and proud upright posture to bring out authentic performance style. Reinforce that energy, rhythm, and expression must be sustained from start to finish, not just in key moments. Rehearse several times until the performance flows smoothly and confidently with consistent rhythm, sharp transitions, and high performance quality throughout. **TEACHING CUE:** "Perform together, keep the rhythm alive, add your Bollywood flair." **PROGRESSION:** Introduce timed entrances and exits, short canon sections, or a whole-class unified pose sequence within the full routine to increase challenge while maintaining timing accuracy, spacing, and expressive performance quality.

PEER REVIEW CAROUSEL: Divide the class into two equal halves. Half A performs the full routine while Half B observes carefully. Observers use the "Two Stars and a Wish" model to identify two things that were performed well and one area for improvement, focusing on timing, clarity of steps, transitions, and performance confidence. The groups then swap roles so that both halves perform and review. Encourage pupils to give kind, specific, and helpful feedback using performance vocabulary. If appropriate, complete a final rehearsal to an audience (another class, staff, or filmed for review) to raise performance focus, confidence, and pride. **PROGRESSION:** Observers record their feedback using dance-specific language (timing, spacing, transitions, expression), and performers are given time to apply one key improvement before completing a final polished run-through.

Adapted Learning (Differentiation) (Challenge)

SPACE

Widen the performance area for full-class run-throughs to allow clear travelling and formations, or reduce space to challenge precision, control, and transition accuracy.

TASK

Simplify by rehearsing short sections in isolation, or extend by performing complete routines with layered transitions, canon, and peer-led sections.

EQUIPMENT

Use upbeat Bollywood music to support timing and energy, with optional visual props (scarves/ribbons) to enhance arm clarity and pose impact.

PEOPLE

Pupils work individually for sharp poses, in small groups for routines, and as a whole class for full performance sequencing and peer review.

Key Technical Point

Pupils must maintain tall posture, soft knees, and consistent rhythmic timing throughout rehearsals and performance. Strong hand shapes, clear poses, controlled transitions, expressive head focus, and active engagement during both performing and observing ensure a confident, polished Bollywood presentation.

Cooldown

CIRCLE STRETCHES: Pupils form a wide circle for a calm cool-down with soft Indian instrumental music playing quietly. The teacher leads slow controlled stretches, including arms reaching high, arms opening wide, and gentle bends low, smoothly linking each movement with slow breathing in and out. Encourage pupils to move with control and calm focus, allowing heart rates to return to normal. Pupils finish together by bringing hands into a slow Namaste gesture at the chest and bowing as a group. After stretching, pupils reflect by sharing their favourite part of the Bollywood unit or performance, celebrating effort and confidence. "Which movement or routine made you feel most proud today?", "What was one skill you improved during this unit?" "How did working as a team help your final performance?"