

Year 6 - Movement to Music

All Around The World - Lesson Plan

COMPLETE EDSTART

Lesson Objective To perform the basic Samba bounce step and understand its cultural origins **Lesson 1/6**

Equipment Needed Speakers, samba music, maracas.

Success Criteria Children can:

- Explain that Samba comes from Brazil and is linked to Carnival
- Copy and perform the Samba bounce step in rhythm
- Show carnival spirit with a pose or expression

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

Key Questions Where does Samba come from? Samba comes from Brazil and is linked to Carnival celebrations.
How does it feel compared to other dances? It feels lively, bouncy, and full of energy compared to more formal or grounded dances. The bounce step, strong rhythm, and carnival spirit make it fun and expressive.

Warm Up **Carnival Parade:** Pupils spread out and travel around the hall using different movements: marching, skipping, jogging, or tiptoeing. Teacher calls out "Freeze Carnival!" and pupils stop immediately. On the spot, they clap a rhythm after the freeze, and the rest of the class echoes it. Encourage quick reactions and strong rhythm. **Teaching Cue:** "Travel proud, freeze strong, clap the rhythm."
Progression: Pupils take turns leading the clap rhythms when the teacher calls freeze

Main Activity **Bounce Step:**
Start with feet hip-width apart and knees soft. Teacher claps rhythm "quick-quick-slow". Pupils copy by clapping back. Add bounce: bend knees twice on the "quick-quick" then hold tall on the "slow". Step forward on the "slow" count, keeping bounce for the quick beats. Practise slowly, then speed up with rhythm. Pupils try with a partner, moving forward and back in rhythm together. **Teaching Cue:** "Soft knees, bounce to the beat, step on the slow."
Progression: Add a travelling pathway in pairs (forward, diagonal, circle).
Bounce to Pose Routine:
Class practises bounce step together in unison to upbeat carnival music. Add carnival-style arm movements: claps above head, side-to-side waves, or jazz hands for flair. In pairs, pupils create a short 8-count routine combining bounce steps with one strong carnival pose. Practise and rehearse, then share with another pair or small group. **Teaching Cue:** "Bounce with energy, finish with flair."
Progression: Add a head tilt or spin before the final pose.
Carnival Parade Drill:
Organise class into two lines facing each other. Lines parade past each other down the hall using the bounce step, arms, and claps. Swap directions so both lines parade in turn. Encourage eye contact, smiles, and performance flair as if in a real carnival. Add travelling arms, claps, or waves to make it lively. Perform as a full-class carnival procession with music, building atmosphere. **Teaching Cue:** "Parade with pride, add your flair, perform with joy."
Progression: Include freeze poses mid-parade for dramatic effect.

Adapted Learning (Differentiation) (Challenge)

SPACE

Widen space for big travelling steps; reduce to focus on control.

TASK

Simplify with only bounce steps; challenge by adding turns/claps.

EQUIPMENT

Add scarves, maracas, or ribbons for carnival flair.

PEOPLE

Dance solo for confidence, with partners for collaboration, or as a class parade.

Cooldown

Carnival Freeze:

To end the lesson, pupils dance freely to carnival music. When the music stops, they freeze in a bold carnival pose (arms high, wide legs, big smile). Repeat several times, encouraging creativity and variety in poses. **Teaching Cue:** "Dance free, freeze bold, celebrate carnival."
Progression: Pupils freeze in pairs or small groups, creating carnival tableaux.

Key Technical Points

- Keep knees soft and relaxed
- Don't bounce too high
- Follow the rhythm, not speed

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Lesson Objective To perform Samba steps in rhythm and use energy in movement **Lesson 2/6**

Equipment Needed Speakers, samba music, maracas.

Success Criteria Children can:

- Explain why rhythm and energy are important in Samba
- Perform bounce and side steps in time with the beat
- Work with my group to create an 8-count Samba phrase

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

Key Questions How do you keep in rhythm? You keep in rhythm by listening to the beat, counting, and clapping or stepping in time.
Why is energy important in Samba? Energy keeps Samba vibrant and exciting, reflecting its carnival atmosphere. Without energy, the movements look flat and lose their celebratory style.

Warm Up

Call-and-response clapping with walking:

Pupils walk around the hall freely. Teacher claps a short rhythm (for example: clap-clap-pause-clap). Pupils echo the rhythm with their own claps while continuing to walk. Once secure, pupils add the bounce step (knees soft, bounce twice, step forward on the slow) while clapping in rhythm. **Teaching Cue:** "Walk tall, clap sharp, bounce to the beat."
Progression: Pupils take turns leading the rhythm for the class to echo.

Main Activity

Sidestep with Hip Sway:

Demonstrate sidestep pattern: step right-together, then left-together. Add hip sway side to side, keeping knees soft and relaxed. Layer in arms: clapping overhead, waving side to side, or sweeping in rhythm. Practise slowly without music, then add samba music for flow. **Teaching Cue:** "Step together, let the hips flow."

Progression: Encourage pupils to travel further with the sidestep, making the movement bigger and more expressive.

Learn a Samba Phrase:

Revise the bounce step to re-establish rhythm. Combine bounce step with side step and hip sway. Add a turn (half or full spin) and finish with a strong samba pose (hands high, knees bent, proud smile). Structure it into an 8-count phrase: bounce x2, side x2, turn, pose. Practise as a whole class in unison to samba music, focusing on timing and performance style. **Teaching Cue:** "Bounce proud, sway strong, finish with style."

Progression: Add head tilts, claps, or extra arm flourishes for flair.

Group Rhythm Challenge:

Split pupils into small groups of 4-5. Each group choreographs an 8-count phrase that must include:

- Bounce step
- Side step with hip sway
- A strong samba pose

Groups practise first with claps to check rhythm, then to samba music. Perform for the class in canon (one group begins, others follow 2 counts). Repeat in unison (all groups performing together). Discuss the difference between canon and unison and how each creates a different performance effect. **Teaching Cue:** "Clap it first, then dance it proud, ripple in canon, shine in unison."

Progression: Groups extend their routine to 16 counts.

Adapted Learning (Differentiation) (Challenge)

SPACE

Widen space for big group routines; reduce for close rhythm practice.

TASK

Shorten phrase for support; lengthen and speed up for challenge.

EQUIPMENT

Use tambourines, shakers, or drums to reinforce rhythm.

PEOPLE

Experiment solo, in pairs, or in groups to feel different energy levels.

Cooldown

Pass the Rhythm:

Pupils sit in a circle. Teacher claps or stomps a simple rhythm and passes it to the next pupil. Each pupil copies the rhythm exactly before passing it on around the circle. Encourage focus on listening carefully and keeping rhythm accurate. **Teaching Cue:** "Listen sharp, pass it on, keep the rhythm alive."

Progression: Add layers – one rhythm clapped, another stomped, to create a samba-style rhythm circle.

Key Technical Points Clap rhythm clearly – strong, lively steps – smiles and energy are essential

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Lesson Objective	To create Samba shapes and perform in different formations				Lesson 3/6
Equipment Needed	Speakers, samba music, maracas, scarves, ribbons, masks.				
Success Criteria	Children can: <ul style="list-style-type: none">• Explain how formations change the look of a dance• Perform Samba turns and poses confidently• Work with my group to perform in circle, line, and diagonal formations				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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		<ul style="list-style-type: none">• 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		
Key Questions	How do formations make a dance exciting? Formations such as circles, lines, and diagonals make dances look more dynamic and organised. Changing shapes keeps the performance interesting for the audience. What does expression add? Expression through gestures, posture, and facial focus adds flair and shows carnival spirit.				
Warm Up	Statue Maker: Pupils dance freely to carnival music around the space. When the music stops, they freeze in a bold carnival pose. Encourage high, low, and wide levels such as arms reaching tall, crouching low, or stretching arms and legs wide. Each pose should be held for 3-4 counts before restarting the music. Teaching Cue: "Freeze big, freeze bold, finish proud." Progression: pupils can freeze in pairs or groups to create carnival tableaux.				
Main Activity	Turns & Poses: Begin with pupils practising a half-turn using 2-3 small, controlled steps. Build to a full 4-count turn, encouraging soft knees and tall posture. Each turn should finish with a strong carnival pose such as arms high, arms wide, or one hand on hip with the other reaching up. Practise turning in both directions to build balance and coordination. Teaching Cue: "Small steps, soft knees, finish proud." Progression: add claps or arm sweeps during the turn before striking the pose. 8-Count Phrase: In groups of 3-4, pupils create an 8-count phrase including a bounce step, a turn, and a carnival pose. Groups rehearse their phrase to carnival music, counting in rhythm. This can be extended by adding a sidestep or shimmy for extra flair. Once confident, groups share their phrases with another group, watching for rhythm and energy. Progression: groups can combine two 8-count phrases into a 16-count mini-routine. Teaching Cue: "Bounce with rhythm, turn with style, pose with flair." Formation Switch Game: The teacher calls out formations such as "Circle, Line, Diagonal," and pupils quickly move into the shape, working together to keep spacing clear. They then perform their 8-count phrase in each formation, adjusting positions while keeping rhythm. A unique pose is added at the end of each formation to make the routine varied and dynamic. These can then be sequenced together to build a longer group performance. Teaching Cue: "Change the shape, keep the rhythm, finish with a pose." Progression: the teacher introduces faster changes between formations to test group focus.				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Spread groups for circles; narrow for lines.	Begin with one shape; challenge with multiple transitions.	Use scarves, ribbons, or carnival masks to emphasise poses.	Solo for shapes, pairs for mirroring, groups for formation sequences.	
Cooldown	Mirror Shapes Pupils: Work in pairs facing each other. One pupil leads by slowly performing carnival poses such as high, low, wide, arms stretched, or tilted head with flair, while the partner mirrors the movements exactly, as if they were a reflection. After 30-40 seconds, pupils swap roles. Encourage smooth, clear shapes and strong eye contact. Teaching Cue: "Lead with focus, mirror with pride." Progression: pairs can add travelling steps or turns while mirroring poses.				
Key Technical Points	<ul style="list-style-type: none">• Keep balance in turns• Extend arms and fingers fully• Change formations smoothly				

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Lesson Objective	To choreograph a Samba routine in a small group			Lesson 4/6
Equipment Needed	Speakers, samba music, maracas, scarves, ribbons, masks.			
Success Criteria	Children can: <ul style="list-style-type: none">• Explain that choreography has a beginning, middle, and end• Create a 16-count Samba routine using key steps and a formation• Perform my group routine using canon and unison			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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		
Key Questions	How did you choose your steps? Steps are chosen from key Samba movements like bounce, side steps, turns, and poses. What makes your group routine effective? An effective routine has a clear beginning, middle, and end. Using canon and unison makes the routine creative, while good teamwork keeps it strong.			
Warm Up	Follow the Leader: One pupil leads Samba steps around the hall while the others copy. After 8-16 counts the leader switches, giving everyone a chance to take charge. Leaders should use a mix of Samba skills such as bounce steps, side steps, turns, poses, and shimmies so the class rehearses a range of movements. This activity develops rhythm, confidence, and focus on style. Teaching cue: “Lead with flair, copy with rhythm.” Progression: leaders add travelling pathways such as diagonals or circles while the group follows			
Main Activity	Recap: Teacher to run through bounce steps, side steps, turns, poses, and shimmies quickly in unison with the music. Pupils practise each one for short bursts, building towards linking them together. This helps refresh timing and Samba style while emphasising posture, hip sway, and smiling expression. Group Routine Creation: Pupils work in groups of 4-6 to choreograph a 16-count Samba routine. Each routine must include at least one bounce step, one side step, one turn, one pose, and one formation. Groups are encouraged to structure their routine with a clear beginning, middle, and end so it feels complete. They rehearse with music, focusing on refining rhythm and transitions. Teaching Cue: “Plan it, practise it, perform it with Samba energy.” Progression: groups extend their routine to 24 counts or add a travelling sequence. Canon & Unison Workshop: The teacher demonstrates canon (a ripple where dancers follow one after another) and unison (all dancers moving at the same time). Groups take their routine and adapt one section into canon and another into unison. After rehearsal, they perform for another group and give constructive feedback on timing, style, and creativity. Teaching Cue: “Canon is ripple, unison is together.” Progression: two groups combine and layer their routines so canon and unison happen at the same time.			
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust size of formation (small circle vs large spread).	TASK Simplify with fewer steps: challenge by layering canon and unison.	EQUIPMENT Add props (scarves, ribbons, masks) to enhance creativity.	PEOPLE Rotate leaders to give all children a chance to lead choreography.
Cooldown	Slow Motion Samba: Provides a cool down with style. Groups parade slowly around the space, stretching arms and legs into extended carnival poses. Movements should be graceful, controlled, and matched to slow music or drumming. This lowers heart rate while keeping the carnival energy alive. Teaching Cue: “Stretch tall, move slow, finish proud.” Progression: add paired slow-motion parades where partners mirror each other’s poses.			
Key Technical Points	<ul style="list-style-type: none">• Plan clear start/finish shapes• Count beats together• Stay aware of spacing in formations			

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Lesson Objective	To combine group routines into a whole-class Samba performance				Lesson 5/6
Equipment Needed	Speakers, samba music, maracas, scarves, ribbons, masks.				
Success Criteria	Children can: <ul style="list-style-type: none">• Explain why transitions are important in performance• Perform in a group routine as part of the class dance• Show carnival spirit with confident energy and arms in transitions				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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		<ul style="list-style-type: none">• 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		
Key Questions	What makes transitions smooth? Transitions are smooth when entries and exits are clear and in rhythm. Background movement, like bouncing or clapping, keeps energy flowing while groups change. How can we show carnival spirit? Carnival spirit is shown by using big arms, confident poses, and smiling expression.				
Warm Up	Samba Parade: The whole class parades around the hall together using the bounce step with added arm waves for carnival flair. Pupils practise moving in rhythm, keeping posture tall and steps controlled. The teacher introduces simple cues such as a clap, pose, or wave to signal when groups should enter, exit, or change direction. This encourages awareness of transitions while maintaining energy and style. Teaching Cue: "Bounce strong, wave proud, listen for the signal." Progression: pupils take turns leading the parade, using their own signals for transitions.				
Main Activity	Class Routine Sequencing: Class Routine Sequencing: groups rehearse their 16-count routines created in earlier lessons. The teacher sequences them into one whole-class dance, deciding the order and linking sections together. The full run-through is practised first without music to check timing between groups, then repeated with music. Pupils focus on smooth connections and holding rhythm across the entire performance. Teaching Cue: "Connect your part, keep the rhythm alive." Progression: add a short whole-class bounce or clap sequence between group routines for extra impact. Transition Training: Focus on making the performance smooth and professional. Groups practise entering the stage space with carnival energy, such as arm sweeps or bounces, and exiting with clear poses or claps. While one group performs centre stage, the others provide background movement, such as simple bounce steps or arm waves, to maintain energy. Once confident, groups layer their entrances and exits to create overlaps where one group joins as another finishes. Teaching Cue: "Enter with flair, support with rhythm, exit with pride." Progression: challenge groups to ensure there are no silent or still moments during the routine.				
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE	
	Use full hall to create parade effect; adjust formations depending on numbers.	Simplify with direct transitions; challenge with overlapping layers and moving backgrounds.	Use Samba music, percussion, and props to build atmosphere.	Mix groups to form larger formations and ensure inclusion.	
Cooldown	Carnival Pose Parade: Provides a structured finish. Each group enters in turn, performs one strong pose slowly with expression, and then exits. The rest of the class watches and celebrates each group. Once all groups have performed, the class repeats the parade to carnival music, sequencing the poses one after another like a ripple effect. Teaching Cue: "Enter proud, hold the pose, exit with style." Progression: groups link two poses together for extra variety in the parade.				
Key Technical Points	<ul style="list-style-type: none">• Use clear cues for start/end• Keep timing in transitions• Maintain carnival energy throughout				

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Lesson Objective	To perform a Samba carnival dance and reflect on performance				Lesson 6/6
Equipment Needed	Speakers, samba music, maracas, scarves, ribbons, masks.				
Success Criteria	Children can: <ul style="list-style-type: none">• Explain what went well and what I could improve in performance• Perform the Samba carnival dance confidently to an audience• Celebrate and evaluate my peers' achievements positively				
EDSTART KNOW	EDSTART GO		EDSTART SHOW		
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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		<ul style="list-style-type: none">• 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"		
Key Questions	What went well in our performance? Strong rhythm, posture, and energy made the performance successful. How did you show carnival spirit? Carnival spirit was shown through confident smiles, arm waves, and expressive poses. What could we improve? Improvements could be made by tightening timing between groups, sharpening transitions, or adding even more flair in movements.				
Warm Up	Rhythm Game: Pupils start clapping and stepping to a steady beat led by the teacher. Pupils echo the rhythm back, then layer their own patterns on top to create a carnival feel. This activity reinforces listening skills, rhythm control, and energy before rehearsals begin. Teaching Cue: "Clap sharp, step strong, keep the rhythm alive." Progression: allow pupils to take turns leading the rhythm for the class to echo and layer.				
Main Activity	Final rehearsal of Group Sections Focuses on Refining Routines: Groups run through their 16-count phrases with emphasis on timing, posture, and carnival expression. The teacher circulates to remind pupils of strong bounces, big arm waves, and proud carnival flair. Teaching Cue: "Strong posture, proud faces, carnival energy." Progression: add entrances and exits to make each group's section feel performance-ready. Full-class rehearsal: Begins with a complete run-through of the whole carnival dance without music, focusing on timing, sequencing, and transitions. Once secure, the routine is repeated with samba music, correcting any overlaps or pauses. Pupils are encouraged to exaggerate facial expression, posture, and celebratory movement to capture the carnival spirit. Teaching Cue: "Connect together, perform with pride, celebrate every step." Progression: groups experiment with layering background claps or bounces during transitions. Peer Review: Carousel divides the class into two halves. Half of the class performs while the other half observes, using "Two Stars and a Wish" to give constructive feedback. Roles are then swapped so everyone performs and reviews. The rehearsal culminates in a final performance to an invited audience such as another class, staff, or even parents, with the option to record the routine for reflection. Teaching Cue: "Perform proud, watch carefully, feedback kindly." Progression: pupils refine their performance using peer feedback before the final showcase.				
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust formations to suit performance space.	TASK Simplify by reducing transitions; challenge with added gestures and expressive arms.	EQUIPMENT Use costumes, props, and live/recorded Samba music.	PEOPLE Ensure every pupil has a role (performing, leading, or supporting transitions).	
Cooldown	Circle Stretches: To calming Brazilian music. Pupils follow slow stretches led by the teacher: arms up, arms wide, gentle side bends, and slow reaches. The cool-down ends with pupils bringing hands together at the chest and bowing as a group. To reflect, pupils share one thing they enjoyed most from the Samba unit. Teaching Cue: "Stretch tall, breathe calm, share your carnival joy." Progression: allow pupils to suggest stretches or lead the circle.				
Key Technical Points	<ul style="list-style-type: none">• Project confidence with smiles and posture• Stay in rhythm• Celebrate each other's effort				