

Key Stage: 2

A Trip Around the World



DANCE IN EDUCATION



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Key Stage: 2	YEAR: 3	DURATION: 10 LESSONS
AIM: Pupils will enjoy a whistle stop tour of the world visiting, Africa, Egypt, India, China, New Zealand, America, Brazil & Scotland.		
LEARNING OBJECTIVES (Children should learn)	LEARNING OUTCOMES (Children)	
Acquiring & Developing Skills (AD)		
AD1: To improvise freely on their own and with a partner, translating ideas from a stimulus into movement	AD1: Show an imaginative response to different stimuli through their use of language and choice of movement AD2: Incorporate different qualities and dynamics into their movement AD 3: Explore and develop new actions while working with a partner or a small group	
Selecting & Applying Skills, Tactics & Compositional Ideas (SA)		
SA1: To create and link dance phrases using a simple dance structure or motif SA2: To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	SA1: Link actions to make dance phrases, working with a partner and in a small group SA2: Perform short dances with expression, showing an awareness of others when moving SA3: Describe what makes a good dance phrase	
Knowledge & Understanding of Fitness & Health (KU)		
KU1: Keep up activity over a period of time and know they need to warm up and cool down for dance	KU1: in simple language, explain why they need to warm up and cool down sustain their effort in their dances	
Evaluating & Improving Performance (EI)		
EI1: To describe and evaluate some of the compositional features of dances performed with a partner and in a group EI2: To talk about how they might improve their dances	EI1: Use a range of expressive language to describe dance recognise unison and canon and suggest improvements	

<h3 style="text-align: center;">ASSESSMENT OPPORTUNITIES</h3>	<h3 style="text-align: center;">EXPECTATIONS</h3>
<h3 style="text-align: center;">CROSS CURRICULAR LINKS</h3> <ul style="list-style-type: none"> • Literacy: key words • Citizenship: co-operation, sportsmanship • Numeracy: counting beats in music • Science: developing an awareness of human body, forces and actions, muscles • Music: learning about different styles of world music • ICT: designing stage sets • Drama: using narrative and performing skills • Geography: discovering facts about what lives in the Rain Forrest 	<p>After carrying out the activities in this unit:</p> <p>Most pupils will: improvise freely, translating ideas from a stimulus into movement; create dance phrases that communicate ideas; share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance; use dynamic, rhythmic and expressive qualities clearly and with control; understand the importance of warming up and cooling down; recognise and talk about the movements used and the expressive qualities of dance; suggest improvements to their own and other people's dances</p> <p>Some pupils will not have made so much progress and will: demonstrate some basic skills; perform movements with control; try to show a sense of dynamics and expressive qualities when dancing; contribute basic ideas to the structure of a dance; come up with basic responses to a stimulus; show some understanding of why they need to warm up and cool down; use simple words to describe and interpret dance</p> <p>Some pupils will have progressed further and will: use a wide range of movements when improvising; choose appropriate movements to express the idea, mood and feeling of a dance; take the lead when creating dances with a partner or in a group; show a greater understanding of how to compose dance phrases; show greater fluency and control in their movements; interpret rhythm well, using a range of musical accompaniments; interpret and express their thoughts clearly when talking about dance; make appropriate suggestions about how work could be improved</p>

PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> • Used a range of stimuli, including world music • Structured short dance phrases and dances on Their own and with a partner • Used a range of descriptive language for dance • Explored moods, ideas and feelings through body actions • Talked to each other about dance and listened to each other describing dance 	<ul style="list-style-type: none"> • Words to describe actions, dynamics, space and relationships • Words to describe group formations, eg <i>square, circle, line</i> • Partner, copy, follow, lead • Unison, canon, repeat • Structure • Motif • Dance phrase • Improvisation, explore 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Map of the worlds Rain Forrests • Music – African drumming • Pictures of Tribes • Video clips of the rain forests • Pens & paper • Stereo player / music system <p>ICT:</p> <ul style="list-style-type: none"> • Watch videos of their performance • Use of white boards and pens • Research work on the Internet • Use digital cameras to take still pictures of good and poor technique • Interactive white board

	LEARNING ACTIVITY & TASKS	Learning Objective/Outcome
Lesson 1	<p>Theme: Packing a backpack for a Trip Around the World</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to perform exaggerated actions. 2. To know that there are four different levels. 3. To know & understand what is meant by the terms directions 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. • Discuss where you are going on your Around World trip. Africa, Egypt. India, China, New Zealand, America, Brazil and then Scotland. <p>Questions what will we need to pack for our trip around the world? What type of clothes? Some countries will be very hot and some might be cold. Which country do you think would have similar weather to England? What else will you need? Insect repellent, sun tan cream, sun hat etc.</p> <p>Questions What type of clothes will you need? What will the weather be like? What else will you need? Binoculars, insect repellent, sun tan cream, sun hat etc.</p>	AD 1
Warm up	<p>Command Style: Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our backpack: Open your backpack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. 	KU 1

	<p>Perform stretches pretending to be an aeroplane and land the plane down in the middle of Africa or any chosen country this week.</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p> <ul style="list-style-type: none"> Prepares the body for physical activity Prevents any injury The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	
<p>Task 1</p>	<p>WHERE: Level & Direction</p> <p>Explore actions that are linked to packing your suitcase & what you are going to pack in your suitcase & perform individually.</p> <p>Choose different levels to perform on (L, M or H) See Video clips on PowerPoint</p> <p>Teacher gives examples of above actions on different levels: Action Examples: Reaching to the bathroom cabinet for the sun tan cream Opening the wardrobe Ironing clothes</p>	<p>AD 1</p> <p>SA 2 & AD 2</p>

	<p>Binoculars</p> <p>LEVELS: See video explanation on PowerPoint Low: on the ground Medium: knees bent High: standing tall /on tip toes Elevated: in the air</p>	
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Task 2	<p>HOW: can you perform your actions at different speeds /different dynamics (smooth, sharp, shaky) Teacher to give an example of changing the dynamics.</p> <p>See PowerPoint for explanation of Dynamics</p>	SA 2
Task 3	<p>Dance Sentence- Motif Explain what a motif is in dance:</p> <p>Differentiated Task to create a motif: See PowerPoint</p>	<p>AD 1</p> <p>SA 2 & AD 2</p>
Task 4	<p>Group Choreography:</p> <p>Scatter formation facing any direction around the room. (Imagine scattering a bag of seeds) Pupils to perform their motifs through twice.</p> <p>Pupils can perform in:</p> <p>Unison: altogether at the same time Canon: one after another, Mexican wave (Number pupils 1 & 2, All numbers 1's go first followed by Number 2's)</p>	SA 2 & AD 2

<p>Task 5</p>	<p>Evaluation & Improving</p> <p>Join up with another person. Watch them perform their actions. You may wish to just focus on 1 or 2 of the below criteria.</p> <ul style="list-style-type: none"> • Were the actions exaggerated? • Were the actions performed on different levels? • Did they change direction when performing the actions? 	<p>EI 1</p>
<p>Cool Down</p>	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Recap the learning objectives of the lesson to see if they have been met.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 2	<p>Theme: Packing a Backpack & Travelling on the aeroplane.</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to change the levels of actions working in a small group Be able to understand what the term formation means. 	
	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style: Alarm clock just goes off</p> <ul style="list-style-type: none"> Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) Need to pack our backpack: Open your backpack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs Get on the bus Get to the airport hand in your passport Sit down on the aeroplane Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in the middle of Africa</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions: What is a muscle? What could happen to one of our muscles if we didn't warm up properly? (See Lesson 1)</p>	KU 1

<p>Task 1</p>	<p>Recap: Packing suitcase actions.</p> <p>Action Examples: Reaching to the bathroom cabinet for the sun tan cream Opening the wardrobe Ironing clothes</p> <p>Remind pupils to perform actions on different levels to use different dynamics (HOW) Low: on the ground Medium: knees bent High: standing tall /on tip toes Elevated: in the air</p> <p>Group Choreography: Scatter formation facing any direction around the room. Pupils to perform their actions twice through. Pupils can perform in: Unison: altogether at the same time Canon: one after another, Mexican wave</p>	<p>SA 2 & AD 2</p> <p>SA 2</p>
<p>Task 2</p>	<p>Teacher taught Air Stewards Motif: Direction & Levels Pupils to stand in straight-line formations (Triangle or a Pyramid) all facing the same direction forward. (Or make the formation of an aeroplane)</p> <p>Teacher Taught Motif (or ask pupils for ideas and demonstration) based on arm gestures. (Oxygen mask, exits on the aeroplane)</p> <p>Differentiated Task: Motif Development each line perform Air Stewards motif on different levels. Differentiated Task: See PowerPoint.</p>	<p>AD 3 SA 1</p>

Task 3	<p>Extension Task</p> <ol style="list-style-type: none"> 1. Ask pupils to face different direction in their straight-line formation. 2. Ask pupils to perform one of their actions in canon. 	<p>SA 2 & AD 2</p> <p>SA 2</p>
Task 4	<p>Peer Evaluation</p> <p>Watch each line or group perform their air steward motif with the change of levels.</p> <ul style="list-style-type: none"> • Try to work out which differentiated task each group chose. • Also ask pupils to comment on what they liked about the performance (try to keep linking it back to levels) 	<p>EI 1</p>
Cool Down	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Recap the learning objectives of the lesson to see if they have been met.</p>	

	LEARNING ACTIVITY & TASKS	Learning Objective
Lesson 3	<p>Theme: Africa</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to perform basic African dance steps in small groups. To know and understand the role of a choreographer. 	
Warm Up	<p>Command Style : Alarm clock just goes off</p> <ul style="list-style-type: none"> Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs Get on the bus Get to the airport hand in your passport Sit down on the aeroplane Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in The Gambia, which is a small country in the North West of Africa. Explain that Africa is a continent, which is made up of 54 different countries.</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p>	<p>SA 1 & 2</p> <p>KU 1</p>

	<ul style="list-style-type: none">• Prepares the body for physical activity• Prevents any injury• The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy.	
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Recap	Perform the packing the back pack actions & into areoplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Task 1	<ul style="list-style-type: none"> Discuss where the Gambia is. Look at the map. What can you describe about the country? (Sea, sand, hot, different culture) <p>Watch the video clip of professional African dance (see PowerPoint)</p> <p>Questions:</p> <ol style="list-style-type: none"> How did the dancers move? Were their movements slow or energetic? Was it similar to any other style of dance that you have seen before? Any other comments 	EI 1
Task 2	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Teach the basic African steps as seen on both video clips (see PowerPoint Presentation) <p>TP Exaggerate actions, low stance & flexible upper body movements.</p>	SA 1
Task 3	<p>Command Style: Pupils to be taught the 'jola' step a traditional dance step.</p> <ul style="list-style-type: none"> Hop from one foot to the other slowly. Repeat, try to push feet into floor and shuffle back as you change feet. Add arm action – push both arms out in front with flat hands in rhythm with the step. As you hop adopt a low stooped posture, coming up as you change feet. (If you aren't sure of this step make up a similar one). 	SA 1
Task 4	<p>Explain what a choreographer is:</p> <p>Put pupils into groups and ask them to nominate one choreographer. The choreographer can also choose to dance in the group if they wish.</p>	SA 2
Task 4	Differentiated Task: (See PowerPoints)	AD 1 SA 1 & 2
Task 5	Peer Evaluation	EI 2

	Join up with another group and try to work out which task they chose.	
Cool Down	<p>Cool Down & Plenary Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Example: Lying on the floor take arm up to the right on a diagonal and then across the body as in the basic African dance step (lightning /Saturday night fever)</p>	

<p>Lesson 4</p>	<p>Theme: To leave Africa and travel to Egypt</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to create Pyramid shapes with your body on different levels 2. To be able to perform basic Egyptian Dance moves on your own, with a partner and as a whole class. 	
<p>Intro</p>	<p>Share Aims of the Lesson</p>	
<p>Warm Up</p>	<p>Command Style : Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in Egypt (Which is an other country in Africa)</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> • Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p> <ul style="list-style-type: none"> • Prepares the body for physical activity 	

	<ul style="list-style-type: none">• Prevents any injury• The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy.	
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Recap	Perform the packing the back pack actions & into areoplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Task 1	<ul style="list-style-type: none"> Discuss where Egypt is. Look at the map. What can you describe about the country? Hot/Sand/Pyramids 	
Task 2	<p>Pyramids:</p> <ul style="list-style-type: none"> Built in Ancient Egypt for the Pharaohs and their families To date 130 have been discovered <p>Command Style: Give pupils examples of how you can create pyramid shapes with your body using different parts of your body and your whole body.</p> <ul style="list-style-type: none"> Pupils to individually explore making different pyramid shapes <p>Extension: Levels (Low L on the ground, Medium M knees bent & High H standing or on tip toes)</p> <ul style="list-style-type: none"> Explore performing pyramid shapes on different levels. <p>See Task on PowerPoint</p>	AD 1
Task 4	<p>Egyptian Dancing</p> <p>Watch the video clip of Walk Like an Egyptian</p> <p>Questions:</p> <ol style="list-style-type: none"> How did the dancers move? Were their movements slow or energetic? Was it similar to any other style of dance that you have seen before? Did you like the music <p>Any other comments</p>	EI 1
Task 5	<p>Command Style: Pupils to stand in a scattered formation: (stand anywhere they want to but make sure they can see the teacher)</p> <ul style="list-style-type: none"> Teach the basic Egyptian Dance steps (Using the video Walk Like an Egyptian to help you) 	SA 2

Task 4	Whole Class Choreography: (Suggested music :Walk Like an Egyptian) <ul style="list-style-type: none"> • Start in an individual Pyramid shape (hold for 8 counts) • All change to second favourite Pyramid shape (hold 8 counts) • Change again back to starting pyramid shapes • Basic Egyptian Steps 	AD 1 SA 1 & 2
Task 4	Differentiated Task: (See PowerPoint) Pupils to work in pairs or small groups Teacher or pupils to choose their task.	AD 1 SA 1 & 2
Task 5	Peer Evaluation Join up with another pair or small group and try to work out which task they chose.	EI 2
Task 6	Whole Class Choreography: (Suggested music :Walk Like an Egyptian) <ul style="list-style-type: none"> • Start in an individual Pyramid shape (hold for 8 counts) • All change to second favourite Pyramid shape (hold 8 counts) • Change again back to starting pyramid shapes • Basic Egyptian Steps • Pupils to walk into pairs or small groups and perform (Pyramid & Egyptian dance steps) 	AD 1 SA 1 & 2
Cool Down	Cool Down & Plenary Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson. Example: Lying on the floor take arms up and over your head and around by the sides of your body.	

<p>Lesson 5</p>	<p>Theme: To leave Egypt and travel to India</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 3. To be able to create actions for the five sacred animals 4. To be able to perform basic Indian Dance steps on your own, with a partner and as a whole class. 	
<p>Intro</p>	<p>Share Aims of the Lesson</p>	
<p>Warm Up</p>	<p>Command Style: Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in India</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> • Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p> <ul style="list-style-type: none"> • Prepares the body for physical activity 	

	<ul style="list-style-type: none">• Prevents any injury• The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy.	
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Recap	Perform the packing the back pack actions & into areoplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Task 1	<ul style="list-style-type: none"> Discuss where India is. Look at the map. What do you know about the Country? See PowerPoint Presentations for facts and a picture. 	
Task 2	<p>Five Scared Animals Motif</p> <p>Elephant, Tiger, Snake, Monkey & Cow</p> <p>Command Style: Give pupils examples of how you can create actions that represent these animals</p> <ul style="list-style-type: none"> Pupils to individually explore the actions for the different animals <p>Extension: Levels (Low L on the ground , Medium M knees bent & High H standing or on tip toes)</p> <ul style="list-style-type: none"> Explore performing the animal actions on different levels <p>Recap: A Motif (from lesson 1 & 2) See PowerPoint for video explanation.</p> <p>Differentiated Task : See PowerPoint</p>	AD 1 SA 1 & 2
Task 4	<p>Indian Dancing</p> <p>Watch the video clip of the dance scene from the move Sum Dog Millionaire</p> <p>Questions:</p> <ol style="list-style-type: none"> How did the dancers move? Were their movements slow or energetic? Was it similar to any other style of dance that you have seen before? Did you like the music <p>Any other comments</p>	EI 1
Task 5	<p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> Teach the basic Indian Dance steps (Using the ideas from the separate notes 	SA 2

Task 6	Differentiated Task: (See PowerPoint) Pupils to work in pairs or small groups Teacher or pupils to choose their task.	AD 1 SA 1 & 2
Task 7	Peer Evaluation Join up with another pair or small group and try to work out which task they chose.	EI 2
Task 6	Whole Class Choreography: (Suggested music: Jai Ho from Slum Dog Millionaire) <ul style="list-style-type: none"> • Start in a circle formation follow the teacher • Pupils to walk into pairs or small groups and perform their own Indian dance steps with partners or in a small group 	AD 1 SA 1 & 2
Cool Down	Yoga (originates in India) Calm/classical music, pupils to lie on the floor and stretch. Basic yoga moves (Children's C Beebies programme called Waybuloo is very helpful also see video clip in PowerPoint)	

Lesson 6	Theme: To leave India and travel to China Aims of Lesson: <ol style="list-style-type: none"> 1. To be able to create actions for lucky numbers with a partner 2. To be able to perform the Chinese Dragon Dance as a whole class and in small groups 	
Intro	Share Aims of the Lesson	
Warm Up	Command Style : Alarm clock just goes off <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. Perform stretches pretending to be an aeroplane and land the plane down in China TP Exaggerate all actions (make every movement bigger and larger than life) TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E) Questions: What has happened to your body? <ul style="list-style-type: none"> • Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. Why is it important to warm up? <ul style="list-style-type: none"> • Prepares the body for physical activity 	

	<ul style="list-style-type: none">• Prevents any injury• The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy.	
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Recap	Perform the packing the back pack actions & into areoplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Task 2	<p>12 Zodiac Animals</p> <p>Explain that there are 12 Zodiac animals</p> <p>This year it is the year of</p> <p>Command Style: Give pupils examples of animal actions for the type of animal that you are looking at.</p> <ul style="list-style-type: none"> Pupils to individually explore the actions for the different animals <p>Extension: Levels (Low L on the ground, Medium M knees bent & High H standing or on tip toes)</p> <ul style="list-style-type: none"> Explore performing the animal actions on different levels 	AD 1 SA 1 & 2
Task 3	<p>Lucky Numbers 2 & 7</p> <p>See PowerPoint for tasks</p>	AD 1 SA 1 & 2
Task 4	<p>Chinese Dragon Dance</p> <p>Watch the video clip of the Chinese Dragon Dance</p> <p>Questions:</p> <ol style="list-style-type: none"> How did the dragon move? Were their movements slow or energetic? Have you ever seen the Chinese Dragon Dance live? Did you like the music <p>Any other comments</p>	EI 1
Task 5	<p>Chinese Dragon Dance</p> <p>Command Style: Pupils to stand in a circle formation:</p>	AD 1 SA 1 & 2

	<ul style="list-style-type: none"> • Holding either a ribbon or a dragon mask reach up high, move down low, sway to the right and then sway to the left. • If you have another adult in the class with you split the circle in half to create two dragons with the adults as the leader and travel around the room creating different pathways and following the same movements. • A pathway is the pattern that you make on the floor (See PowerPoint) 	
Task 6	<p>Chinese Dragon Dance in Small Groups</p> <p>Pupils to work in pairs or small groups.</p> <p>Each pupil in the group to be given the opportunity to be the leader and take their group travelling different pathways around the room.</p>	<p>AD 1</p> <p>SA 1 & 2</p>
Task 7	<p>Peer Evaluation</p> <p>Join up with another group and watch them perform their dragon dance. See PowerPoint for questions.</p>	<p>EI 2</p>
Cool Down	<p>Tai Chi</p> <p>These video links a very helpful with ideas and terminology for teaching basic Tai Chi to children</p> <p>https://www.youtube.com/watch?v=rf1PJ8Wtwmo</p> <p>https://www.youtube.com/watch?v=5cANSD9G6Wc</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 7	<p>To leave China & travel to New Zealand.</p> <ul style="list-style-type: none"> To know and understand the history of the Haka To be able to work co-operatively as a group to create 8 bars of 8 of your own Haka. To be able to perform the whole group dance to the best of your ability. 	
Warm Up	<p>Command Style :</p> <p>Extension Task: Put pupils into small groups (3/4) for the next four lessons one person in each group will deliver the following warm up. (Alternatively you could number the pupils 1-4, the teacher will shout out each time the leader is to change during the warm up)</p> <p>Alarm clock just goes off</p> <ul style="list-style-type: none"> Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs Get on the bus Get to the airport hand in your passport Sit down on the aeroplane Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in China</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p>	

	<ul style="list-style-type: none"> • Prepares the body for physical activity • Prevents any injury • The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	
Recap	Perform the packing the back pack actions & into areoplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Task 1	Class Haka Whole class to stand in a formation & perform teacher taught Haka. (See PowerPoint)	SA 2
Task 2	Small Group Haka In groups pupils are to create their own Haka (4 bars of 8 counts) TP Explain that 1 bar of 8 is counting 8 beats in the music. Play the music for the class to listen to. (Choose a piece of music that has a clear easy beat to follow) As a whole class ask then children to either clap out the beats or just clap or put their hand up on each new bar of 8 which will be count 1. Choose one person to be the lead choreographer (or ask the group to choose) : A choreographer is a person that creates and directs a dance. All pupils in the team to be allowed to express their own ideas for the choreography but the lead choreographer makes the final decisions. They need to think about: Levels Dynamics Formation Direction	AD 1 SA 1 & 2
Task 3	Peer Evaluation Join with another team, perform, evaluate give feedback (see PowerPoint)	EI 2

Task 4	<p>Class Choreography: Perform class Haka followed by small group Haka.</p>	<p>AD 1 SA 1 & 2</p>
Cool Down	<p>Cool Down & Plenary</p> <p>Walking around the room in own space. (Could walk for 4 or 8 counts and stop) Teacher to help by shouting stop or stretch. Pupils to all perform the same stretch as the teacher or to choose their own.</p> <p>Brain Dance idea cool Down: Tapping, brushing, squeezing & patting. (see video clip)</p> <p>NB Teacher could just be specific about the level that they would like the pupils to perform the stretch on.</p>	

<p>Lesson 8</p>	<p>Theme: To leave New Zealand and travel to America</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to create/perform actions that represent America 2. To be able to copy/create/perform basic Lindy Hop steps with a partner 	
<p>Intro</p>	<p>Share Aims of the Lesson</p>	
<p>Warm Up</p>	<p>Command Style : Extension Task: Put pupils into small groups (3/4) for the next four lessons one person in each group will deliver the following warm up. (Alternatively you could number the pupils 1-4, the teacher will shout out each time the leader is to change during the warm up)</p> <p>Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in America</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p>	<p style="text-align: center;">AD 1 SA 1 & 2</p>

	<ul style="list-style-type: none">• Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p> <ul style="list-style-type: none">• Prepares the body for physical activity• Prevents any injury• The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy.	
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Recap	Perform the packing the back pack actions & into areoplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Task 1	<ul style="list-style-type: none"> • Discuss where America is. Look at the map. What do you know about the Country? See PowerPoint Presentations for facts and a picture. 	
Task 2	<p>Creative Actions that represent America</p> <p>Command Style: Give pupils examples of actions that represent what has been discussed that children feel represent America (See PowerPoint for ideas)</p> <p>TP Exaggerate the actions</p> <p>Extension: Levels (Low L on the ground , Medium M knees bent & High H standing or on tip toes)</p> <p>Differentiation: See PowerPoint for differentiated task</p>	AD 1 SA 1 & 2
Task 3	<p>A journey through America: Pathways WHERE</p> <ul style="list-style-type: none"> • A pathway is the pattern that you make on the floor • Choose the order or your 4 actions • Walk for 8 counts and perform an action for 8 counts. Repeat travelling your own pathway (journey though America) <p>Peer Evaluation: Choose some pupils to demonstrate their journeys.</p> <p>Questions: Did they perform all four actions? Were the actions exaggerated? Did you think the pathway was interesting?</p>	AD 1 SA 1 & 2

Task 4	<p>Lindy Hop</p> <p>Watch the video clip of Lindy Hop dancing</p> <ul style="list-style-type: none"> • Questions: • How did the dancers move? • Were their movements slow or energetic? • Have you ever seen Lindy Hop or ever tried it before? • Did you like the music • What was different about this style of dance? <p>Any other comments</p>	<p>EI 1</p>
Task 5	<p>Lindy Hop</p> <p>Command Style: Pupils to stand in a circle formation:</p> <ul style="list-style-type: none"> • Teach the basic steps of Lindy Hop (See PowerPoint) <p>Teach the basics of dancing with a partner</p>	<p>AD 1 SA 1 & 2</p>
Task 6	<p>Lindy Hop in Pairs</p> <p>Pupils to work in pairs or small groups to create their own Lindy Hop dances.</p> <p>See Differentiated task in PowerPoint</p>	<p>AD 1 SA 1 & 2</p>
Task 7	<p>Peer Evaluation</p> <p>Join up with another group and watch them perform their Lindy Hop dance. See PowerPoint for questions.</p>	<p>EI 1</p>
Cool Down	<p>Choose either some Yoga or Tai Chi</p> <p>Question pupils on which country they have visited where Yoga or Tai Originates from?</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 9	<p>Theme: Capoeira</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. To create a sequence of movements based on the non-contact martial art of capoeira with a partner. 2. To be able to perform your capoeira sequence to the best of your ability. 	
Warm Up	<p>Command Style:</p> <p>Extension Task: Put pupils into small groups (3/4) for the next four lessons one person in each group will deliver the following warm up. (Alternatively you could number the pupils 1-4, the teacher will shout out each time the leader is to change during the warm up)</p> <p>Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in America</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> • Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p>	<p>AD 1 SA 1 & 2</p>

	<ul style="list-style-type: none"> • Prepares the body for physical activity • Prevents any injury • The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	
Recap	Perform the packing the back pack actions & into aeroplane lines as in lesson one and two. (This can be performed each week in addition to or instead of the above warm up.	AD 1 SA 1
Intro	<p>Explain: History of Capoeira & the Slave Trade</p> <p>Show video clips of Capoeira (see PowerPoint)</p> <p>In Capoeira the people performing are called players.</p> <p>Questions:</p> <p>How did the players move?</p> <p>Were their movements slow or energetic?</p> <p>Was it similar to any other style of dance that you have seen before?</p> <p>How would you describe what you have just seen?</p>	EI 1
Task 1	<p>Teach the Jinga (main move in capoeira)</p> <p>Join up with a partner and practice & help each other with the jinga.</p> <p>(see Video clip)</p>	SA 2
Task 2	<p>Attacking Moves (Non contact)</p> <p>Teach attacking moves these can be adapted from other forms of martial arts. (See video clip)</p> <p>Defending Moves (See video clip)</p> <p>Teach attacking moves these can be adapted from other forms of martial arts.</p> <p>Eg, Jinga, cartwheel, jump, roll</p> <p>NB Teach attacking & defending moves on different level, low, medium, high & elevated so that pupils are aware of changing levels.</p>	AD 1 SA 1 & 2

Task 3	<p>Teacher & Pupil Demonstration</p> <p>Explain that all fighting scenes in movies are choreographed and that timing and fluency are essential for it to look realistic. (Count to 3 before moving)</p> <p>Teacher attack – pupil defend – pupil attack- teacher defend.</p> <p>In pairs experiment with different sequences of moves.</p> <p>In between each sequence of moves (attack-defend) both dancers to perform the jinga.</p> <p>TP: non-contact, timing is essential & keeping eye contact.</p>	<p>AD 1 SA 1 & 2</p>
Task 4	<p>Evaluation & Improving</p> <p>Join up with another pair and watch some of their favourite sequences.</p> <ul style="list-style-type: none"> • Did the movements flow? • Did the players keep eye contact? • Did they have good timing? 	<p>EI 2</p>
Task 5	<p>Extension Task:</p> <p>Class Performance:</p> <p>Pupils to sit in a circle (Rondo) You could have two circles depending on the size of the class. Choose a leader for each circle and they can decide the order for each pair to enter into the rondo.</p> <p>Each pair will go into the circle and perform their capoeira sequence.</p> <p>To enter & leave the circle the pupils (players) must perform a capoeira move eg step turn, cartwheel, jinga etc.</p> <p>Q Who performed Capoeira well? Why? What was good about the performance</p>	<p>AD 1 SA 1 & 2</p>
Cool Down	<p>Choose either some Yoga or Tai Chi</p> <p>Question pupils on which country they have visited where Yoga or Tai Originates from?</p>	

<p>Lesson 10</p>	<p>Theme: To leave Brazil and travel to Scotland</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to perform basic Scottish Country Dancing steps 2. To know and understand that changing formations, pathways and direction makes the choreography and performance more interesting to watch. 	
<p>Intro</p>	<p>Share Aims of the Lesson</p>	
<p>Warm Up</p>	<p>Command Style :</p> <p>Extension Task: Put pupils into small groups (3/4) for the next four lessons one person in each group will deliver the following warm up. (Alternatively you could number the pupils 1-4, the teacher will shout out each time the leader is to change during the warm up)</p> <p>Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our back pack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in Scotland</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p>	<p style="text-align: center;">AD 1 SA 1 & 2</p>

	<p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. 	
Task 1	<p>Scotland</p> <ul style="list-style-type: none"> Discuss where Scotland is. Look at the map. What do you know about the Country? <p>See PowerPoint Presentations for facts and a picture.</p>	
Task 2	<p>Scottish Country Dancing</p> <p>Watch the video clip of Scottish Country Dancing</p> <p>Questions:</p> <ol style="list-style-type: none"> How did the dancers move? Were their movements slow or energetic? Did you like the music What was different about this style of dance? Were the dancers wearing costumes? <p>Any other comments</p> <p>Like Lindy Hop this is a social dance where you dance with a partner or in a group</p>	EI 1
Task 3	<p>Scottish Country Dancing</p> <p>Command Style: Pupils to stand in a circle formation</p> <ul style="list-style-type: none"> Teach the basic steps of Scottish country dancing (side stepping, skipping, clapping) Split the class into two groups or more (depending on your adult ratio) Teach the basic steps in a choreographed routine of 4 bars of 8. <p>TP Counting the music together as a class will help</p> <p>Formation: Where you stand</p> <p>Pathway: Where you travel (the pattern you make on the floor)</p> <p>Direction: The way the body faces</p>	AD 1 SA 1 & 2

Task 4	<p>Scottish Country Dancing in small groups</p> <ul style="list-style-type: none"> • Pupils to work in pairs or small groups. • One person to be the lead choreographer (a person who creates and directs dance) • Choreograph as a group 4 bars of 8 (see PowerPoint for differentiated tasks) 	<p>AD 1 SA 1 & 2</p>
Task 5	<p>Peer Evaluation</p> <p>Join up with another group and watch them perform their Scottish Country dancing. See PowerPoint for questions.</p>	<p>EI 2</p>
Cool Down	<p>Cool Down</p> <p>Repeat the warm up: Packing your pack back, getting on the train this time to arrive back at Central Station.</p> <ul style="list-style-type: none"> • On the Train actions: reading a book, magazine or newspaper, drinking a cup of tea • Sitting down and stretching as the train moves side to side and forward and backwards 	