

Lesson Plan for Key Stage 2 Dance

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(contains full printed lesson and CD of all tracks used)

Objectives:

- Explore African-influenced movement
- Practice different ways of moving using step patterns
- Explore simple duet work
- Develop and practice a group circle dance
- Develop movement vocabulary

The 4 Strands of the National curriculum:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Knowledge and Understanding of Fitness and Health
- Evaluating and Improving Performance

Unit Contents:

Week 1: 'Introducing arm movements and levels'

Week 2: 'Groups and Duets'

Week 3: 'Mirror and Circle'

Week 4: 'Linking Movements'

Week 5: 'Group Circle Dance'

Week 6: 'Perform and Review'

Dance Notes CD Tracks Used *(click on links below to audition)*

- ♪ [Volume 2, Track 12 'Chant'](#)
- ♪ [Volume 2, Track 2 'African Greetings'](#)
- ♪ [Volume 2, Track 9 'Celebration'](#)
- ♪ [Volume 2, Track 3 'Awakening'](#)

To order CDs: please [click here](#)

Week 1: Introducing Arm Movements and Levels

♪ [Volume 2, Track 12](#) ♪ [Volume 2, Track 2](#) ♪ [Volume 2, Track 3](#)

[\(order CDs\)](#)

Warm up ♪ *Volume 2, Track 2 'Chant'*

Facing front, use scooping action to lift the arms in a parallel position above the head, then drop. Repeat several times to fit with the music. Then with the music:

- Stamp on the spot.
- Travel with steps: forward, backwards, left-side, right-side.
- Repeat with small jogging steps;
- repeat with long jogging steps

Main ♪ *Volume 2, Track 2 'African Greetings'*

A Divide class into groups of 4 to 6

Working in a circle, create an introduction arm movement.

Create a stepping movement for each of the following:

- I. move on the spot
- II. travel clockwise
- III. travel anticlockwise
- IV. travels into the centre and out

Encourage use of arms and different levels

B Each pupil partners-up with someone within their group and work in own space. Create a phrase of movement where the two move towards each other and then either a) mirror each other or b) one travels around the other

C Perform duets and review.

Children identify:

- 1 thing that they like
- 1 thing to improve

Cool Down ♪ *Volume 2, Track 3 'Awakening'*

Stand the whole class in one circle. Repeat the scooping and dropping action for the arms (from the warm up) 3 times. On the fourth repeat, hold the arms in a parallel stretch above the head. Lower the arms

Key Vocabulary:

Stamp, step, circle, mirror

Week 2: Groups and Duets

♪ [Volume 2, Track 12](#) ♪ [Volume 2, Track 2](#) ♪ [Volume 2, Track 3](#)

[\(order CDs\)](#)

Warm up ♪ *Volume 2, Track 2 'Chant'*
As Lesson 1

Main ♪ *Volume 2, Track 2 'African Greetings'*

A Review phrases produced in A and B from lesson 1.

B Groups decide on order for the duets to be performed. Practice through duets in order. Other members of the group remain in a circle and mark time on the spot with small steps. End duet by returning to the circle

Encourage use of arms and different levels within duets

C Practice group phrase, going into duets, others maintaining the circle and marking time. Perform and review.

Children identify:

- 1 thing that they like
- 1 thing to improve

Cool Down ♪ *Volume 2, Track 3 'Awakening'*
As Lesson 1

Key Vocabulary:

Stamp, step, circle, mirror, group, duet

Week 3: Mirror and Circle

♪ [Volume 2, Track 12](#) ♪ [Volume 2, Track 2](#) ♪ [Volume 2, Track 9](#)

[\(order CDs\)](#)

Warm up ♪ *Volume 2, Track 2 'Chant'*
As lesson 1

Main ♪ *Volume 2, Track 2 'African Greetings'*
A Review group introduction and duets from lesson 2

B ♪ *Volume 2, Track 9 'Celebration'*
In new pairs, children create a second phrase of movement where the two move towards each other and then either a) mirror each other or b) one travels around the other

Where a pair did 'a' before, they should now do 'b' and vice versa

C Perform and review, as before maintaining the circle, each pair ending back in the circle after their duet.

Children identify:

- 1 thing that they like
- 1 thing to improve

Cool Down ♪ *Volume 2, Track 3 'Awakening'*
As lesson 1

Key Vocabulary:
Stamp, step, circle, mirror, group, duet, variation

Week 4: Linking Movements

♪ [Volume 2, Track 12](#) [Volume 2, Track 2](#) [Volume 2, Track 9](#) [Volume 2, Track 3 \(order CDs\)](#)

Warm up ♪ *Volume 2, Track 2 'Chant'*
As lesson 1

Main ♪ *Volume 2, Track 2 'African Greetings'*
 ♪ *Volume 2, Track 9 'Celebration'*

A Review the group intro and both sets of duets from lesson 3

B Find a new group phrase, working in a different formation, with an introduction arm movement and stepping movements:

- I. on the spot
- II. travelling clockwise
- III. travelling anticlockwise
- IV. travelling into the centre and out

C Perform and review the new phrase, going into the second set of duets. Practice both together with the music, i.e. group circle - duets 'a' - group formation - duets 'b'.

Children identify:

- 1 thing that they like
- 1 thing to improve

Cool Down ♪ *Volume 2, Track 3 'Awakening'*
As lesson 1

Key Vocabulary:

Stamp, step, circle, mirror, group, duet, variation, linking

Week 5: Group Circle Dance

♪ [Volume 2, Track 12](#) ♪ [Volume 2, Track 2](#) ♪ [Volume 2, Track 3](#)

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Warm up ♪ *Volume 2, Track 2 'Chant'*
As lesson 1

Main ♪ *Volume 2, Track 2 'African Greetings'*
♪ *Volume 2, Track 9 'Celebration'*

A Review work from lessons 4 (both group phrases, into duets). Practice both together with the music

B ♪ *Volume 2, Track 2 'African Greetings'*

Bring the whole class together facing front to create a phrase that uses the elements of the group circle dances, all performing an introductory arm movement, then:

- I. Stamping on the spot
- II. travelling clockwise
- III. travelling anticlockwise
- IV. travelling into the centre and out

Remember to encourage use of arms and different levels throughout

C Each group finds a way to travel to their respective circle, using jogging steps as in the warm-ups.

Practice the whole-group dance, moving into the individual group phrases

Children identify:

- 1 thing that they like
- 1 thing to improve

Cool Down ♪ *Volume 2, Track 3 'Awakening'*
As lesson 1

Key Vocabulary:

Stamp, step, circle, mirror, group, duet, variation, linking, travelling

Week 6: Perform and Review

♪ [Volume 2, Track 12](#) ♪ [Volume 2, Track 2](#) ♪ [Volume 2, Track 3](#)

[\(order CDs\)](#)

Warm up ♪ *Volume 2, Track 2 'Chant'*
As lesson 1

Main ♪ *Volume 2, Track 2 'African Greetings'*
 ♪ *Volume 2, Track 9 'Celebration'*

A Children practise and rehearse the whole-group circle dance and their group phrases/duets.

If time permits, they may wish to travel back to the whole-group circle and finish with a final arm gesture.

B Each group performs their individual circle-phrases and duets for the rest of the class

C For each performance, children identify:

- 1 thing that they like
- 1 thing to improve

D Perform whole dance to finish

Cool Down ♪ *Volume 2, Track 3 'Awakening'*
As lesson 1

Key Vocabulary:

Stamp, step, circle, mirror, group, duet, variation, linking, travelling, performance

Resources

1. Dance Notes music CDs

All the music you will need to deliver this and other lessons from the free online library can be found within the *Dance Notes* CD set. If you are viewing this lesson plan online, you can click on any of the links [♪like this](#) to hear an extract of the music to which the plan has been created. Below you will find links to this unit's tracks.

- ♪ [Volume 2, Track 12 'Chant'](#)
- ♪ [Volume 2, Track 2 'African Greetings'](#)
- ♪ [Volume 2, Track 9 'Celebration'](#)
- ♪ [Volume 2, Track 3 'Awakening'](#)

To order your CDs, click on the [\(order CDs\)](#) link or visit:

www.brianmadigan.com/Tracks.html

Alternatively, complete the attached form and fax your order on 0870 759 8462

2. Video clips of African dancing

YouTube:

Traditional African Dance

<http://www.youtube.com/watch?v=-bboJsFVa58>

African Dance

<http://www.youtube.com/watch?v=BOHLgAtHZLQ>

West African Dance UR

<http://www.youtube.com/watch?v=JXDtBxq0biM&feature=related>

Please review the content of these clips to assess their suitability to your class. You should find that other suggested clips will also present themselves on following the above links, so you can do a little further research if required. (It may also be that over time some links will be removed and/or replaced).

3. Shona Greetings

The text used here was learnt by the composer on a visit to Zimbabwe. The different layers of the chant comprise greetings used according to the time of day and situation, which is an important feature of the Shona culture.

You can find an introduction to the Shona language and some of these specific greeting at:

<http://www.shonalanguage.info/lesson1.htm>

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