

**dance notes** lesson plans

# Key Stage 2

## Africa!



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Dance

Key Stage 2

## Lesson Plan for Key Stage 2 Dance

### [Download Lesson](#)

#### Objectives:

- Develop movement vocabulary
- Begin to compose movement from stimuli
- Begin to understand basic choreographic tools
- Improvise from chosen stimuli
- Choreograph within a partner and small group
- Remember a set class dance

#### 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: Solo using Text

Week 2: Duet using Pictures

Week 3: Travelling within a group

Week 4: Re-Capping dance Material

Week 5: Setting the Dance

Week 6: Rehearsal

#### Tracks Used *(click on links below to audition)*

- ◀ ["Hey Ho!"](#) (Dance Notes Volume 3)
- ◀ ["African Greetings"](#) (Dance Notes Volume 3)
- ◀ ["Chant"](#) (Dance Notes Volume 2)
- ◀ ["Dragon Dance"](#) (Dance Notes Volume 2)
- ◀ ["Sorrow"](#) (Dance Notes Volume 4)

## Week 1: Solo Using Text

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#### Starter

Discuss the type of movements found in African dance. E.g. strong, graceful, energetic, sharp, etc.

Select words to be used for warm-up e.g. spear (still), rain (slow), sticks (low) tree (jump).

#### Warm up ◀ ["Hey Ho!"](#)

Begin in a space. Walk around hall, avoiding contact and waiting for movement-words (as above).

Walk can become a jog or gallops.

Encourage development of movements and changes in direction and Level.

#### Main ◀ ["African Greetings"](#)

**A** Whole class to decide on movements for the text:

*"After the storm the sun rose, a rainbow was made and the trees grew".*

All begin crouching down to the floor and then start the dance at different times. Once everyone is tall and still, whole class begin to sway. Choose one pupil to lead half the class (group 1), swaying or creating a storm in and around others who are still (group 2).

When Group 1 has been all around the room, Group 2 can begin travelling using a different move e.g. rainbow, sun or tree.

**B** When group 2 have finished, everyone can repeat the beginning of the dance but this time all together.

#### Cool Down

Repeat warm-up (without music this time) but in slow motion, stretching through each movement

#### Key Vocabulary:

*strong, graceful, energetic, sharp*

## Week 2: Using Pictures

### [Download Lesson](#)

#### Starter

Re-cap last lesson.

#### Warm up ◀ ["Hey Ho!"](#)

As last lesson; this time add one floor movement.

#### Main ◀ ["Chant"](#)

**A** Individually select 4 movements from pictures.

OR

Develop movements from warm-up by extending them e.g. Spear movement can be performed from high to low or the rain movement can start from high and can spin as it gets lower.

**B** Half class to show at a time. Evaluate and improve.

**C** Consolidate by teaching to a partner.

#### Cool Down ◀ ["Sorrow"](#)

Repeat warm-up but in slow motion, stretching through each movement.

#### Key Vocabulary:

*strong, graceful energetic, sharp, still, copy*

## Week 3: Travelling

### [Download Lesson](#)

#### Starter

Re-cap last lesson.

#### Warm up ◀ ["Hey Ho!"](#)

As last lesson; this time add one more floor movement. Pupils can hold a still position at any time but cannot move again until someone releases them by copying the move next to them.

#### Main ◀ ["Chant"](#)

- A Remember partner dance from last lesson and improve by making decisions regarding meaning and intention, speed, level, direction and clarity of movement.
- B Discuss ways to travel. Pupils can demonstrate ideas.
- C Add another partner group. Add 2 travelling movements: take time to explore travelling on feet, on hands and feet, rolling, sliding, jumping, cartwheeling, etc.
- D Show 2 or 3 groups at a time and facilitate feedback.

#### Cool Down ◀ ["Sorrow"](#)

Repeat warm-up but in slow motion stretching through each movement.

#### Key Vocabulary:

*travel, speed, intention, clarity.*

## Week 4: Re-capping Dance Material

### Download Lesson

#### Starter

Discuss all material made so far:

- Solo from text
- Duet from pictures
- Travelling groups

#### Warm up

In 2s, pupils have 5 minutes to create a loud African greeting face to face. Include gestural movements, stamps, screams, the word "Yaboo" means "Good".

#### Main

Remember, evaluate and improve each section made so far:

**A**      ◀ "African Greetings"

Solo from text

**B**      ◀ "Chant"

Duet from pictures

**C**      ◀ "Chant"

Travelling groups

**Cool Down**      ◀ "Sorrow"

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into floor.

#### Key Vocabulary:

*gestural movements*

## Week 5: 'Freedom' Unison Groups

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#### Starter

This may be a good time to discuss how our class dance would be on stage. Share ideas on costume, make-up, lighting and staging.

#### Warm up

In twos, one person holds out their hand and the partner has to touch the hand, both partners' alternate hands. The partner leading has to increase speed and distance until partner is challenged and out of breath.

#### Main ◀ ["Dragon Dance"](#)

**A** Choose a new group of 4. Each pupil will direct one large and energetic movement for their group, ensuring they teach their move correctly so everyone is performing the same movement in the same way.

**B** Share and evaluate, giving feedback on Unison within the group and then improve.

#### Cool Down ◀ ["Sorrow"](#)

Full body stretch imagining a partner reaching to make contact just like the warm-up.

#### Key Vocabulary:

*unison*

## Week 6: Setting the Dance

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#### Warm up ◀ ["Hey Ho!"](#)

Pupils can choose which warm-up to do this and next week - Take a vote!

#### Main

##### A Name the groups:

Solos from week 1	-	<i>Solos</i>
$\frac{1}{2}$ Duet groups	-	<i>Duet A's</i>
$\frac{1}{2}$ Duet groups	-	<i>Duet B's</i>
$\frac{1}{2}$ Travel groups	-	<i>Travel A's</i>
$\frac{1}{2}$ Travel groups	-	<i>Travel B's</i>
$\frac{1}{2}$ Unison groups	-	<i>Unison A's</i>
$\frac{1}{2}$ Unison groups	-	<i>Unison B's</i>

##### B Set the Class Dance:

###### ◀ ["African Greetings"](#)

*Solos*, as lesson 1

###### ◀ ["Chant"](#)

All to turn off stage except *Duet A's* who perform their duets

*Travel A's* perform

*Duet B's* perform

*Travel B's*

###### ◀ ["Dragon Dance"](#)

Unison A's

Unison B's

#### Cool Down ◀ ["Sorrow"](#)

Lay on floor with eyes closed, breath in and tense muscles; on exhalation allow muscles to fall into floor.

#### Key Vocabulary:

*setting, stage, rehearsal*