

A primary guide on how to lead a successful unit of dance



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Progression of Skills FS and KS1 Overall

Use to assess the whole class – this will be made available as a separate document.

Year Group	Able to			
FS	I can echo the movements given, using different levels high and low. e.g Matching, walking, skipping, galloping, hopping running on the tip toes, rise whilst stretching the arms up and bend down to the fall. This could be through telling a story, where children are given a character, such as a bee, bird or plant and they act or dance out that part. Link it to a book you are reading in class (See guide for a story).			
	I can follow group dances (Complete the following group dances allowing the children to copying the movement asked for: 1. The Hokey Cokey 2. I'm a little teapot			
	I can hop on one leg.			
	I can jump from two feet and land with two feet (Bunny jump, Star jump etc)			
	I can demonstrate a Move and Freeze- using all parts of the body from the fingers to the toes.			
Year 1	I can echo the movements given and improvise using different characters, such as Fairies, Princesses. Princes or Animals and Plants See guide for movements.			
	I can walk, skip, run on their tip toes, to the beat of the music counting in bars of 8, using circle work.			
	I can gallop, leading with the right and left leg, counting to the beat of the music			
	I can demonstrate: A Star Jump and a Pencil Jump			
	I can step with a knee lift.			
	I can perform an English Folk Dance. See guide for movements			
	I can demonstrate a Move and Freeze movement, link to topic			
Year 2	I can demonstrate a group dance using repetition and partner work (such as a Social Gathering Dance from the guide).			
	I can demonstrate a Star Jump, Pencil Jump and Tuck Jump			
	I can create letters using the body (in pairs or groups) link to topic			
	I can step with a knee lift Improvisation to Music, linked to Topic			

Progression of Skills KS2 overall

Year Group	Able to			
Year 3	I can clap a basic beat 1,2,3,4,5,6,7,8			
	I can recognise different sections of the music such as the Intro, Chorus and Verses			
	I can demonstrate a group dance related to their Topic			
	I can demonstrate Star jump, Pencil jump, Tuck jump and a Kneel Jump			
	I can improvise the music using emotion or pick a dance to learn from the Themed section			
Year 4	I can understand and recognise basic beats of the music, move on the beat using both feet and arm movements, the single beat 12345678 or the half beat 2,4,6,8 and 1,3,5,7			
	I can create a dance related to another subject (like the focus of your Topic) and use a prop such as ribbon, hat or stick			
	I can learn a traditional dance, related to our topic			
	I can demonstrate a Star, Pencil, Tuck, Kneel and Frog Jump			
Year 5	I can demonstrate partner work, lifts.			
	I can show improvisation to a piece of music including 4 movements given by the adult in threes			
	I can demonstrate a Star, Pencil, Tuck, Kneel, Frog Jump, Twisted kneel and Scissor jump			
	I can learn a group dance related to the Topic			
	I can learn the steps to the Tango and perform it.			
Year 6	I can learn and perform the Waltz			
	I can improvise to the music with partner using mirror work. Line of Symmetry			
	I can create own lifts with partners or groups			
	I can create words such as Dance with the body, link to topic			
	I can develop jumps from the previous years			

FS Half-termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can jump from two feet and land with two feet I can echo movements given, using different levels high and low (galloping, marching, skipping, hopping, walking and running on their tip toes. Rise, whilst stretching the arms up and fall to the fall, safely) <u>Activity:</u> Warm-up and Jumps (Bunny Jump, hopping on one leg) Give movements for the children to echo using different levels (High and low) Get them to fall (safely) and curl up, using control Demonstrate a 'Move and Freeze' using all parts of the body from the fingers to the toes	Warm-up and Jumps Movements for the children to echo Circle work using jumps and hops	Dance Guide Youtube for music The Stretch Song for a warm up
2	<u>Skills/Objective:</u> I can jump from two feet and land with two feet I can follow group dances. I can echo movements given, using different levels high and low (galloping, marching, skipping, walking and running on their tip toes Rise, whilst stretching the arms up and fall to the fall, safely) <u>Activity:</u> Warm-up and Jumps (Bunny Jump, hopping on one leg) Learn the Hokey Cokey or I'm a little teapot (YouTube) showing they can follow instructions given	Warm-up and Jumps Learn a group dance Circle work using jumps and hops	Dance Guide Youtube for music
3	<u>Skills/Objective:</u> I can jump from two feet and land with two feet, with control I can echo movements given using different levels high and low; this could be through a story. Link it to a book you are reading in class. <u>Activity:</u> Warm-up and Jumps (Bunny Jump, hopping on one leg) Recap on the Hokey Cokey or I.m a little teapot Improvisation using a story, such Goldilocks and the Three bears, Cinderella or Handa's Surprise	Warm-up and Jumps Recap the lesson before Circle work using jumps and hops	Dance Guide/ Improvisation section Pick a story book or use audio
4	<u>Skills/Objective:</u> I can jump from two feet and land with two feet, with control I can follow group dances. <u>Activity:</u> Warm-up and Jumps (Bunny Jump, hopping on one leg) Learn the Cha Cha Slide, showing they can follow instructions (YouTube)	Warm-up and Jumps Work as a group to learn the Cha Cha Slide	Dance Guide Youtube
5	<u>Skills/Objective:</u> I can jump from two feet and land with two feet, with control I can follow group dances. <u>Activity:</u> Warm-up and Jumps using circle work (Bunny Jump, hoping on one leg) Recap the Hokey Cokey or I'm a little teapot	Warm-up and Jumps Use the steps from the previous lessons	Dance Guide Youtube
6	<u>Skills/Objective:</u> I can jump from two feet and land with two feet, with control I can follow group dances. <u>Activity:</u> Warm-up and Jumps (Bunny Jump, hopping on one leg) Perform to other children the Hokey Cokey or I'm a little teapot	Warm-up Circle work using jumps and hops	Dance Guide Youtube

Year 1 Half-termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can demonstrate a Star Jump and a Pencil Jump. I can gallop leading with the right then the left leg. I can walk and skip to the beat of the music counting in bars of 8 using circle work. I Can echo movements given or improvise <u>Activity:</u> Warm-up Jumps: Star and Pencil Jump, step with a knee lift. Circle work using: Skips (knees high), Gallops (leading with both legs), and walks to the beat of the music. Give the children movements to echo and improvise using characters such as Pirates, Vikings, Plants, Animals or Fairies	Warm-up and jumps Using different steps to match the characters used	Different music tempos, depending on the character Dance Guide, Theme basic steps sections
2	<u>Skills/Objective:</u> Recap on last lesson's Skills/Objectives I can learn a Folk Dance <u>Activity:</u> Warm-up Jumps: Star and Pencil Jumps, step with a knee lift Learn a Folk Dance	Warm-up and Jumps Learn a group dance using partner work	Dance Guide, Folk Dance section
3	<u>Skills/Objective:</u> I can demonstrate a Star Jump and a Pencil Jump. I can walk and skip to the beat of the music counting in bars of 8 using circle work. <u>Activity:</u> Warm-up Jumps: Star and Pencil Jumps, step with a knee lift Recap on the Folk Dance Circle work using: Skips, Gallops (leading with both legs) and walks to the beat of the music	Warm-up and Jumps Identify how many bars of 8 there are in the chorus and per verse.	Dance Guide
4	<u>Skills/Objective:</u> I can demonstrate a Star Jump and a Pencil Jump. I can demonstrate a knee lift., by stepping on one leg the bringing the other knee up to the body, arms out to the side for balance <u>Activity:</u> Warm-up Jumps: Star and Pencil Jumps, step with a knee lift Children to show a knee lift. Recap on the Folk Dance	Warm-up and Jumps Working in groups.	Show them a Just Dance to remind them
5	<u>Skills/Objective:</u> I can demonstrate a Star Jump and a Pencil Jump. I can walk and skip to the beat of the music counting in bars of 8 using circle work. I can demonstrate a 'move and freeze' movement. Link to topic <u>Activity:</u> Warm-up Jumps: Star and Pencil Jumps. Step with a knee lift Circle work using: Skips, Gallops (leading with both legs), and walks to the beat of the music Use Musical Statues to allow them to move and freeze when needed	Use the steps from the previous lessons	
6	<u>Skills/Objective:</u> I can demonstrate a Star Jump and a Pencil Jump. I can perform a Folk Dance. <u>Activity:</u> Warm-up Jumps: Star and Pencil Jumps, step with knee lift To perform as a whole, maybe to another year group		Keep to the same piece of music

Year 2 Half- termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can demonstrate a star jump, a Tuck Jump and a pencil jump. I can learn and take part in a group dance. <u>Activity:</u> Warm-up Jumps: Star, Pencil and Tuck Jump, step with a knee lift Learn a group dance using repetition: Jerusalema Dance	Warm-up and jumps Learn a group dancing using repetition	Dance Guide Sections: Warm-up Jumps Themed basic steps
2	<u>Skills/Objective:</u> I can demonstrate a star Jump; a pencil Jump, Tuck Jump and a knee lift. I can learn and take part in a group dance. I can create letters using the body. Link to Topic <u>Activity:</u> Warm-up Jumps: Star, Pencil and Tuck Jump, step with a knee lift Recap on Jerusalema Create letters using the body (in groups or as a whole class) link to topic	Warm-up and Jumps Work in groups and as a whole class	Dance Guide Sections: Themed basic steps section Jumps Warm-up
3	<u>Skills/Objective:</u> I can demonstrate a star Jump; a pencil Jump, Tuck Jump and a knee lift. I can learn and take part in a group dance. <u>Activity:</u> Warm-up Jumps: Star, Pencil and Tuck Jump, step with a knee lift Learn a group dance using partner work, A Social Gathering Dance	Warm-up and Jumps Work as a group but in pairs	Dance Guide Sections: Themed basic steps Warm-up Jumps
4	<u>Skills/Objective:</u> I can demonstrate a star Jump; a pencil Jump, Tuck Jump and a knee lift. I can learn and take part in a group dance. <u>Activity:</u> Warm-up Jumps: Star, Pencil and Tuck Jump, step with a knee lift Recap the Social Gathering Dance	Warm-up and Jumps Working in groups.	Dance Guide
5	<u>Skills/Objective:</u> I can demonstrate a star Jump,a pencil Jump, Tuck Jump and a knee lift. I can learn and take part in a group dance. <u>Activity:</u> Warm-up Jumps: Star, Pencil and Tuck Jump, step with a knee lift Recap over Jerusalema and the Social Gathering Dance	Warm-up and Jumps Use the steps from the previous lessons	Dance Guide
6	<u>Skills/Objective:</u> I can demonstrate a star Jump, a pencil Jump, Tuck Jump and a knee lift. I can learn and take part in a group dance. <u>Activity:</u> Warm-up Jumps: Star, Pencil and Tuck Jump, step with a knee lift Perform both dances to other adults or another year group	Warm-up and Jumps Perform to others	Dance Guide

Year 3 Half-termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump and a Tuck Jump I can clap to a basic beat 1,2,3,4,5,6,7,8 <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and kneel Jump To be able to clap a rhythm of a basic beat 12345678,12345678,12345678 Now try different types and tempos of music. Try moving on each beat	Warm-up and jumps Counting bars of music (8 beats to a bar) Different music tempos	Different music tempos Dance Guide
2	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump and a Tuck Jump I can clap to a basic beat 1,2,3,4,5,6,7,8 I can recognise different sections of the music such as the intro, chorus and verses. <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and Kneel Jump Recap the clapping from last lesson Identify the difference of a verse and chorus in a piece of music	Warm-up and Jumps Clapping to the beat	Music and single movement Dance Guide Show them a Just Dance to help
3	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump and a Tuck Jump I can recognise different sections of the music such as the intro, chorus and verses. I can improvise to the music using emotion. Or I can learn a dance related to our topic- from the Themed Basic Dance section <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and Kneel Jump Create your own dance using repetition for the verses and chorus.	Warm -up and Jumps Using repetition	(Youtube) Dance Guide
4	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump and a Tuck Jump I can recognise different sections of the music such as the intro, chorus and verses. I can improvise to the music using emotion. Or I can learn a dance related to our topic- from the Themed Basic Dance section <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and kneel Jump Continue creating your own dance using repetition for the verses and chorus.	Warm-up and Jumps Working in groups.	Show them a Just Dance to remind them
5	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump and a Tuck Jump I can recognise different sections of the music such as the intro, chorus and verses. I can improvise to the music using emotion. Or I can learn a dance related to our topic- from the Themed Basic Dance section <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and kneel Jump Put the verse and chorus together from the last lesson creating routine together.	Warm-up and jumps Use the steps from the previous lessons	Dance Guide Youtube
6	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump and a Tuck Jump I can improvise to the music using emotion. <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and Kneel Jump To perform your dances to others, maybe to another year group or to adults in school	Warm-up and Jumps Perform to others	Keep to the same piece of music Guide for performing

Year 4 Half-termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can demonstrate a Star jump, a Pencil jump, Kneel Jump, Frog Jump and a Tuck Jump. I can recognise the basic beats of the music. <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck and kneel and Frog Jump To be able to clap a rhythm of a basic beat 12345678,12345678,12345678 and odd and even beat 2,4,6,8 and 1,3,5,7 Now try different types and tempos of music. Try moving on each beat	Warm-up and jumps Counting bars of music (8 beats to a bar) Different music tempos	Different music tempos Dance Guide
2	<u>Skills/Objective:</u> I can demonstrate a Star jump, a Pencil jump, Kneel Jump, Frog Jump and a Tuck Jump. I can recognise the basic beats of the music. I can create a dance linked to my topic <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck, Kneel and Frog Jump Recap the clapping from last lesson To be able to know your area, using the guide Create a dance, using a prop, related to your topic	Warm-up and Jumps Clapping to the beat	Music and single movement Dance Guide Make sure you have prop and show them how to use it
3	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump, Frog Jump and a Tuck Jump. I can create a dance linked to my topic <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck, Kneel and Frog Jump Continue your own dance using the movements from the last lesson	Warm -up and Jumps Using repetition	(Youtube) Dance Guide
4	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump, Frog Jump and a Tuck Jump. I can create a dance linked to my topic <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck, kneel and Frog Jump Continue creating your own dance using movements from the past lessons	Warm-up and Jumps Working in groups.	Dance Guide
5	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump, Frog Jump and a Tuck Jump. I can take part in a 'Just Dance' routine. <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck, kneel and Frog Jump Learn a traditional dance, related to your topic	Warm-up and jumps Use the steps from the previous lessons	Youtube Dance Guide, traditional section
6	<u>Skills/Objective:</u> I can demonstrate a star jump, a pencil jump, Kneel Jump, Frog Jump and a Tuck Jump. <u>Activity:</u> Warm-up Jumps: Star, Pencil, Tuck, Kneel and Frog Jump To perform your routine, maybe to another year group or to adults in school	Warm-up and Jumps Perform to others	Keep to the same piece of music

Year 5 Half-termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can demonstrate a Star, Pencil, Kneel, Tuck, Side Kneel and Scissor Jump. I can improvise to a piece of music, including 4 movements given by an adult. <u>Activity:</u> Warm-up Jumps: Tuck, Kneel Jump, Scissor Jump and Frog jump (recap other jumps from previous years) step with a knee lift then step with a kick- arms out to the side To be able to improvise to a piece of music given but including 4 movements chosen by the adult	Warm-up and jumps	Different music tempos Dance Guide
2	<u>Skills/Objective:</u> I can demonstrate a Star, Pencil, Kneel, Tuck, Side Kneel and Scissor Jump. I can learn the steps to the Tango and perform it. <u>Activity:</u> Warm-up Jumps: Tuck, Kneel, Scissor and Frog jump (recap other jumps) step with a knee lift then step with a kick- arms out to the side Learn the Tango	Warm-up and Jumps	Dance Guide
3	<u>Skills/Objective:</u> I can demonstrate a Star, Pencil, Kneel, Tuck, Side Kneel and Scissor Jump. I can learn the steps to the Tango and perform it. I can demonstrate partner work including lifts. <u>Activity:</u> Warm-up Jumps: Tuck, Kneel, Scissor and Frog jump (recap other jumps) step with a knee lift then step and step with a kick -arms out Recap the Tango Demonstrate lifts, using the whole class and working in small groups and pairs	Warm-up and Jumps Working with others	Show them a Just Dance to help (Youtube) Dance Guide
4	<u>Skills/Objective:</u> I can demonstrate a Star, Pencil, Kneel, Tuck, Side Kneel and Scissor Jump. I can demonstrate partner work including lifts. <u>Activity:</u> Warm-up Jumps: Tuck, Kneel, Scissor and Frog jump (recap other jumps) step with a knee lift then step with a kick- arms out Improvisation linked to Topic.	Warm-up and Jumps	Show them a Just Dance to remind them
5	<u>Skills/Objective:</u> I can demonstrate a Star, Pencil, Kneel, Tuck, Side Kneel and Scissor Jump. I can create a small routine working in threes (a trio). <u>Activity:</u> Warm-up Jumps: Tuck, Kneel, Scissor and Frog jump (still try other jumps) step with knee lift and then step with a kick- arms out Create a little routine working in threes (Trio) then perform to the rest of the class	Warm-up and Jumps Working in three's	
6	<u>Skills/Objective:</u> I can demonstrate a Star, Pencil, Kneel, Tuck, Side Kneel and Scissor Jump. I can learn the steps to the Tango and perform it. <u>Activity:</u> Warm-up Jumps: Tuck, Kneel, Scissor and Frog jump (still try other jumps) Step with a knee lift then with a kick- arms out Recap the Tango and perform to another class or other adults in the school	Warm-up and Jumps Perform to others	Keep to the same piece of music as before Guide

Year 6 Half-termly Learning Sequence

Lesson	Skills/Objective and Activity	To include	Resources
1	<u>Skills/Objective:</u> I can develop a Star, Pencil, Kneel, Tuck, Side Kneel, Frog and Scissor Jump. I can create own lifts with partners or groups. <u>Activity:</u> Warm-up Develop Jumps: Tuck, Kneel, Side Kneel and Scissor Jump, step with a knee lift then with a kick -arms out to the side shoulder height Try some trust games Create your own lifts in pairs (practise other lifts from the guide first)	Warm-up and jumps Demonstrate lifts from the guide Create own lifts with others Trust games	Dance Guide Sections: Warm-up Jumps Lifts Youtube
2	<u>Skills/Objective:</u> I can develop a Star, Pencil, Kneel, Tuck, Side Kneel, Frog and Scissor Jump. I can improvise a dance to the music with a partner using mirror work. <u>Activity:</u> Warm-up Develop Jumps: Tuck, Kneel, Side Kneel and Scissor Jump, step with a knee lift then with a kick -arms out to the side, shoulder height Improvise to the music with a partner using mirror work, finding the Line of Symmetry.	Warm-up and Jumps The different rhythms from the last lesson, movements from the guide if needed	Dance Guide Sections: Warm-up Jumps Improvisation
3	<u>Skills/Objective:</u> I can develop a Star, Pencil, Kneel, Tuck, Side Kneel, Frog and Scissor Jump. I can learn and perform the waltz. <u>Activity:</u> Warm-up Develop Jumps: Tuck, Kneel, Side Kneel and Scissor Jump, step with a knee lift then with a kick -arms out to the side, shoulder height Learn the Waltz	Warm-up and Jumps Identify how many bars of 8 there are in the chorus and per verse.	Dance Guide Sections: Warm-ups Jumps Themed Steps
4	<u>Skills/Objective:</u> I can develop a Star, Pencil, Kneel, Tuck, Side Kneel, Frog and Scissor Jump. I can learn and perform the waltz. <u>Activity:</u> Warm-up Develop Jumps: Tuck, Kneel, Side Kneel and Scissor Jump, step with a knee lift then with a kick -arms out to the side, shoulder height Recap on the Waltz	Warm-up and Jumps Use steps from the last lesson	Dance Guide Sections: Warm-ups Jumps
5	<u>Skills/Objective:</u> I can develop a Star, Pencil, Kneel, Tuck, Side Kneel, Frog and Scissor Jump. I can create words with the body. <u>Activity:</u> Warm-up Develop Jumps: Tuck, Kneel, Side Kneel and Scissor Jump, step with a knee lift and step with a kick -arms out to the side, shoulder height. Create words such as Dance using the body (as a whole class or in groups) related to topic	Warm-up and Jumps Think of words related to Dance	Dance Guide Sections: Warm-ups Jumps Themed Steps Youtube
6	<u>Skills/Objective:</u> I can develop a Star, Pencil, Kneel, Tuck, Side Kneel. Frog and Scissor Jump. I can learn and perform the waltz. <u>Activity:</u> Warm-up Develop Jumps Tuck, Kneel, Side Kneel and Scissor Jump, step with a knee lift and then step with a kick,-arms out to the side, shoulder height Recap on the Waltz and perform it to others	Use past lessons	

Lesson Plan

Single lesson example

Lesson	Skills/Objective and Activity	To include	Resources
Part one 5 Mins	Warm up Choose a game, Shake awake you know or do a 'Just Dance'. Try to use the Basic Warm up given in the guide.	All children to take part. Do not wear them out	Music from the guide. Games from the guide. Basic warm up from the guide
Part two 10 Mins	Jumps and kicks from the back. Put the children into lines (4 or 5) Get them to demonstrate the jumps your objectives ask for, adding a few extra	Jumps and kicks from the guide or your own	Dance Guide
Part Three 10 Mins	Listen to the music you are going to use. Get them to identify the different beats and tempo of the music Get into groups and try clapping different beats but at the same time 1,2,3,4,5,6,7,8 single beat 2,4,6,8 half beat	Basic beats single beat 1,2,3,4,5,6,7,8 half beat 2,4,6,8	Dance guide Youtube for music
Part Four 20 mins	Start your objective e.g Learning a group dance, Give the children movements you want them to demonstrate or improvise to a piece of music. Learn to use a prop etc	Skills of progression	Dance guide Youtube
Part Five 5 mins	Bring the class together. If the children have created their own routine, get them to perform it. Class discussion about what they enjoyed, found difficult and would like to do again	Feedback on the lesson	

Try different 'Themed Steps' (such as Ballet) if you have time or want to do something different for a session. Still do a warm up and the jumps but a variety is good for the children.

If you have a spare week, you could try different 'Just Dances' found on Youtube.

Lesson plan template

Lesson	Aim and Activity	To include	Resources
Part one 5 Mins			
Part two 10 Mins			
Part Three 10 Mins			
Part Four 20 mins			
Part Five 5 mins			

Things to check before you plan your class:

- Do you have the right environment to dance in?

A hall is the best place for your children but if you have to work outside, make sure your routine does not require them to roll on the floor. A classroom could be an option but the chairs and tables must be out the way and the space must be an appropriate size for the number of children being taught, just remember, some children find being and moving in a confined space tricky, plus abilities and needs.

- Is your music suitable?

Is it age related (without swearing) listen to the track before you use it, does it go with your theme? Try different types of music with different tempos, make sure it is diverse in culture.

- Do you have enough time?

From the start, changing into PE kits. Allow yourself time to warm up, teach what you require and change back. Do you have enough time to walk to the venue (if using other facilities).

- Do you need extra supervision for your class?

Think of the age range you are teaching, do you need an extra body, just to help with behaviour. If you are doing partner work such as lifts, it is good to have someone who can demonstrate with you, plus to help with any child that might find it difficult working with other children

- Have you got your plan or research relating to the theme of your class?

Sometimes if you want a specific step, having the children look up the movement before you teach it is a good idea.

Planning Your Class

Think about what other subject your dance class is related to, for example Topic, Literacy or RE and what is the theme? It may be just a general dance class and that isn't a problem but you should have some idea of the outcome you want. Once this is clear, you can begin to structure your lesson by using many resources such as this guide, websites and books to help with movements and warm ups. You need to think about what kind of warm up you want to do. This depends on the age you are working with and the environment. There is a section on 'Warm Ups' to help provide a safe and successful session. Below are some websites that can also help you:

Warm ups:

<https://www.youtube.com/watch?v=ILJBQT-i0e4> Just dance, older children

<https://www.youtube.com/watch?v=ziLHZeKbMUo> Just dance

<https://www.teachingideas.co.uk/warm-up-ideas/dancing-transitions> click on other subjects then PE, Warm up ideas

<https://www.thepeshed.com/warm-up-games> all years

<https://www.youtube.com/watch?v=388Q44ReOWE> Excellent for FS, Year1,2 and 3

<https://www.youtube.com/watch?v=EpdkqVIsNPY> The Stretch Song FS and KS1

<https://www.youtube.com/watch?v=D80LZz2WkZs> Warm-ups and a freeze game

Music:

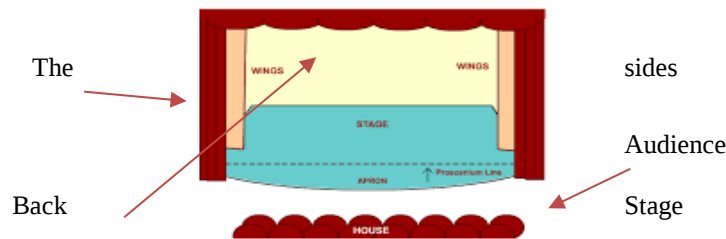
<https://www.youtube.com/?gl=GB&hl=en-GB> remember to type in 'No swearing' next to the song you want

Spotify or CDs,

See Music page for more ideas

Knowing Your Area

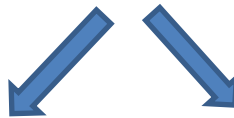
Whether you are dancing in a hall, on stage or on a dance floor, you need to know your area.



Facing the front. This means face your audience (the people watching you) which can also be called down-stage.



Right diagonal front or left diagonal front (facing any front corner of the room or stage)



Right diagonal back or left diagonal back (facing any back corner at the back of the stage)



Face the back, also known as up-stage (facing away from the audience)



The wings/sides, are the curtains at the side of stage. See diagram above

Off stage, this is normally at the side of the stage, where you wait to enter or leave the stage. This could also be when you enter into the audience from the front of the stage

Teaching

When you teach a dance class, demonstrating accurately is a large part of achieving your objective. If you want the children to have straight arms then you must show the movement with straight arms. If you want them to skip with their knees high, then show them that. Giving half-hearted movements means that this is what you will get back from them.

Always count the children in when you want them to start. You will count 5,6,7,8 and get them to start on 1, if this your wish. This allows the children to prepare to start and understand the beats in a bar.

At the start of your class, make sure you stand at the front until you can see they have understood what you have asked for and then you can circle around the room. When demonstrating a movement, you can either face them or have your back to them so you are doing the same as them. When you face the children to demonstrate, you must always do the opposite to the children - this is called mirroring. If you want a kick going to the right side then you must do the kick going to the left.

When repeating a movement because they haven't quite got it, some children can become distressed or upset so take a break! This helps to get their focus back, especially children with SEN. Break each movement down and build back up once each part is achieved.

Praise individuals using the child's name as this makes them feel part of the group as well as a whole class.

If you see a child has picked up the movement well, get them to demonstrate it to the rest of the class. Remember, even though they have the movement it is how they express it: Can they lift up from their body more? Is their leg straight enough? Are they performing the action?

Basic Stance

This should be taught at the beginning of their first dance lesson then recapped every lesson after that.

Feet together in parallel position or apart (no more than hip width apart) with toes facing forward or feet together if you prefer.

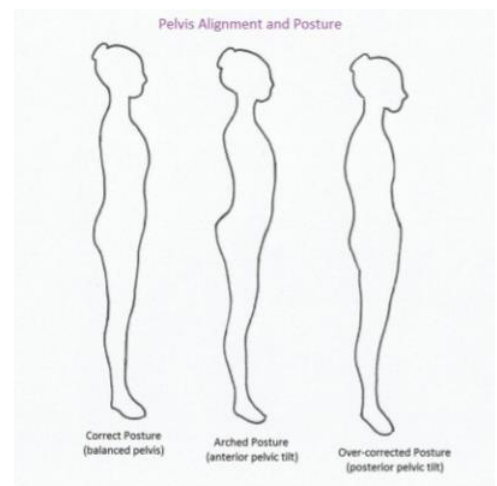
Arms by your side, not straight or touching the legs but relaxed - this is called a natural position.



For a straight body:

Body straight: back straight, tummy tucked in and bottom pulled down (this can be done even if you are talking to them and dancing). Get them to imagine that there is a metal rod that goes from the top of their head to the floor-demonstrate!

Chin and eye line should be slightly up (not too much - head not tilted up).



Explain to the children why standing in this position is beneficial to them. Not only does it make them look taller and ready to begin their sessions but it helps with their posture and strengthens their back, leading to less back problems and other physical issues as they grow older. Link this to PSHE.

Explaining is key to children!

Dos and Don'ts

Do:

- Wear pumps, trainers or bare feet during class
- PE Kits: Shorts, leggings, t-shirt or Vest tops (covering the stomach)
- Hair up if long, unless it is part of the performance
- Get the children to spread out when dancing (get them to put their arms out and if they can touch the person next to them, they are too close).
- Have a bottle of water, not juice!



Don't

- Wear socks on their own during dance, most likely to slip.
- Let girls wear skirts for dance, unless part of costume. Where this is the case, something appropriate needs to worn underneath.
- Let the children use equipment before they have been shown
- Enter the area before the adult, just in case the room isn't empty and ready to use, especially if you have a child in a wheelchair
- Get props out without supervision



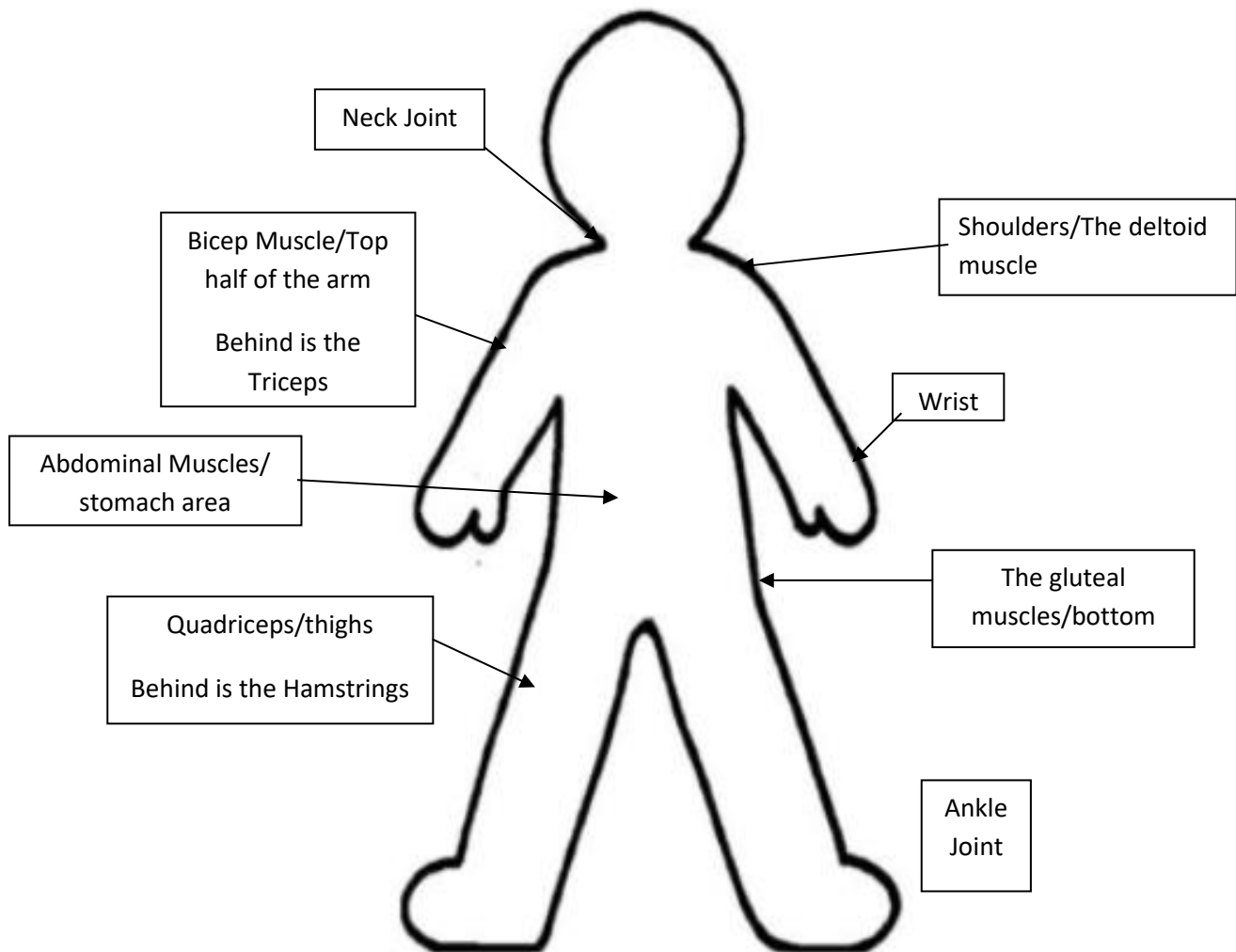
Warm-ups

Warm up theory

Ask the children why we warm up and which parts of the body we need to warm-up/loosen. Referring to the body during your tasks will help them to understand why and how the body works together to achieve the action.

When we warm-up, we release more oxygen (lactic acid) which helps to stop the muscles from being pulled and torn but most importantly to protect the joints. By warming-up, we strengthen the muscles putting less strain on the joints.

Below are the joints we need to loosen and muscles we need to strengthen:



Basic Warm-up

Remember, we count 8 beats to a bar! 12345678, 12345678

1. Starting with the head, look from right to left x8 then tilt side to side x8 and then look up and down x8
2. Feet apart, sway from side to side with a slight bend in the knee (transferring the weight from one foot to another). Roll the shoulders together forward x8 and the backwards x8
3. Repeat the swaying from foot to foot and reach with the arm over the head, changing arms.
4. Continuing swaying with feet, swing both arms together backwards x8 then forwards x8 - the movement should smooth.
5. Start by marching on the spot, swing arms to the beat of the music.
6. Heel digs out to the front of you (place heel in front of you and bring back, swap foot).
7. Heel digs to the side (same as above but take the heel out to the side, turning their body the side way)
8. Step dig, step dig, step together, step dig (arms swing side to side then make a full circular movement over the head towards the way you are traveling). Then try slightly jumping the movement.
9. Step hops, from one leg to another, using the same arm as the leg hopping on, change it to 4x jogs with step hops, jog 4 times then step hop right then step hop left, repeat.
10. Step knee lift, step-step, step knee lift, step-step. Try changing the direction going from corner to corner.

Remember, you are only warming up so the children should not be out of breath but rather feel slightly warmer and their pulse slightly faster. Explain to the children why we need to warm up and get them to recognise how their breathing and pulse changes.

P.T.O

Games for a Warm-up

Red, Yellow and Green Lights (better for FS and KS1)

Find a space in the room with the children facing different directions.

In no particular order, the adult shouts a coloured light. The children have to react quickly.

Red Light = you stop

Yellow light = you walk

Green light = you run as fast as possible.

Donkey Tail (both KS1 and KS2)

You will need pieces of material that can be tucked into the back of the child's shorts or jogging bottoms. Every child needs a piece of material. You can use bibs.

Stand in a space in the room, facing different ways.

Once the adult shouts go, all children run forward trying to take as many as possible from others. However, the adult can shout different directions in which they can only travel that way.

Commands:

Forwards = Running

Sideward = Galloping

Backwards = Running carefully

Give the children 2 minutes and then blow your whistle to stop. The winner is the child with the most tails.

Whistle 1,2,3 (better for KS2)

Get the children to form a large circle or use the outer edge of the room, allowing room to move.

Start walking, everyone at the same pace.

The adult blows the whistle and the children have to react to how many blows given.

Once everyone has got the idea, speed the walking to a slow jog.

- **On one blow, the children show a Pencil Jump with arms and legs straight**
- **On two blows, the children touch the floor**
- **On three blows, the children turn to walk in the opposite direction**

Options:

If you want to use this for most warm-ups, you can change the movements on the blows using running on the spot, Star Jumps or Jumping Jacks etc.

It is up to you but you can use it as a competition, for example, if there is hesitation or a child bumps into another child or a child does the wrong command, they could be 'out' and have to sit in the middle of the circle.

The aim of the games to react to each blow/s instantly, using focus and concentration.

Freeze Games

Freeze games are good; they dance and then freeze. These are very good for the smaller children.

https://www.youtube.com/watch?v=A1vdKfXlB_g FS and Year 1 and 2

<https://www.youtube.com/watch?v=388Q44ReOWE> Year 3 and 4

<https://www.youtube.com/watch?v=D80LZz2WkZs> Warm-ups and a freeze game KS2

<https://www.youtube.com/watch?v=Nqg5zY0MOFI> Year 3 and 4

<https://www.youtube.com/watch?v=nzK7Fe9sFVA> Year 3

Listen and Move warm-ups

<https://www.youtube.com/watch?v=RDDEXo-QAu4> FS and KS1

https://www.youtube.com/watch?v=dUXk8Nc5qQ8&list=PL_L_WJE1drO3

[WIWEsKGliUbH_4J3ISVYu](https://www.youtube.com/watch?v=WIWEsKGliUbH_4J3ISVYu) Dance and sing along FS and KS1

<https://www.youtube.com/watch?v=oLaJ4jyKBUY> FS and KS1

https://www.youtube.com/watch?v=NwT5oX_mqS0 Year 3 and 4



Knowing your **Music Theory**





About the Music

Understanding your music plays a big part of dance. Unless you are creating a contemporary piece where you dance through the music, then moving to the beat is essential.

All pieces of music will have a basic beat which sets the tempo. Tempo is the pace of the music (how fast or slow the rhythm is). These beats can be layered by placing beats over the top of each other.

Listen to different pieces of music and get the children to identify the tempo. Ask the children how they could move according to the tempo.

Some pieces of music can contain: an introduction, verses, a chorus and instrumental sections. It is really important for the children understand music as sometimes, when choreographing a routine and you want them to repeat a verse or the chorus, you can just ask them rather than the teacher having to show them the whole section again. Also, you might want them to improvise a certain part of the music or make up a particular section.

When listening to music, we count in bars which have 8 beats to a bar, explained further on the next page.

Try getting different types of music and see if they can point out the chorus, introduction etc.

To help with the rhythm of music look at the 'Music Guide' by Teresa McDonnell (the music lead at Burford).

Beats of the Music

When counting music in dance, we count 8 beats to a bar (12345678, 12345678, 12345678) **known as the single beat.**

Every piece of music has the basic/single beat but sometimes some are more dominant than others giving different rhythms within the music.

Pick out the basics first and demonstrate by clapping it for the children to see **(Use the “my turn, your turn” approach)**

12345678, 12345678, 12345678, 12345678, 12345678 Single beat

1,3,5,7 1,3,5,7 missing counts 2,4,6,8 half beat

2,4,6,8 2,4,6,8 missing counts 1,3,5,7 half beat

1+2+3+4 5+6+7+8 clap on the number and +

1+2 3+4 5+6 7+8 This is the rhythm of a ball change

123,123,123 always missing count 4 (pause)

Once they have learnt different beats, put them into groups and give each group a beat. Pick a piece of music and get them to clap out the beat you have given them, taking it in turns but eventually coming together and clapping at the same time. This could be something you start with at the beginning of each lesson, allowing them to understand music and feel confident. Once you have learnt the basics, you could move on to trickier beats like: The Waltz (123,123,123 accent on the 1), Cha Cha Cha (123, 45 123,45 123,45) or the Tango, which has a basic beat of 1,2,3,4,5,6,7,8 but only moving on counts 1,3,56 1,3,56 1,3,56

Remember, some children don't have natural rhythm, the key is to practise.

Never give up!

Moving to the beat

Once they can clap the beat, why not try moving on each beat using a step or an arm movement.

Start with a march for a single beat 12345678, 12345678, 12345678 and then progress to step digs (moving from side to side).

When doing a basic march, make sure they don't use the same arm as leg (explain that we use the opposite arm to leg, try to swing them naturally)

Now try these beats:

1,3,5,7 1,3,5,7 (missing counts 2,4,6,8). Stamp on each count, side to side or travelling forwards and backwards

2,4,6,8 2,4,6,8 (missing counts 1,3,5,7). Use an arm movement on each count

1+2+3+4 5+6+7+8 Step on the number and clap the feet together on the + and repeat with a gallop.

1+2 3+4 5+6 7+8 This can also be called 'Step Ball Change' when using our feet. Step-step- step - first step in front, second step behind, third step in front again or you can skip.

Try getting into groups, pick a beat and put a sequence together - show the rest of the class at the end.



Music for different Rhythms

<https://www.youtube.com/watch?v=mKzxqGxKteU> Jive music

<https://www.youtube.com/watch?v=FaxTRX9oAV4> Waltz music, quick tempo
beats 123,123,123

https://www.youtube.com/watch?v=fCZVL_8D048 Music for clapping

<https://www.youtube.com/watch?v=alMdyLefgWw> Cha cha cha 123,123,123
rhythm.

<https://www.youtube.com/watch?v=wZv62ShoStY> Cha Cha slide

<https://www.youtube.com/watch?v=nszMPFWJrWk> Warm-up music

<https://www.youtube.com/watch?v=et5oN7aqC2E> Waltz music 123,123 slow
tempo

[https://www.youtube.com/watch?v=zdHFEkNZM9k&list=PLUf4Xu6aWwebN
WYu2Srt3R8Ns7F4n-g4v](https://www.youtube.com/watch?v=zdHFEkNZM9k&list=PLUf4Xu6aWwebN
WYu2Srt3R8Ns7F4n-g4v) Music you can improvise using the words

<https://www.youtube.com/watch?v=gADgM89skZQ> Excellent for clapping and
moving music

<https://www.youtube.com/watch?v=Lgs9QUtWc3M> Music for finding different
beats

<https://www.youtube.com/watch?v=khsIOsZMAEo> Pirate music

<https://www.youtube.com/watch?v=17ILK7mjdVI> Disney songs instrumental

[https://dancemusicresource.weebly.com/blog/10-songs-for-dance-
improvisation#](https://dancemusicresource.weebly.com/blog/10-songs-for-dance-
improvisation#)

<https://www.youtube.com/watch?v=NAEppFUWLfc> Music for emotions

<https://www.youtube.com/watch?v=H4UY5FHWo1E> Happy Jazz

Jumps

Jumps and Step Knee lift/Kicks

When we perform jumps, we use specific muscles to help us, for example when we create a Star Jump, we use the gluteal (Gluteus) muscles in our bottom to help us lift our legs lift out and upwards.

Get the children to think about what muscles we use for each jump.

To begin:

Get the children to form groups/lines at the back of the room

A child from the front of each line goes first.

Run towards the bottom of the room and jump

When the children demonstrate each jump, they need to make sure they jump with their feet together first then go into the jump requested.

Run back to join their line, make sure they run on the outside of the room so they do not bump into the other children running down.

x x x x x

x x x x x

x x x x x This row goes first



Demonstrate the jumps from your 'Learning Sequence' then try other jumps from the 'Jumps' section.

Practise, practise and practise your jumps!



Star Jump

Make sure the arms swing up to a V position and point the feet as they leave the floor.



Tuck Jump

Making a ball shape, the children are aiming to get the knees to the chest and arms wrapped around the legs.



Pencil Jump

Making a straight line, the children are stretching the arms right to the finger tips and pointing the toes downwards.



Frog Jump

This involves the children pushing the arms downwards and pulling the knees upwards. They need to ensure they are putting the heels together but turning them out, trying to get as high as possible.



Folded Star

The aim is to touch the toes. Children should flex the feet so the toes are upwards. Children need to ensure they are using both the muscles in the legs to pull up and arms to reach.



Reach Jump

This is the same as the Folded Jump but the legs are together and they are using the muscles in the legs to pull them up. Feet flexed so the hands touch the toes.



Kneel Jump

Legs should be bent at a 90 degree angle and arms stretching up in a parallel position.



Twisted Kneel Jump

Knees bent at a 90 degree angle twisting the bottom half of the body so the feet are out to the side, arms are up and slightly leaning over the head, same side as the legs.

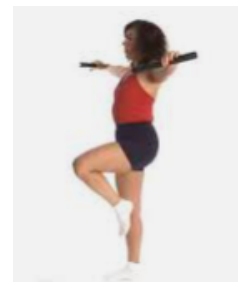


Scissor Jumps

One leg is straight out to the side and the other is bent with knee facing out. Try to get the arms to match the legs (the same arm out as the straight leg and the other arm bent at elbow).

Step with knee lift or step the kick the opposite leg

Step with one leg and then bring/swing the other knee up towards the body. Arms out to the side, straight, shoulder height. This will give the children balance. The back must be straight, not to bend the back at all. Heels of supporting leg when stepping, to be firmly on the floor, if it lifts off, the knee or kick is too high, so lower it. Repeat the step but then swing the opposite leg forward into a kick, again the back and supporting leg must be straight



Lifts

Lifts as a Group or Partner Work

When starting to use lifts, start your class off with some trust games. Lifts cannot be performed safely if the children do not trust each other. Having an extra adult to help is beneficial to a child that finds working with other children difficult.

Trust Activities

Trust Fall: Put the children into 3s and get them to stand side by side one another. The two children on the end will take a step back while the person in the middle will fall backwards. The two either side will catch the person by placing a hand under their armpit and the other on the lower part of the arm.

Lean Walk: In pairs, standing side by side, lean the shoulders together and take the feet apart as far as possible. Try to walk without falling or breaking away.

Falling Trees: Get the children into groups of 6 or 8. They are to form a tight circle where everyone's shoulders should be touching. One person should be standing the middle. The people on the outside put up their hands with their palms facing outwards towards and the middle person. Crossing their arms over their chest, the middle person will close their eyes slowly fall from person, being **carefully** pushed around the circle by the children on the outside.

You might want to use a mat to begin but then get the children to work without a mat. If you have children that struggle, get them to support other groups.



Star Jump (working in pairs)

One person demonstrates a star jump and their partner supports them at the back. The supporter places their hands on their partner's waist, helping them to jump.



Pyramid (work in large groups)

Start with 3 people kneeling on all fours, then two on their backs placing one knee in the middle of one back and their other knee on the next person's back. Repeat working upwards to create a pyramid.



Leaning lift (working in twos)

Person 1 stands with feet apart in a squat position while person 2 places their shin onto person 1's leg (with their knee towards person 1's hip) and then points their other leg straight out to the side. Person 2 wraps one arm around person 1's neck and the other arm goes out/up to the corner in a half v position. Person 2 (who is standing) places an arm around person 1's waist and the other arm out to the corner opposite their partner's.



Leg wrap lift (in twos)

One person stands with their feet apart. The other person jumps onto their partner sideward wrapping their legs around the waist.



Piggy Back

Person 1 gets into a squat position with their hands on the thighs. Person 2 sits on the back of the person 1 and their arms are up in a V position.

Creating Letters or Words

Try these individually, in pairs, in small groups and/or as a whole class. Get them to try different ways of making each letter or word.



Themed

Basic Steps

The history behind some of the dances provided in this guide.

This information is useful when considering the heritage, ethnicities and cultural backgrounds of children in your class.

Waltz: The **Waltz** is the oldest of the current ballroom dances. The first **waltzes** were danced in **Germany** and **Austria** back in 13th century. The style was immediately picked up by other nations who each created their own form and style of the dance. This was a popular dance during WW1.

Tango: This is a partner and social dance that originated in the 1880s along the Río de la Plata, the natural border between **Argentina** and **Uruguay**. It was born in the impoverished port areas of these countries in neighbourhoods which had predominantly African descendants.

Ballet: This was first dance in **Italy** in the 1500s but then became much popular in **France** though the influence of Catherine de Medici when she married the French King Henry 11.

English Folk Dance: **English folk dances** in their traditional forms, including Morris and sword dances, were danced in **England** for many years and they date back to the mid-15th century. Over the years, they have become less popular as many different types of dance (Street, Contemporary and Ballroom) have taken over.

Grand Ball Gathering: These are large and grand social dances where everyone would come together to dance in a lavish room hosted by people of great wealth. Such dances date back to the 17th Century but became increasingly popular in the 19th Century. You would expect to see people who were from great backgrounds such as royalty, wealth, young and the unmarried taking part in these dances. Grand balls were danced all over the world.

Jerusalema Dance: This is a popular dance style practiced by the **Zezuru** Shona people living in eastern **Zimbabwe**, especially in the **Murewa** and **Uzumba-Maramba-Pfungwe** districts.

Traditional Greek Dance: This dance was created when the soldiers prepared for their fifth revolt against the Turkish empire. The revolt failed but the dance lives on in the Greeks' heart. Now danced for religious occasions and even funerals.

Square and Round Dance: also known as Line Dancing today. First danced in North America as a folk dance. Beginning in 1950-1970s danced in pairs travelling in a square or around the floor. Today the tradition has slightly changed, now danced to country music in line formations.

Themed Basic Steps

Tango

The Tango has a basic beat of 1,2,3,4,5,6,7,8 (rhythm 1) - clap this first. When moving, you only move on 1,3,5,6 beats (rhythm 2) and repeat. Get the children to clap both rhythms by splitting them into two groups with each group clapping the different rhythms.

Movement: Person 1 (traditionally the lady). It does not matter which foot you start on or if person 1 is a boy!

- Travelling backwards, step on count 1 going into count 2 (slow walk backwards).
- Step on count 3 with the other leg going into count 4 (continuing the slow walk backwards).
- Step on both counts 5 and 6 (quick steps) but on 6th count, take the step slightly to the side (putting their weight on this leg).
- Slowly bring the feet together on counts 7 and 8 making sure their weight is on both feet, ready to repeat from the beginning but using the other foot.

Movement: Person 2 (traditionally the man). These are to start on the opposite leg to person 1 and it does not matter if person 2 is a girl!

- Travelling forwards, step on count 1, going into count 2 (slow walk backwards).
- Step on count 3 with the other leg going into count 4 (continuing the slow walk backwards).
- Step on both counts 5 and 6 (quick steps) but on count 6th count, take the step slightly to the side (putting their weight on this leg).
- Slowly bring the feet together on counts 7 and 8 making their weight is on both feet, ready to repeat again from the beginning starting with the opposite leg each time.

This should be repeated starting with the opposite leg to the first round. Alternatively, if your class need more support they can repeat on the same leg until they have mastered it.

Explain that the reason the person 1 always travel forward is because they are traditionally the men and they lead the women (traditionally person 2) around the room.

P.T.O

Vocabulary: Slow, slow, quick-quick, slow.

Split into two groups, one of 'person 1s' and the other of 'person 2s'. Get them to face the way they should be going with person 1 travelling backwards and person 2 travelling forwards. Try the movement moving from one end of the room to the other. Once they have got the movement, start moving around the room, perhaps in a circle. Next, partner the children up and get them to have a go together. They don't have to hold arms but they do need to mirror each other whilst trying the Tango.

<https://www.youtube.com/watch?v=19tzsMNgolQ> copy the link for an example

<https://www.youtube.com/watch?v=RzISaTWavSs> Tango music

Themed Basic Steps

Waltz

The beats for the Waltz are 123,123,123,123. When clapping the beats, you have a louder/heavier beat on 1. When moving the feet, you use the same beat (unlike the Tango, which has two different beats to it).

The Waltz is danced in a square but their individual square. Explain to the children that they have their own square and should not go out of it. You can try to draw the square with chalk if outside or use cones if indoors.

Remember, it doesn't have to be a boy and girl dancing together, it can be two boys or two girls together, just use the term that one half of the partner goes backwards first and vice versa.

Movement: Person 1 (traditionally the man)

- Step forward on the left foot on count 1
- Step out to the side with the right foot on count 2
- Bring the left foot together with the right on count 3.
- Step backwards with the right foot count 1
- Step out to the side with the left count 2
- Bring the right foot together with the left on count 3. When bringing the feet together you should rise with both feet, very slightly.

Movement: Person 2 (traditionally the lady and travelling in the opposite direction to person 1)

- Stepping backwards first on the right foot on count 1
- Step out to the side with the left foot on count 2
- Bring the right foot together with the left on count 3. Remembering to rise with both feet on count three.



P.T.O

You can split the class into two groups and teach the ‘man’ and ‘lady’ sections separately then put them into pairs. Talk to the children about mirroring each other - if one person is going backwards the other is going forwards, if one person is using their left foot then the other will use their right foot etc. They do not have to link arms, yet, just get them to move as one.

https://m.youtube.com/watch?v=NBKTN6c_MEQ copy the link for an example

<https://www.youtube.com/watch?v=d5N9TgILtYg> basic beat to follow

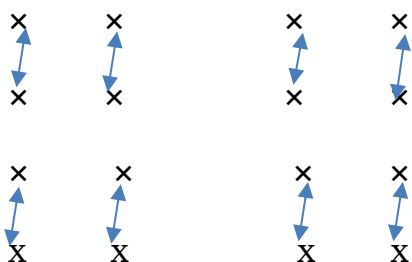
<https://www.youtube.com/watch?v=et5oN7aqC2E> Slow Waltz music

Themed basic steps

English Folk Dance

The only step used is a skip, not lifting the knee but keeping the leg straighter with the foot low.

Children are to be in pairs, in two lines, facing each other. Try 8 per group (4 in each line)



4x skips in towards each other

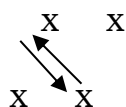
4x skips back out

8x skips: 4 x skips in towards each other and 4 x skip going around each other in a circle with their backs facing each other and back to their position.

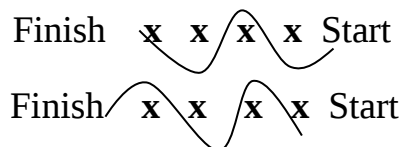
4 x skips, two children swap



4 x skips for the other two children swap



The last two at the back weave in and out of their line, ending up at the front of the line. Skip x 8 Finish x x x x Start



Repeat all again!!!

<https://www.youtube.com/watch?v=urHnj6h0NhE>

Music

If finding it tricking, just practise the first part, skipping in and out and around each other.

Themed Basic Steps

Ballet

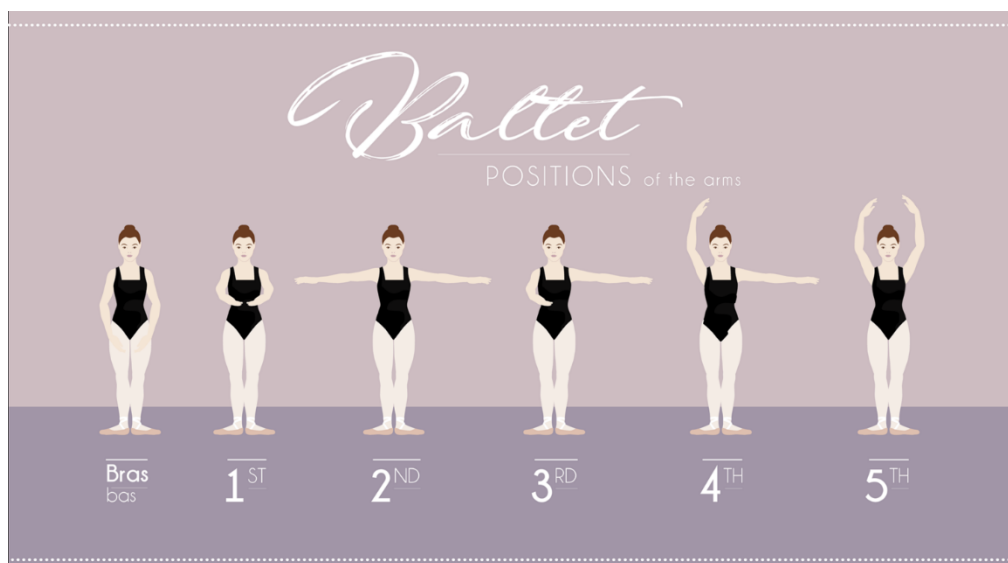
Ballet is all about strength and posture. Teach your children to be able to stand correctly (see the 'Basic Stance' page) but the feet should be in a turned-out position (first position). See feet position section.

When standing still, all dancers should stand with arms in bras bas (see below for what this is) and feet in 1st position.

Arms

There are 6 basic arm movements:

1. Bras bas: arms in a low position, arms slightly curved.
2. 1st Position: Lift the arms from bras bas upwards in front of you, like you have a large balloon in the middle of the arms. Fingers not touching
3. 2nd Position: Take them out to the side but not too far, just so your eyes can see your fingers, still with a curve and elbows slightly lifted.
4. 3rd Position: One arm stays out but the other comes back into first position
5. 4th Position: Keep the same arm out, the arm in first take it above the head but you should be able to still see the hand.
6. 5th Position: Both arms up above the head in a curved position, fingers not touching



Feet

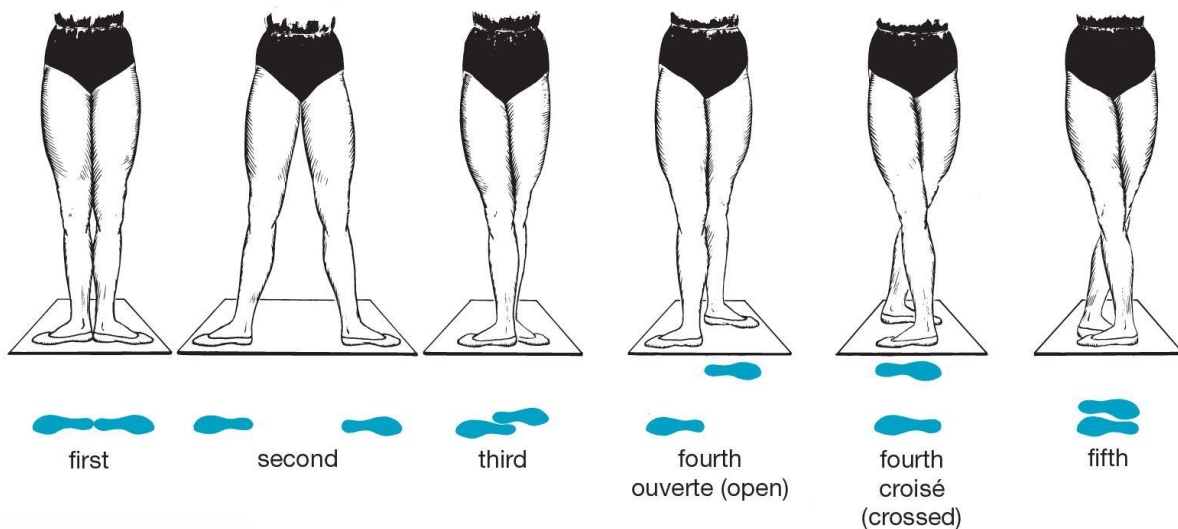
1st Position: Heels together, feet turned out into a v position. Everything needs to be turned out, starting with hips, thighs, knees and feet.

2nd Position: Take the feet out, still turned, no wider than hip width apart.

3rd Position: Leave one foot in first position and the heel of the other foot goes to the arch of the foot in first.

4th Position: Keep the foot in first position where it is and the other, sat at the arch of the foot, take it slightly forward. The weight of the body should be central in between the two feet. You have fourth ouverte (means an open position) whereby the feet are in line with the hips. Fourth croisé (means crossed position) whereby the heel and toe of each foot are in line with each other.

5th Position: This is like the 3rd position but the heel is not at the arch, it is at the knuckle of the big toe.



You can try each position moving into another smoothly and slowly with a calm piece of music. Count 4 or 8 beats per movement.

This can be done by all year groups.

<https://www.youtube.com/watch?v=E0t7-oZow1o>

Themed Basic Steps

Characters

Princess, Fairy Godmother Princes, Pirates, Butterflies, Bees or Animals and Plants etc

Pick music to suit your movements. If you want to be princesses, pick a slower tempo or for a prince, choose a piece of music that sounds grand.

Movements:

Princesses or Fairy Godmother

- Running on the tiptoes or taking big strides on the toes whilst waving a wand. Whilst they are running or walking, get them to make sure their body is lifted as if they're wearing a crown.
- Skip around the room lightly and quietly.
- Walk around the room holding their pretend dress.
- Turn around with the wand in the air and get them to look up.
- Bend down and scoop with both hand the magic and sprinkle around them. Teach them to curtsy (one leg goes behind the other and bend both knees) while pretending to hold their dress.
- Whatever movement they do, they must try to be elegant!

<https://www.youtube.com/watch?v=a34vTj6-ok0>

<https://www.youtube.com/watch?v=evf3pie2XwQ>

Princes

- Walk around the room pointing their toes as they walk with both arms behind their back (bent) and the body nice and straight; looking very proud and strong.
- Skip lifting the knee high.
- Bow with both legs together making sure the children are keeping the back straight and bent forward and taking one arm around the front of the waist.

Plants

- Start on knees, rise at the root appears from the ground
- Slowly stretch the arms as the branches grow.
- Stretch the fingers and clench them as the buds develop and wilt.

Butterflies, Bees and other Animals

- Children to run around the room on their tiptoes quickly with their arms floating up and down pretending to be wings. Make sure you see the difference between butterfly and bee wings: one should be a soft movement and the other quick with a short movement.
- Step hop, brushing the leg forwards.
- Children to sit on their knees and sit up again, taking the wings up and down as they do so.
- Children to roll on their backs, bending the legs and kicking them and flicking the legs quickly.
- Step and jump on the high pitches of the music
- Children to jump with both feet together, jumping from 2 feet to 2 feet.

https://www.youtube.com/watch?v=2QKuxt_QKts



Pirates and Super heroes

- Step turn and raise one arm up in the air, pretending to have sword.
- Sway from side to side, making a chopping movement across the body with the sword.
- Step hop taking the other leg behind, making sure the leg behind is straight. Children to hold the sword with both hands, pushing upwards.
- Step and jump with both feet together, punching the arm in the air showing triumph.
- Skip with arms holding the sword close to the body.
- Children to skip backwards with their arms in front travelling upwards pretending to the climb a rope.

<https://www.youtube.com/watch?v=f7Cpkup4g3I> Pirate

https://www.youtube.com/watch?v=VYAAFA86e_Q Superhero

Themed Basic Steps

Grand Ball Social Gathering

Put your class into pairs and form a large circle. Boys on the inside of the circle and girls on the outer side (or use A and B instead of boys and girls).

Get the children to begin facing each other. When the music starts, they can bow or curtsy to each other and then face the way they are travelling (anti-clock wise).

Take three steps forward, starting with the outside foot (so girls with their right foot and boys their left foot, counting 123).

Three steps backwards (counting 123).

Step together step outwards away from each other, placing feet together (counting 123).

Turn to face each other, taking three counts.

12 steps forward and steps traveling around each other in a small circle and ending back where you started (facing each other).

The person on the outside of the circle (traditionally the girl) step turns with the right foot going under the arm of their partner. The person on the inside (traditionally the boy) takes one step to the left side with left foot lifting the arm to allow their partner to go under.

The person on the outside (traditionally the girl) takes little runs or a large step, depending how far away they are from there next partner, to the next person -to the right- in front of them. While the person on the inside (traditionally the boy) stands and waits for their new partner.

The girl/outside person travels around the circle swapping partners, the boy/s doesn't move.

Music

https://www.youtube.com/watch?v=_wUFBksW2qI

https://www.youtube.com/watch?v=nGEGaGdYUwY&list=PLtEwfUkjBqy09tlAhgxz_wAiN2llApiFA&index=2

Themed Basic Steps

Traditional Greek Dance

Dancing in a line, arms out to the side, shoulder height

Get the children to stand in rows before you start.

The first session, try learning the first 9 counts.

Learn the first 4 counts and repeat until most of the children show capable, try with music. Then add on the next 5 count. (Each movement has an individual count)

- 1 Step on the left leg
- 2 Tap right toe on the floor, slightly behind
- 3 Brush right heel through forward
- 4 Kick the right leg forward, keeping it low
- 5 Step backwards with the right foot
- 6 Kick the left leg forward and across the body
- 7 Step backwards with the left foot
- 8 And kick the right leg forward and across the body
- 9 One more step backwards with the right leg

The second lesson recap on the first 9 counts then learn the rest

- 10 Step forward on the left foot
- 11 Step backwards on the right foot diagonal (this is a rock movement, forward and backwards)
- 12 When stepping back on the right foot, pick up the left heel and sweep across the right leg
- 13 Place heel down on the floor
- 14 Sweep heel across again.

Repeat all again, contracting both sections

Additional Movements

Once the children have learnt this part then you can add a small section on:

Travelling sideward- in the rows- to the right first, arms out straight, placing hands on shoulders.

1. Three walks to the right sideward: right, left, right, kick the left foot over the right
2. Step back to the left side with the left foot and kick over the right foot.

Repeat again. This can be performed in a circle!

<https://www.youtube.com/watch?v=3OKRx3e5xjc> movements shown slowly

https://www.youtube.com/watch?v=_GMEHWx3rEc&t=188s both

sections together

<https://www.youtube.com/watch?v=h1brpc485K0&t=36s> Music



Themed Basic Steps

Line Dancing (Square and Round Dance)

Traditionally danced in lines. Hands hold the belt of the trousers, get them to hold the waist of their legging, shorts etc.

4/4 4 beats per measure 1234,1234,1234

Stand still during introduction, begin to move when the lyrics start

Four heel digs going out to the corner, right, left, Right, left
Step, together, step, dig with a clap, travelling to the right side
Step. Together, step, dig with clap, travelling to the left side
Three walks back, right, left, right and dig the left foot
Step forward on the left and dig the right
Step back on the right and dig with the left.
Step forwards on the left, swing the right foot round, turning the body a quarter turn- 90 degrees- bringing the feet together, taking 4 counts.

Repeat the sequence again, each time turning a quarter turn, dancing in a square.

Music

<https://www.youtube.com/watch?v=wTurgi8woVU> Achy Breaky heart

<https://www.youtube.com/watch?v=d05tQrhNMkA> Boot Scootin' Boogie

<https://www.youtube.com/watch?v=mOYZaiDZ7BM> Cotton Eye Joe



Themed Basic Steps

Traditional Medieval (Tudor) Dance-Basse Dance

This dance was traditional dance in twos, male and female. The man danced on the left side of the women.

This basse dance follows the simple sequence bssdr.

1. Branle (b) - Stand with your feet naturally apart.

- Raise slightly onto the balls of your feet.
- Lower your left heel, keeping your right raised.
- Lift your left heel, and lower your right heel.
- Lift your right heel, and lower your left heel.
- Lift both heels together.
- Lower both heels.

2. Two simple steps (ss) - Take a step forward with the left foot, bringing the right feet to close. Repeat starting on the right foot.

3. One double step (d) - Take three steps forward starting on the left foot, bringing foot to close at the end.

4. Reprise (r) - Take one long lunging step back with the right foot, and slowly draw the left foot back to close. If you are dancing with a partner, turn your top half of your body towards them as you step back. As the man stands to the left of his lady, he turns his body to the right and she turns hers to the left.

This can be travelled, so the couple would dance it moving around the courtyard.

This link gives you all the information about Basse Dance, music, movements and video to follow

<https://www.medievaldanceonline.co.uk/the-basse-dance?wix-vod-video-id=abde58984e624c08b5ef33c52f5e241a&wix-vod-comp-id=comp-kekpa9t7>

Themed Basic Steps

Tudor Dance 1

Starting position: Stand in twos in a large circle, holding hands but arms are low down, men on the inside of the circle.

- Both starting with the same foot
- Three walks forward, slight kick
- Three walks forward, slight kick
- Three walks backwards, slight kick
- Three walks backwards, slight kick
- 8 walks round in a circle, round your partner. End up facing starting position

Repeat until the end of the music

<https://www.youtube.com/watch?v=r8GIURtt7hc&t=100s> Music



Tudor Dance 2

Wait for 4 drum beats

In pairs but make a large circle, the boy on the left side

Everyone gallop to the left side, counting 8

Step right with the right foot and dig the left foot, repeat to the left

Gallop to the right x8

Step left with the left foot and dig the right foot

Give the girls a number 1 or 2

Number ones step forward into the circle, then face their partner

Number twos repeat

All girls step to the right and curtsey, boys step to their left and bow.

Boys gallop to their left for 16 counts, then back to the right for 16 counts

Number ones (Girls) step back their place and face in the circle

Number twos repeat

Everyone steps to the right and bow or curtsey

Music

https://www.youtube.com/watch?v=8bnmqK_TAzk&list=RD8bnmqK_TAzk&start_radio=1

Improvisation,

Free Work and

Choreographing

Choreographing

If you want your children to learn a specific type of dance, you can use the 'Themed Basic Steps' section of the guide or research the movements from Youtube to learn e.g. the Waltz, Jive or a Traditional Dance. Get the children to watch what you want them to achieve then have a go (see [Themed Basic Steps](#)) Remember to break each movement down into sections and teach each section in bars of 8 by counting how many bars of 8 they need to move to. You must keep going over the section you are working on until you can see that the majority of children are getting it, then with each section combine them.

If you are choreographing your own routine for the children to learn, consider how to put different formations together: do you want all children dancing together or only half of them on stage/floor at one time? Are you using a theme for example pirates? How would they move and would they use any props?

When you want the children to make their own routine together this is called 'Free Work'. You are getting them to think for themselves, telling them how many 8s you want them to use or give them a specific part of the music you want them to stop at. They need to incorporate a beginning, middle and end and they also need to think about what formation/s etc to use.

Things to incorporate:

Beginning: Do they start on stage in a position or do they travel when the music starts?

Middle: The actual dance

Ending: Do you finish by dancing/travelling off stage or end in a pose on stage?

Cannon: Each child demonstrates the same movement but one after another, starting 2 counts after each other.

The triangle: Put all dancers into a triangular position and move together

Partners: Working and performing in twos or threes, use language like ‘trio’ and ‘duet’. Link it to maths.

Repeating: Section performed more than once

Mirroring: Facing each other and copying the movement as if they were looking in a mirror

Copying/Unison: All doing the same movement facing the same way and at the same time

You work alongside the children, so you choreograph one section and get them to choreograph then next section

Choreographing Using Repetition

Introduction: Beginning of the music, usually instrumental -no vocals/lyrics.

Verse: Comes after the intro and between the choruses. The lyrics are different each time.

Chorus: The chorus comes after each verse and is repeated. The lyrics are always the same and would have the title of the song mentioned in it.

Instrumental: A part of the music that has no lyrics. You can only hear the instruments playing. This is generally found at the beginning and in the middle of a piece of music.

How to start creating your own dance

Play a piece of music (medium to a quicker tempo) and ask the children which parts of the music they think the: introduction, chorus and a verse/s are in a piece music - explain each section so they fully understand. Make sure they can they also recognise the difference between the vocals and instrumental sessions.

To help you and the children, complete a 'Just Dance' found on Youtube where you can see repetition for the chorus and verse. After, ask the children which movements are done for each section etc.

https://www.youtube.com/watch?v=gVfgTw_W_JY Just dance for an example, copy and click.

<https://www.youtube.com/watch?v=ymigWt5TOV8> Example

When creating your own routine using the verse and chorus etc, work out how many bars of 8 are in each section and get the children to count with you - take each section at a time, perhaps a section per lesson!

Example on the next page

Footloose:

<https://www.youtube.com/watch?v=HvropLxYb5c> Footloose

Intro: Step side to side whilst placing a clap between each step, two claps up and two downwards. This is a long intro so you can take the step claps travelling forward x 8 and backwards x 8 (total bars of 8 is 6 with 4 beats)

Verse: Flick kicks on the spot x 8 then flick kicks travelling round in your own little circle to the right (x 8) then repeat this section again but travelling to the left.

Step digs whilst swinging arms from side to side with a click (x 8) and then jump with the feet wide apart and pretend to play the guitar.

Chorus: Jump and twisted at the same time, travelling to one side (x 8) then twist on the spot but travelling down and up with their bodies (x 8). Repeat going back to the other side.

Step digs back to your position (x8).

Instrumental: Feet apart, arms above the head bent at the elbow and roll the arms around each other, as fast as possible.

Every time you hear the chorus you need to dance the section **Chorus** and the same for all the other sections.

Other music good for dances using repetition

https://www.youtube.com/watch?v=gVfgTw_W_JY YMCA

<https://www.youtube.com/watch?v=qtMVAA0EfNE&list=RDCMUCSayHB-17xcfdc4z7ij5uzQ&index=8> Dynamite

Choreographing Using Repetition with Formation

Pick how many bars of 8 you are going to use first - a good amount of bars is usually 4 or 6.

Try below for an idea:

https://www.youtube.com/watch?v=P7gzv9q0_AA

Jerusalema Dance

Start with the left, tap the foot in front x4

Change to the right and tap in front x4

Swap the taps x4 (left, right, left and right foot)

Turn the body to the left hand side a quarter turn, whilst you step on the right foot (to the side) on count 1, step-step-step, counts 1,2,3 (travelling sideward). On count 4, bring the feet together.

Travel to the other side left foot first, step-step-step 1,2,3. On count 4, bring the feet together

Walking backwards with the left foot first, 1,2,3 and together on count 4

Repeat until the music ends!

See video for a demonstration.

Improvisation

Improvisation is all about the children listening to the music and then interpreting it in their own way using different levels e.g. high, medium and low. You can give the children 3 or 4 different steps or movements to use and ask them to put them together, not in order but in their own way. This may help individuals as some can find it difficult to think of what to do.

Get them to use all the area given allowing them to move freely.

Things to get them to think about:

- The sounds of the music, deep or calm
- How they can travel from one end of the space to another, this may be running, turning etc.
- How to move across the floor
- How to show high and low levels by rising and falling
- What turns they could use
- What jumps they could use
- Tempo of the music should reflect the speed of their movement
- How to show grand or small gestures
- If working with a partner, how to use each other to move e.g. in lifts, resistance or different contrasts such as if one is high the other must be low.
- Can they show pulling and pushing with the arms and body, different forces.
- Show different emotions listening to the lyrics
- Can it be linked to their Topic?

Remember, when improvising, the children are never right or wrong, it is time for them to express themselves.

Improvising to a Story FS or KS1 example 1



Goldilocks and the Three Bears

Pick a story such as The Three Bears or Red Riding Hood. Give the children a character each: The bears, Goldilocks, animals in the woods, trees and plants in the woods etc.

You can have more than one set of bears - see how differently they act.

Ask the children how the three bears would move or dance differently e.g. Daddy Bear could take long strides; Mummy Bear could take very dainty steps and Baby Bears could take quick steps on their toes.

Goldilocks: How would she travel through the woods? Maybe: skipping, galloping, looking around at the dancing trees and plants. Get the children to show actions for her knocking, opening the door and creeping inside. How would she move around the different rooms?

Bowls: This could include picking up the bowls to show the different temperatures, sizes and how would she hold them.

Bed: Show different ways of getting on/in the beds and laying down.

Bears: When the bears travel through the woods to arrive home, is it different to how Goldilocks would skip? Talk about the noises they can hear and what they can see during the time in the woods, allowing the children being the trees and plants to grow and dance around.

Finish up with Goldilocks in bed all curled up and the three bears shocked to find her.

Improvising to a Story FS or KS1 example 2

Handa's Surprise

Give each child an animal, piece of fruit or assign them a character and get them to think before you start the story – how would each move?

Even though the story doesn't mention all the animals one by one, you can add them in.

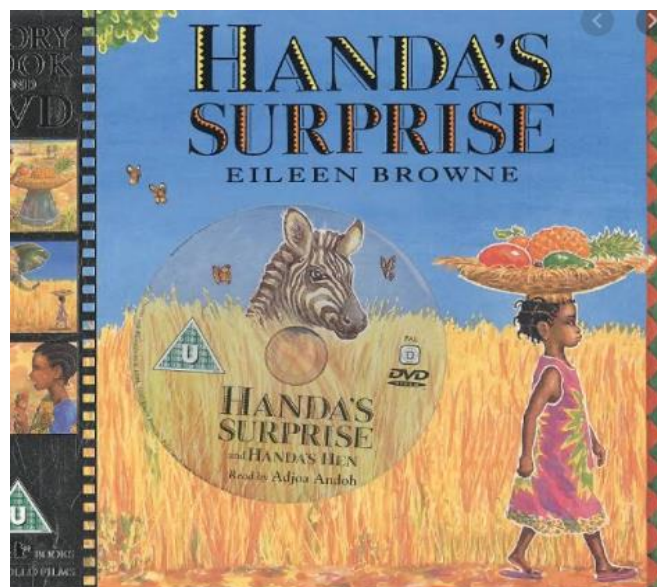
Handa: Think how she would walk with the basket on her head? What emotion would she show? (happy or sad) How would she place the fruit in the basket?

Animals: How would each animal move differently to the other? Would they walk, march, Hop run etc. How would they get the fruit from the basket (from high up or from the side, how would they reach/ stretch, how quickly would they move?)

Fruit: Think about how the fruit would sit when placed in the basket, what shape is the piece of fruit?

Friend: How would Handa and the friend react to each other? How would they greet each other? What emotions would they show when greeting one another?

Plants/Wheat or Corn: How would they dance as Handa goes on her travels?



Improvisation using mirror work

Put the children into twos, making sure they face each other to start with. They are going to copy each other but acting as if they are looking in a mirror so if one person is reaching up with their left arm, the other person will be reaching up with their right arm. Get them to show different levels, rising and falling, moving from side to side, using their arms and feet, then get them to use turns and face sideward on from each other but still mirroring. They need to move exactly as their partner is moving, so if one person is bending their knee slightly then their partner should be doing the same. Play some music for them to move to or play it in the background. Start with a slow piece of music first then move onto a faster tempo piece. Can they create positions, mirroring each other but finding a line of symmetry?



Notes

Performing
to others
inside and
outside of
school

How to put on a performance

Think about the space you need to perform in: is it big enough? Make sure all items/equipment are out of the way. Try to see your area before the performance just in case you need to change anything.

Consider: is it wheelchair friendly? Are there steps to the stage if needed? Do you need a back drop or scenery? How big can your audience be? Do you need to show your performance in two groups?

Try and practise before your actual performance (on the same day). This will help the children to be confident during their performance and remember what they are doing as nerves will kick in.

Your music needs to be heard not just by the audience but by the children who are performing. Try and check by playing the music beforehand or give clear instructions to whoever is playing it that it may need turning up, especially if your music is a little on the quiet side anyway.

Lighting needs to be checked, especially if you have costumes. You may need to alter the lighting or enquire about the lighting at the venue beforehand.

A few weeks before your actual performance, ask other adults in school or parents to come in and watch and give feedback on the routine and the children. This will help the children improve and to perform confidently in front of an audience.

Reflect on your Lesson

Ask the children what they have learnt, what they found tricky and which parts they enjoyed. Just like any other subject, you will have different abilities. This is good as this helps you to learn how to adapt your lessons and the movements being used. It does not matter how many years you have been teaching dance, each lesson will never be the same and can't be! The key is to keep your lessons interesting but at the same time repeating things such as: beats of the music, getting them to stand correctly, jumps or even just asking them questions from the lesson before. This will help them to remember the essentials.

Use the children that take to dance like a duck to water or have experience with dance and get them to demonstrate to the other children or help practise with a group while you are teaching another group.

Get the children to complete a survey, design a poster or a leaflet on what they have learnt and display these around school if possible. This will make the children feel important and proud of their dancing and creativity.



Vocabulary

Here are some examples:

Trio: Tri meaning three

Duet: Duo meaning two

Troupes: A group of people

Grand: Meaning large

Petite: Meaning very small

Demi or Semi: Meaning half

Quarter Turn: 90 degrees

Half a turn: 180 degrees

Whole or full turn: 360 degrees

Repeat: To do again

Combination: Putting different steps together

Sequence: Steps put together but repeated in the same order

Derriere: Behind

Extend: To make longer or to carry on

Parallel: Two straight lines which never meet

Diagonal: Straight line from corner to corner

Echo: To copy

Transfer: From one foot to another

Improvise: To make something up on the spot, using imagination

Get the children to think of their own to add to your list!

Advise

Do not make the children look or feel silly - do not give them movements they continue to struggle with or that isn't age appropriate. You may have children doing a slightly different movement but this will help with their confidence and make them feel a part of the group.

Give the children movements to try. Take each step apart and work on them individually, making sure the arm/s and body are in the correct position, eventually putting them together.

Get the children to count out each movement just like you would. If they know which count each movement is on, then they understand better. It will also help for you to understand where they might be going wrong and this will help them to practise correctly (at home). If on class Dojo or something similar, you could upload a video of yourself with the children doing the dance. This will help them to follow whilst practising.

Try a different variety of warm-ups and themed dances with different tempos or rhymes. Get the children to link the movements to topics and other routines set in class.

Notes