

Unit
2

Dynamic dance

Lesson 1

Year 5 • Champions

Lesson objective: • To identify and practise the patterns and actions of the Bollywood dance style.

Lesson outcomes: • Perform a Bollywood dance using a range of movement patterns.
• Develop dancing and performance skills.

Prior learning: • Dance skills from previous years.

Equipment: • Music and short internet clips of classical Indian or Bollywood dancing.

Vocabulary: • Bollywood dancing, lotus, prayer, back point step, posture, balance, control, fluency.

Champions resources: • Champions movies: *Bollywood dance*.

Warm-up:

Put the children into groups of three or four. Each child thinks of a single dance move and teaches it to the rest of the group. They combine all the dance moves to create a group short dance.

Skills learning and development:

Share two or three short clips of classical Indian (or Bollywood) dancing sourced from the internet. Ask: *What do you notice about this style of dancing? Did you notice any repeated movements?*

The children stand evenly spaced in rows (a marker may help them to stay in their allocated place). Model the following steps typically associated with classical Indian dancing. Provide time for the children to practise each step.

Lotus – open palms facing towards the sky; extend arms to the left and right.

Prayer – put palms together, forearms in line with wrists, move from left to right across the chest.

Back point step – choose one foot to lead with your toe, step behind your other foot and place toe on ground.

Heel step – step out with one foot, touch the floor with the heel and step back to the centre.

Application and practice:

Play appropriate music. In pairs, the children create a sequence of movements inspired by the classical Indian dancing clips shown at the beginning of the lesson. They incorporate the steps learnt and their own ideas.

Ask: How can they vary the level or pace in their dance movements?

Reflect and review:

Ask:

- *What are the dance steps commonly associated with the style of dancing we have explored today?*

Explain the steps using words and movements.

Support

Keep the number of steps to a minimum.

Extend

Vary the level or pace of the dance movements.



Unit
2

Dynamic dance

Lesson 2

Year 5 • Champions

Lesson objective: • To demonstrate an awareness of the music's rhythm and phrasing when improvising.

Lesson outcomes: • Perform a Bollywood dance using a range of movement patterns.
• Develop and improve dancing and performance skills.

Prior learning: • Dance skills from Key Stage 1, Years 3 and 4, and classical Indian dance steps from Lesson 1.

Equipment: • Music and short internet clips of classical Indian or Bollywood dancing.

Vocabulary: • Rhythm, phrasing, improvise, space, dynamics.

Champions resources: • Champions movies: *Bollywood dance*.

Warm-up:

Put the children into groups of three or four. Share the following words: cat, car, patience and London. Create a group pose (include all members of the group) for each of the words. Now the group creates a moving representation of each word.

Skills learning and development:

Play the clip of Bollywood dancing shown in the previous lesson. Challenge the children to recall the patterns and actions associated with this style of dancing. Explain that the dynamics of a dance related to the release of energy and force of the movement.

Together, create a word bank to describe the dynamics of dance (e.g. release of energy: sudden, slow, strong, forceful, sustained and jerky. Force of movement: light, graceful, heavy and ungainly). Ask: *What did you notice about the dynamics of the dance?*

Share some new music that is typically used for Bollywood dancing. What do you notice about the rhythm of the music? Ask: *How might this affect the control and speed of our movements when dancing? What did they notice about the phrasing?*

Play the music again and the children explore ways of travelling, using ideas from the video and the rhythm and phrasing of the music.

Application and practice:

Show the children a picture board of Bollywood dancers and dance movements. Ask them to select three of the still shapes shown and join them together with fluent movements to create a sequence of three dance moves.

Once the children have prepared their sequence, divide the class into two. One half of the children perform their sequence, while the remaining children observe. Ask the children to closely observe the performance of one child rather than several. How does that child show awareness to the musical rhythm and phrasing?

Challenge the children to describe what they noticed about the dynamics of their classmate's dance, using subject-specific vocabulary from the word bank.

Switch over, so all the children perform and observe.

Reflect and review:

Ask:

- *What is interesting about the rhythm and phrasing of music typically associated with this style of dancing?*
- *What actions best fit the rhythm and phrasing of the music?*

Support

Keep the number of steps to a minimum.

Extend

Vary the level or pace of the dance movements.



Unit
2

Dynamic dance

Lesson 3

Year 5 • Champions

Lesson objective: • To create and perform an individual dance that reflects the Bollywood dance style.

Lesson outcomes:

- Perform a Bollywood dance using a range of movement patterns.
- Develop and improve dancing and performance skills.
- Identify the key components of successful dancing and understand how to apply them to own sequences.

Prior learning: • Bollywood dancing steps and sequences (Lessons 1 and 2).

Vocabulary:

- Sequence, flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression, emotion, motif, changing order.

Equipment: • Music, short internet clips of Bollywood dancing

Champions resources: • Champions movie: *Bollywood dance*.

Warm-up:

In small groups, the children create a short dance to represent a familiar tale (e.g. a fairy tale or nursery rhyme). Encourage the children to think imaginatively; in addition to being characters, group members can help to set the scene through carefully chosen actions.

Skills learning and development:

Remind the children of the key components required for successful dancing (flexibility, balance, co-ordination, stamina, muscular strength and endurance, agility, timing, expression and emotion). Ask: *How can the order in which we perform the shapes in our sequences help us to achieve the key components?* (E.g. two still shapes requiring muscular strength may be separated to avoid muscle fatigue and enable balance.)

Application and practice:

The children add three additional motifs to their sequence. Challenge them to explore changing the order of their sequence to achieve the key components of dance.

The children select the motif order that they feel best enables them to achieve the key components of dance. The children perform their sequence to a partner, who identifies which of the key components were evident, and how this was enabled by the order in which the dance motifs were performed. The partner also suggests one target for improvement. Swap over so each child performs and receives feedback.

Reflect and review:

Ask the children to discuss the following questions in pairs:

- *What key components were shown in the individual dance?*
- *Are there any common components that you both need to improve?*
- *How can these improvements be made?*

Support

Offer more support and ideas for particular motifs.

Extend

Include more motifs to show the key components.



Unit
2

Dynamic dance

Lesson 4

Year 5 • Champions

- Lesson objective:**
- To create partnered dances that reflect the Bollywood dancing style and apply the key components of dance.
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- Lesson outcomes:**
- Perform a Bollywood dance using a range of movement patterns.
 - Develop and improve dancing and performance skills.
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- Prior learning:**
- Bollywood dancing steps and sequences, and key components of dance (Lessons 1 to 3).

- Vocabulary:**
- Motif, unison, canon, variation.
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- Equipment:**
- Music, short internet clips of Bollywood dancing
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- Champions resources:**
- Champions* movie: *Bollywood dance*.

Warm-up:

In pairs, the children create a short sequence of moves to represent an emotion. Choose children to share their dance, while the remaining children try to identify the emotion being expressed.

Skills learning and development:

Recap the key components of successful dancing.

Share the Bollywood dancing picture board and focus on one motif. Ask: *How could variation be added to this motif?* Use flashcards to emphasise that variation to motifs can be added in different ways (e.g. using different parts of the body, changing the size of the movement, changing the level, changing the direction, reversing the order of the movement and changing the dynamics).

Recap what it means to dance in unison and canon with a partner. Ask: *How can these add further variation to a motif?*

Share new Bollywood dance music. Encourage the children to describe the rhythm and phrasing of the music.

Application and practice:

Working with a partner, the children select one motif from the picture board and three of the variation flashcards. They create a partner dance, inspired by the motif from the picture board, with five variations using the components on their chosen flashcards, as well as unison and canon dancing. Remind the children to link the movements in different ways (e.g. with a slide and turn or a travel and jump).

Reflect and review:

Divide the class into two. One half performs their sequence while the remaining children each observe a pair's performance.

Ask:

- *How does their dance use unison, canon or continuous variation?*
- *Could you see the key components of successful dancing?*
- *What could they do to further improve their partner dance?*

Support

Perform fewer movements or keep linking movements simple.

Extend

Include more movements and more complex linking movements.



Unit
2

Dynamic dance

Lesson 5

Year 5 • Champions

Lesson objective: • To create group dances that reflect the Bollywood dance style.

Lesson outcomes: • Perform a Bollywood dance using a range of movement patterns.
• Develop and improve dancing and performance skills.

Prior learning: • Bollywood dancing steps and sequences, and key components of dance (Lessons 1 to 3).

Vocabulary: • Motif, unison, canon, variation, break-it-down, sections, beats, collaboration.

Champions resources: • *Champions* movies: *Bollywood dance*.

Warm-up:

Instruct the children to travel around the room in any way they wish. Call out commands for the children to adapt their travelling movements accordingly (e.g. low-level travel, quick pace or wide body shape).

Skills learning and development:

Give the children enough time to recap and rehearse their partner dance from the previous lesson.

Ask the children to teach another pair their dance and to learn theirs. Encourage them to use different strategies to help them teach the dance, including

breaking it down into sections, naming or numbering sections and counting beats.

Application and practice:

Share new music appropriate to the Bollywood style; encourage children to describe the rhythm and phrasing of the music. The children combine the two partner dances to create a group dance. What techniques will they use to add variation to a common motif? (Using different parts of the body; changing the size of the movement; changing the level; changing direction; reversing the order of the movements; changing the dynamics; dancing in unison or in canon.)

Reflect and review:

The group performs dances to another group. The children observing it should provide feedback, commenting on how the group dance reflects the intended style, evidence of key components for successful dancing, and the use of unison, canon and variation.

Support

Perform fewer movements or keep linking movements simple.

Extend

Include more movements and more complex linking movements.



Unit
2

Dynamic dance

Lesson 6

Year 5 • Champions

- Lesson objectives:**
- To perform a Bollywood dance using a range of movement patterns.
 - To perform and evaluate own and others' work.

- Lesson outcomes:**
- Develop and improve dancing and performance skills.
 - Develop an understanding of how to prepare for a dance performance.
 - Identify the key skills needed to provide accurate and tactful evaluative feedback to peers.

- Prior learning:**
- Bollywood dancing steps and sequences, and key components of dance (Lessons 1 to 5).

- Equipment:**
- Upbeat music for warm up, music suitable for Bollywood dancing, prepared evaluation sheets.

- Vocabulary:**
- Flexibility, balance, co-ordination, stamina, agility, timing, expression, emotion, rhythm, phrasing, dynamics, unison, canon, motif and sequence.

- Champions resources:** • Champions movies: *Bollywood dance*.

Warm-up:

Human Bop-it – Play some upbeat music. The children begin by freestyling, dancing however they like. Call a 'Bop-it' instruction and the children respond as appropriate. (E.g. pull it – pull imaginary lever; kick it – high knee kick; twist it – half-turn on spot; spin it – full turn on spot; bop it – tuck jump).

Skills learning and development:

Recall sections of the dance that have been created over the unit: the individual, partner and group sequences. Explain that the three different pieces of music will be played consecutively and the three sequences will be joined to make a full dance.

Share a section of music that will be used while the children travel between individual, partner and group dances. Share different ways of travelling that can be used between sequences. Ask: *How will you move between the individual dances to the partner dance?* Practise this section of the dance first.

Progress to identify a different way of travelling between the partner and group dance. Which way of travelling best suits the music?

Rehearse whole dance until the children are ready to perform.

Application and practice:

Divide the class into two. One half performs their sequence while the remaining children observe. Provide them with an evaluation sheet and instruct the children to closely observe the performance of one child, pair or group. The children in the audience provide feedback. Swap over so that all the children perform and observe.

Evaluation sheet – provide sentence starters or questions as a starting point for evaluation. Relevant focus areas may include:

1. How did the style of movements reflect the Bollywood style?
2. How were movements adapted to fit the rhythm and phrasing of the music?
3. How would you describe the dynamics of the dance at the beginning, middle and end of the individual sequence?
4. How did the order of the motifs enable the dancer to demonstrate the key components of successful dancing? (E.g. flexibility, balance, co-ordination, stamina?)

Reflect and review:

Ask:

- *Drawing on the individual, paired and group feedback given after each performance, what were the overall strengths demonstrated in the performances?*
- *Which areas require further development and how might this be achieved?*

Support

Perform fewer movements or keep linking movements simple.

Extend

Include more movements and more complex linking movements.

