

Dance 1 (Year 4)

Unit Overview

Summary

Through the theme of Bollywood dance, pupils will focus on learning arm, hand and footwork movements. Pupils will have the opportunity to perform a choreographed dance phrase in small groups and as a whole class.

Prior learning

Pupils will have been introduced to different movements and skills based in dance. Pupils will understand the concept of a dance phrase and how different dance movements can be linked together to form a group and whole class dance phrase

Teaching Tips

- SKILL DEVELOPMENT ACTIVITY - 'Quick Jump'. A skill development activity is designed for pupils to focus on a single or few skills that are to be developed during a unit of work. These should be undertaken before commencing lesson 1, recording a benchmark score for each pupil. They should also be undertaken again at the end of the unit of work, recording scores to measure any improvements. Pupils can do the activity as many times as they wish during the unit.
- Timings in the lesson are based on one hour. This includes time at either end of the lesson for pupils to get changed. Timings may need to be adjusted accordingly if the lesson is less than one hour.
- Safety – Gymnastic mats used one between two or one per pupil. Pupils should remove shoes and socks for each lesson.
- The Class Teacher should use a clear signal for when the pupils must stop and show they are listening.
- Dance partners or groups will work best with a mixture of boys and girls (if possible) and with varying abilities. These can be changed each week, but should be kept the same for the final dance phrase performance.
- The aim of this unit is to use basic choreography, engage all pupils in dance, increase their body awareness, creativity and develop choreographic skills, performance skills and appreciation.
- Before learning the dance techniques, pupils should be introduced to Bollywood dance by using a variety of Bollywood/Indian dance images and videos.
- The aim of this unit is to create a choreographed routine based on the story of Rama and Sita.
- Each week the Class Teacher will lead pupils through the next phrase of the choreographed routine.
- Before teaching this unit, Class Teachers should familiarise themselves with the hand and arm gestures and footwork movements taught.

Lesson 1 (Year 4)

Lesson Overview

Learning Objectives:

To be able to perform a simple range of traditional Indian dance arm and hand gestures.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can respond to a beat using music.

Pupils are able to work in a group to select learnt arm and hand positions to create a short dance routine.

Key Vocabulary:

Phrase, gesture, Bollywood, narrative, dynamics.

Equipment & Resources:

- 15x Gymnastic mats laid out around the learning space (for cool down).
- Bollywood dance music.

Warm Up (10 minutes)

<p>1 SKILL DEVELOPMENT ACTIVITY – '<i>Quick Jump</i>'. It is suggested that you implement this 'SKILL DEVELOPMENT ACTIVITY' before commencing with the unit (See Teacher Tips for more information about what SKILL DEVELOPMENT ACTIVITIES are and how/when to conduct them).</p>	
<p>2 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.</p>	
<p>3 KEY TEACHING POINT – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.</p>	<p>LEADERSHIP OPPORTUNITY Ask a pupil to demonstrate these different movements.</p>
<p>4 Beats – Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils travel around the space in different ways repeating the beat using different actions.</p>	<p>VARIATION Class Teacher to use a beat of 4.</p>
<p>5 On command from the Class Teacher, the pupils change the way they copy the beat with their bodies:</p> <ul style="list-style-type: none"> • Feet – Stamp feet on the spot. • March - Stamp feet whilst moving around the space. • Clap – Clap the beat on the spot. • Tap – Use two fingers to tap beat onto the palm of hand. • Hop – Hop around the space. 	<p>LEADERSHIP OPPORTUNITY Ask a pupil to call out commands.</p>
<p>6 Transition – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p>	

Main (30 minutes)

1 Class Teacher to introduce the dance topic of Bollywood dance. Inform the pupils that they will be creating dance phrases based on different Bollywood arm and hand gestures and movements.
(Optional) Show the pupils a variety of Bollywood images and videos.

2 Class Teacher to explain that the term Bollywood comes from combining two words; Bombay and Hollywood. Bollywood dance is based on the Indian dances of Kathak and Bharata Natyum with western style influences. Bollywood is identifiable by its large musical numbers, involving vibrant music and colourful costumes.

3 Class Teacher to inform the pupils that in dance, hand gestures are often used as a form of mime to narrate a story, such as Rama and Sita.

4 **KEY TEACHING POINT** – Class Teacher to show the pupils a variety of Indian dance hand and arm gestures. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- The Fan (**See image 1**) – Extend both arms out to the side, with palms facing up. Pupils to fan their fingers, raising their little finger upwards.
- The Peacock (**See image 2**) – Extend both arms out to the side, with palms facing up. Pinch the thumb with the middle and index fingers, fanning little and ring finger.
- Happy Sign (**See image 3**) – Pinch thumb and index to make an O shape. Other fingers fan outwards.
- Prayer (**See image 4**) – Palms and fingers together, fingers facing up.
- Lotus (**See image 5**) – From prayer position, open fingers out keeping the base of palms, little fingers and thumbs touching.
- Flute (**See image 6**) – On both hands, fan out fingers, with middle, index and ring finger closed onto palm. Touch little finger on left hand to thumb on right hand. Move hands to the side as if playing a flute.
- Bee (**See image 7**) – Curl the index finger into the thumb and close middle finger over the top of the thumb. Fan ring finger and little finger out. Shake the hand position in the air (as if flying/buzzing) and move towards the palm of the other hand (as if resting on a flower).

PUPIL TALK

Encourage pupils to discuss where they might have seen Indian dance, the use of colours and the music.

EXTEND

Class Teacher to discuss where dance might be performed, in celebrations (Holi, Diwali) and special events (weddings).

EXTEND

Class Teacher to read pupils the story of Rama and Sita.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm positions.

VARIATION

Pupils could dance around the space, then recreate each of the arm and hand gestures based on a command from Class Teacher.

Ask a pupil to call out different commands.

- 5** **KEY TEACHING POINT** – Class Teacher to lead the pupils through a choreographed routine of arm and hand gestures. For example:
- Start with the arms out to the side, hands in the fan (**See image 1**) position.
 - Bring the right hand in bending from the elbow and change the hand to the peacock (**See image 2**) position. Extend the right arm out to the side.
 - Repeat using the left hand.
 - Take the right hand above the head turning the palm to the ceiling, using the peacock (**See image 2**) hand gesture. At the same time bring the left hand into the belly button, turning the palm upwards, using the peacock (**See image 2**) hand gesture.
 - Repeat so that the left arm is high and the right arm is into the belly button.
 - Take both palms above the head (palms to ceiling), using the peacock (**See image 2**) gesture.
 - Open the arm outwards, bringing the hands together in a prayer (**See image 4**) position to the chest and then fan hands out into a lotus (**See image 5**) position.

- 6** **Improvisation** – Inform the pupils they will now be working in partners to create their own dance phrase using the arm and hand gestures from the lesson.
Class Teacher to play Bollywood music in background to help with movement and timing.

- 7** **Performance** – Class Teacher to choose pair to perform their dance phrase to the class (with Bollywood music in background).

- 8** Pupils reflect on the performances of others.

- 9** Pupils to perform their dance phrase to another pair, giving feedback to performance.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate different movements.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss the arm and hand positions they would like to use in their dance phrase.

EXTEND

Pupils could use 4 - 6 arm positions, holding each for a count of 8.

PUPIL TALK

Ask a pupil to choose movement or position they enjoyed and explain why. What did they do well? What movement ideas did the performers use? (levels, speed, space, dynamics, mirroring). What challenge would you set the performers?

EXTEND

Pupils to perform their dance phrase again using feedback to improve their performance.

Cool Down (10 minutes)

1 Repeat '**Beats**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands.

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud), keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As the arms lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** – With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3, and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

Lesson 2 (Year 4)

Lesson Overview

Learning Objectives:

To be able to perform a simple range of traditional Indian dance footwork movements.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can respond to a beat using music.

Pupils are able to work in a group to select learnt footwork movements to create a short dance routine.

Key Vocabulary:

Phrase, footwork, Bollywood, narrative, dynamics.

Equipment & Resources:

- 15x Gymnastic mats laid out around the learning space (for cool down).
- Bollywood dance music.

Warm Up (10 minutes)

<p>1 SKILL DEVELOPMENT ACTIVITY - It is suggested that this is repeated again before or just after lesson 2 and lesson 4.</p>	
<p>2 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.</p>	
<p>3 KEY TEACHING POINT – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.</p>	<p>LEADERSHIP OPPORTUNITY Ask a pupil to demonstrate these different movements.</p>
<p>4 Beats – Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils travel around the space in different ways repeating the beat using different actions.</p>	<p>VARIATION Class Teacher to use a beat of 4.</p>
<p>5 On command from the Class Teacher, the pupils change the way they copy the beat with their bodies:</p> <ul style="list-style-type: none"> • Feet – Stamp feet on the spot. • March - Stamp feet whilst moving around the space. • Clap – Clap the beat on the spot. • Tap – Use two fingers to tap beat onto the palm of hand. • Hop – Hop around the space. 	<p>LEADERSHIP OPPORTUNITY Ask a pupil to call out commands.</p>
<p>6 Transition – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p>	

Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Bollywood dance. Inform the pupils that today they will be creating dance phrases based on different Bollywood footwork movements.

2 **KEY TEACHING POINT** – Class Teacher to demonstrate the arm and hand gestures from the previous lesson to the pupils. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- The Fan (**See image 1**)
- The Peacock (**See image 2**)
- Happy Sign (**See image 3**)
- Prayer (**See image 4**)
- Lotus (**See image 5**)
- Flute (**See image 6**)
- Bee (**See image 7**)

3 **KEY TEACHING POINT** – Class Teacher to show the pupils a variety of Indian dance footwork movements. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Basic Step (**See image 8**) – Place the ball of the right foot on the floor close to the left foot. Press down on the right ball of the foot so the left foot slightly lifts off the floor, then stamp the left foot lightly on the floor. Repeat over and over again to the beat of the music. The step can be used on the spot, to turn around or to travel.
- Side Touch (**See image 9**) – (Similar to **basic** step but moving from side to side) Step to the right with the right foot, join the left foot to the right and press down on the ball of the left foot to lift the right slightly off the floor. Place the right foot back down. Repeat to the left.
- Knees Flick (**See image 10**) – Pupils to march on the spot, adding a little shuffle as they change feet. Ensure pupils keep the step weighted to the floor so the move does not become a skip.
- Basic Turn (**See image 11**) – Place the right foot across (in front of the left) so the legs are crossed. Push through the ball of the right foot to turn around (anti-clockwise).
- World (**See image 12**) – Start with the right leg crossed behind the left. Place the right foot on the ball of the foot. Extend the right leg out to the side, placing the weight on the heel of the foot. Lift the left foot just off the floor, lower and return the right leg and foot to the starting position.

4 Pupils spend time practising the different dance moves.

VARIATION

Class Teacher could show the pupils a variety of Bollywood images and videos.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm and hand gestures.

VARIATION

Pupils could dance around the space, then recreate the different arm and hand gestures when called out.

VARIATION

Pupils could dance around the space, then recreate each of the footwork movements based on a command from Class Teacher.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out different commands.

5 **KEY TEACHING POINT** – Class Teacher to lead the pupils through a choreographed combination of footwork movements to create a sequence of steps. For example:

- Basic Step (**See image 8**) 8 x times on the spot.
- Then take 8 x Basic Steps (**See image 8**) to turn around on the spot in a clockwise direction.
- Side Touch (**See image 9**) 8 x (RLRLRLRL).
- Jump feet apart and Basic Turn (**See image 11**).

6 **Improvisation** – Inform the pupils they will now be working in partners to create their own dance phrase using the footwork movements from the lesson and including arm and hand positions.

Class Teacher to play Bollywood music in background to help with movement and timing.

7 **Performance** – Class Teacher to choose pair to perform their dance phrase to the class (with music in background).

8 Pupils to reflect on the following:

- Positions or movements the pupils did well, or whether the pupils worked well as a team by mirroring.
- One thing to think about for next time.

9 Pupils to perform their dance phrase to another pair, giving feedback to performance using 'Wow and Now'.

VARIATION

Play music to aid pupils with timing.

EXTEND

Class Teacher to add simple arm and hand gestures from lesson 1.

PUPIL TALK

Class Teacher to give pupils an opportunity to discuss the arm and hand positions they would like to use in their dance phrase.

PUPIL TALK

- Ask a pupil to choose movement or position they enjoyed and explain why.
- What did they do well?
- What movement ideas did the performers use? (levels, speed, space, dynamics, mirroring)
- What challenge would you set the performers

PUPIL TALK

Pupils to discuss their 'Wow and Now' with their partner.

EXTEND

Pupils to perform their dance phrase again using feedback to improve their performance.

Cool Down (10 minutes)

- 1 Repeat '**Beats**' activity from warm-up.

- 2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:
 - Close your eyes.
 - Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
 - Keeping arms straight, slowly bring them back down behind your head.
 - Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
 - As the arms lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
 - Feel the air escape from the balloon, bring your shoulders back onto the mat.

- 3 **Breathing** – With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

- 4 Class teacher to tap pupils on the shoulder - when tapped on the shoulder, pupils to line up ready to go back to class.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands.

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

EXTEND

Pupils to breathe in for a count of 3, and breathe out for a count of 3.

LEADERSHIP OPPORTUNITY

Ask two pupils to tap the other pupils on the shoulder.

Lesson 3 (Year 4)

Lesson Overview

Learning Objectives:

To be able to learn and rehearse a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can create a dance phrase using learnt arm, hand and footwork movements.

Pupils can respond to teacher instruction to create a choreographed dance routine.

Key Vocabulary:

Phrase, gestures, footwork, Bollywood, narrative, dynamics, cannon.

Equipment & Resources:

- 15x Gymnastic mats laid out around the learning space (for cool down).
- Bollywood dance music.

Warm Up (10 minutes)

- 1** Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.
- 2** **KEY TEACHING POINT** – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.
- 3** **Taps** - Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils to keep an even beat for a count of 8, tapping their feet, then knees, hips, shoulders, then clapping hands.
Then this continues for a count of 4, then 2, then finally 1, trying to keep to the rhythm.
- 4** **Transition** – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate these different movements.

VARIATION

Using a range of movements rather than tapping, moving the body in different ways. Take the beats on a journey around the learning space.

Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Bollywood dance. Inform the pupils that they will be creating dance phrases based on the story of Rama and Sita using different Bollywood arm, hand and footwork movements to create a narrative.

2 Class Teacher to inform the pupils that in dance, hand gestures are often used as a form of mime to narrate a story.

3 **KEY TEACHING POINT** – Class Teacher to demonstrate the arm and hand gestures from the first lesson to the pupils. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- The Fan (**See image 1**).
- The Peacock (**See image 2**).
- Happy Sign (**See image 3**).
- Prayer (**See image 4**).
- Lotus (**See image 5**).
- Flute (**See image 6**).
- Bee (**See image 7**).

4 **KEY TEACHING POINT** – Class Teacher to demonstrate the footwork movements from the previous lesson to the pupils. Pupils to find a space facing the Class Teacher so they can mirror the positions shown:

- Basic Step (**See image 11**).
- Knees Flick (**See image 10**).
- Basic Turn (**See image 11**).
- World (**See image 12**).

5 Class Teacher to arrange pupils into two groups – boys and girls standing on opposite sides of the learning space facing each other.

VARIATION

Class Teacher could show the pupils a variety of Bollywood images and videos.

PUPIL TALK

Encourage pupils to discuss the hand, arm and footwork movements they have already used.

EXTEND

Class Teacher to read pupils the story of Rama and Sita.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different arm and hand gestures.

PUPIL TALK

Ask a pupil to demonstrate arm and hand gestures and ask pupils to name them.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model different footwork movements.

PUPIL TALK

Ask a pupil to demonstrate a footwork movement and ask pupils to name it.

EXTEND

Class Teacher to use a combination of arm and hand gestures and footwork movements.

VARIATION

Split pupils equally into two groups, each taking on either the role of Rama or Sita.

6 KEY TEACHING POINT – Class Teacher led choreography (Opening):

- Rama (Group 1 or Boys/Girls) (**See image 13**) - Extend their right leg out to the right side placing the weight on the heel of the foot. Left hand placed on the left hip, right arm extended out to the right side parallel to the right leg. Hands in a **peacock** hand gesture (palms up). Then bring the right arm into the chest and at the same time bow forwards.
- Sita (Group 2 or Boys/Girls) (**See image 14**) - Start with the right leg crossed behind the left and place the right foot on the ball of the foot. Both arms extended out to the side at shoulder height in a **fan** hand gesture. Bend both arms at the elbow and bring the hands into the chest using a **peacock** hand gesture and curtsy by bending both knees.
- Using the Basic Step (**See image 8**), travel around the room to find a space (16 - 32 counts).
- Side Touch (**See image 9**) 8 times (RLRLRLRL).
- Jump feet apart and Basic Turn (**See image 11**).

7 KEY TEACHING POINT – Class Teacher led choreography (Part 1):

- The Forest (**See image 15**) - Stand still, extend both arms up straight above the head to create the image of a tree. Open both arms out in a circular position joining both hands in a **prayer** position in front of the chest. Open hands out to the **lotus** and then change the right hand to the **bee** gesture (the left hand remains in the open **lotus** position). Shake the right hand moving the right arm as if the bee is flying and then rest on the left hand.
- Ravana (**See image 16**) - Arrange the pupils into 1 line standing one behind the other, boy-girl-boy-girl. Pupils to open both arms out to the side at shoulder-height in a **peacock** hand gesture, one at a time starting from the front of the line to the back of the line to create a **cannon** (domino) effect. Boys lift left arm up and lower their right arm and girls to lift their right arm up and lower their left arm, change arms 4 x (Girls RLRL / Boys LRLR).
- The Stag (**See image 17**) - Change hand gesture, thumb, middle and ring finger tucked into the palm with the index and little finger extended up. Place both hands by the side of the head to create stag antlers.
- Use the Knees Flick (**See image 10**) step to follow round in a circle around the room (16 - 32 counts).
- Pupils to stand in a circle facing each other.
- Boys use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Girls use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Boys extend both arms forwards towards the girls, who cross their arms at the wrist with fingers fanned out.

- **8 Rehearsal** – Class Teacher to lead the pupils through a rehearsal of the choreography, recalling and refining each movement section.
Class Teacher to choose a piece of Bollywood style music to aid timing with the rehearsal.

VARIATION

Rehearse this opening dance phrase so that pupils are confident performing it.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

VARIATION

Rehearse this part of the dance phrase so that pupils are confident performing it.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

VARIATION

Class Teacher to rehearse Opening and Part 1 of the choreography individually.

- 9 Pupils to give praise:
- Positions or movements the pupils did well, or the precision of their footwork.
 - One thing to think about for next time.
- 10 Inform the pupils they will continue learning the choreography next lesson.

PUPIL TALK

Ask a pupil to choose movement or position they enjoyed and explain why.

Cool Down (10 minutes)

1 Repeat '**Taps**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands.

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As the arms lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** – With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3, and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

Lesson 4 (Year 4)

Lesson Overview

Learning Objectives:

To be able to learn and rehearse a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can create a dance phrase using learnt arm, hand and footwork movements.

Pupils can respond to teacher instruction to create a choreographed dance routine.

Key Vocabulary:

Phrase, gestures, footwork, Bollywood, narrative, dynamics, cannon, archway.

Equipment & Resources:

- Gymnastic mats x5.
- Bollywood dance music.

Warm Up (10 minutes)

- 1** SKILL DEVELOPMENT ACTIVITY - It is suggested that this is repeated again before or just after lesson 2 and lesson 4.
- 2** Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.
- 3** **KEY TEACHING POINT** – Class Teacher to model different travelling steps such as walking, marching or skipping; using a variety of pathways.
- 4** **Taps** - Class Teacher taps 8 times with a percussion instrument, keeping an even beat. Pupils to keep an even beat for a count of 8, tapping their feet, then knees, hips, shoulders and then clapping hands.
Then this continues for a count of 4, then 2, then finally 1, trying to keep to the rhythm.
- 5** **Transition** – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate these different movements.

VARIATION

Using a range of movements rather than tapping, moving the body in different ways. Take the beats on a journey around the learning space.

Main (30 minutes)

- 1** Class Teacher to remind pupils of the dance topic of Bollywood dance. Inform the pupils that they will be continuing to learn a choreographed dance phrase based on the story of Rama and Sita using different Bollywood arm, hand and footwork movements to create a narrative.

- 2** **Freeze Stance** – Class Teacher to play some Bollywood music (this could be the same piece used for the choreographed routine). Pupils to move around the learning space. When a command is called out, pupils turn to face the front and recreate a different arm, hand or footwork movements learned.

- 3** **KEY TEACHING POINT** – Class Teacher to lead the pupils through a combination of gestures and movements to create a choreographed sequence, building on the sequence learned last week (SEE POINT 4).

VARIATION

Class Teacher could show the pupils a variety of Bollywood images and videos.

PUPIL TALK

Encourage pupils to discuss the hand, arm and footwork movements they have already used.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out different commands.

EXTEND

Class Teacher to add combinations of movements.

4

KEY TEACHING POINT – Class Teacher led choreography (**Recapping of Opening and Part 1**)

Class Teacher to arrange pupils into two groups (Boys/Girls) – standing on opposite sides of the learning space facing each other:

- Rama (Group 1) (**See image 13**) - Extend their right leg out to the right side placing the weight on the heel of the foot. Left hand placed on the left hip, right arm extended out to the right side parallel to the right leg. Hands in a **peacock** hand gesture (palms up). Then bring the right arm into the chest and at the same time bow forwards.
- Sita (Group 2) (**See image 14**) - Start with the right leg crossed behind the left and place the right foot on the ball of the foot. Both arms extended out to the side at shoulder height in a **fan** hand gesture. Bend both arms at the elbow and bring the hands into the chest using a **peacock** hand gesture and curtsy by bending both knees.
- Using the **basic step**, travel around the room to find a space (16 - 32 counts).
- Side Touch (**See image 9**) 8 times (RLRLRLRL).
- Jump feet apart and **basic turn**.
- The Forest (**See image 15**) - Stand still, extend both arms up straight above the head to create the image of a tree. Open both arms out in a circular position joining both hands in a **prayer** position in front of the chest. Open hands out to the **lotus** and then change the right hand to the **bee** gesture, (the left hand remains in the open **lotus** position). Shake the right hand moving the right arm as if the bee is flying and then rest on the left hand.
- Ravana (**See image 16**) - Arrange the pupils into 1 line standing one behind the other, boy girl boy girl. Pupils to open both arms out to the side at shoulder-height in a **peacock** hand gesture, one at a time starting from the front of the line to the back of the line to create a **cannon** (domino) effect. Boys lift left arm up and lower their right arm and girls to lift their right arm up and lower their left arm, change arms 4 x (Girls RLRL / Boys LRLR).
- The Stag (**See image 17**) - Change hand gesture, thumb, middle and ring finger tucked into the palm with the index and little finger extended up. Place both hands by the side of the head to create stag antlers.
- Knees Flick (**See image 10**) - Use this step to follow round in a circle around the room (16 - 32 counts).
- Pupils to stand in a circle facing each other.
- Boys use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Girls use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Boys extend both arms forwards towards the girls, who cross their arms at the wrist with fingers fanned out.

VARIATION

Split pupils equally into two groups, each taking on either the role of Rama or Sita.

Rehearse the Opening and Part 1 separately so that pupils are confident performing it.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

5 KEY TEACHING POINT – Class Teacher led choreography (Part 2):

- Girls to use the basic step (**See image 8**) to travel around the room, pretending to drop jewels on the floor and then find a space and stand still (16 counts).
- Boys to use the basic step (**See image 8**) to travel around the room and finish standing behind one of the girls (16 counts). Ensure the boys and girls are standing in pairs by count of 16.
- Hanuman: The Monkey King (**See image 18**) - Girls lean out to the right side, lifting the right hand up above the head, palm facing the ceiling in a **peacock** hand gesture, the left hand into the chest palm facing the ceiling in the **peacock** hand gesture. Boys lean to the left side, lifting the left hand up above the head, palm facing the ceiling in a **peacock** hand gesture, the right hand into the chest palm facing the ceiling in a **peacock** hand gesture.
- The Sea (**See image 19**) - Arrange pupils into 5 lines (based on a class of 30 pupils - 5 lines of 6) creating a rough square shape. Use the **side touch** step (RLRLRLRL – 8 counts) moving the hands in a rolling wave gesture going to the right when touch stepping to the right and going to the left when touch stepping to the left.
- The Bridge (**See image 20**) - Pupils to hold hands and lift arms up to create archways – the back line to travel through the archways to end up at the front. Repeat so that each line travels through the archways.

6 Rehearsal – Class Teacher to lead the pupils through a rehearsal of the choreography for Part 2, recalling and refining each movement section.

7 Class Teacher to give feedback:

- Positions or movements the pupils did well, or the precision of their footwork.
- One thing to think about for next time.

8 Inform the pupils they will continue learning and refining the choreography next lesson.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

VARIATION

Class Teacher to rehearse the choreography for the Opening, Part 1 and Part 2 individually.

PUPIL TALK

- Ask a pupil to choose movement or position they enjoyed and explain why.

Cool Down (10 minutes)

1 Repeat '**Taps**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to call out commands.

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping arms straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As the arms lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** – With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3, and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

Lesson 5 (Year 4)

Lesson Overview

Learning Objectives:

To be able to learn, rehearse and refine a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can create a dance phrase using learnt arm, hand and footwork movements.

Pupils can respond to teacher instruction to create a choreographed dance routine.

Key Vocabulary:

Phrase, gestures, footwork, Bollywood, narrative, dynamics, cannon, archway.

Equipment & Resources:

- Gymnastic mats 15x.
- Bollywood dance music.

Warm Up (10 minutes)

- 1** Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.
- 2** **KEY TEACHING POINT** – Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.
- 3** **Copy Cats** - Begin in pairs (or small groups of three to four). Standing one behind the other, the front person leads their partner/group around and in/out of space. The followers have to copy the actions/movements of the leader.
 - Begin with gentle movements; e.g. walking, progressing to more vigorous activity; e.g. hopping, jumping, running. On command 'change' the person at the front goes to the back and a new leader takes over.
- 4** **Transition** – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate these different movements.

EXTEND

Whole class.

VARIATION

Use different movements - high knees; sideways movements, cross overs etc.

Main (30 minutes)

1 Class Teacher to remind pupils of the dance topic of Bollywood dance. Inform the pupils that they will be continuing to learn, rehearse and refine a choreographed dance phrase based on the story of Rama and Sita using different Bollywood arm, hand and footwork movements to create a narrative.

2 **KEY TEACHING POINT** – Class Teacher to lead the pupils through a combination of gestures and movements to create a choreographed sequence, building on the sequence learned last week to create a complete dance (SEE POINT 3 & 4).

PUPIL TALK

Encourage pupils to discuss the hand, arm and footwork movements they have already used.

VARIATION

Split pupils equally into two groups, each taking on either the role of Rama or Sita.

3 KEY TEACHING POINT – Class Teacher led choreography (Recapping of Opening and Part 1).

Class Teacher to arrange pupils into two groups (boys and girls) - standing on opposite sides of the learning space facing each other:

- Rama (Boys) (**See image 13**) - Extend their right leg out to the right side placing the weight on the heel of the foot. Left hand placed on the left hip, right arm extended out to the right side parallel to the right leg. Hands in a **peacock** hand gesture (palms up). Then bring the right arm into the chest and at the same time bow forwards.
- Sita (Girls) (**See image 14**) - Start with the right leg crossed behind the left and place the right foot on the ball of the foot. Both arms extended out to the side at shoulder height in a **fan** hand gesture. Bend both arms at the elbow and bring the hands into the chest using a **peacock** hand gesture and curtsy by bending both knees.
- Using the basic step (**See image 8**), travel around the room to find a space (16 - 32 counts).
- Side Touch (**See image 9**) 8 times (RLRLRLRL).
- Jump feet apart and basic turn.
- The Forest (**See image 15**) - Stand still, extend both arms up straight above the head to create the image of a tree. Open both arms out in a circular position joining both hands in a **prayer** position in front of the chest. Open hands out to the **lotus** and then change the right hand to the **bee** gesture, (the left hand remains in the open **lotus** position). Shake the right hand moving the right arm as if the bee is flying and then rest on the left hand.
- Ravana (**See image 16**) - Arrange the pupils into 1 line standing one behind the other, boy girl boy girl. Pupils to open both arms out to the side at shoulder-height in a **peacock** hand gesture, one at a time starting from the front of the line to the back of the line to create a **cannon** (domino) effect.
- Boys lift left arm up and lower their right arm and girls to lift their right arm up and lower their left arm, change arms 4 x (Girls RLRL / Boys LRLR).
- The Stag (**See image 17**) - Change hand gesture, thumb, middle and ring finger tucked into the palm with the index and little finger extended up. Place both hands by the side of the head to create stag antlers.
- Use the Knees flick (**See image 10**) step to follow round in a circle around the room (16-32 counts).
- Pupils to stand in a circle facing each other.
- Boys use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Girls use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Boys extend both arms forwards towards the girls, who cross their arms at the wrist with fingers fanned out.

VARIATION

Rehearse the Opening and Part 1 separately so that pupils are confident performing it.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

4 KEY TEACHING POINT – Class Teacher led choreography (Recapping of Part 2):

- Girls to use the basic step (**See image 8**) to travel around the room, pretending to drop jewels on the floor and then find a space and stand still (16 counts).
- Boys to use the basic step (**See image 8**) to travel around the room and finish standing behind one of the girls (16 counts). Ensure the boys and girls are standing in pairs by count of 16.
- Hanuman: The Monkey King (**See image 18**) - Girls lean out to the right side, lifting the right hand up above the head, palm facing the ceiling in a **peacock** hand gesture, the left hand into the chest palm facing the ceiling in the **peacock** hand gesture.
- Boys lean to left side, lifting the left hand up above the head, palm facing the ceiling in a **peacock** hand gesture, the right hand into the chest palm facing the ceiling in a **peacock** hand gesture.
- The Sea (**See image 19**) - Arrange pupils into 5 lines (based on a class of 30 pupils - 5 lines of 6) creating a square shape. Use the **Side touch** step (RLRLRLRL – 8 counts) moving the hands in a rolling wave gesture going to the right when touch stepping to the right and going to the left when touch stepping to the left.
- The Bridge (**See image 20**) - Pupils to hold hands and lift arms up to create archways – the back line to travel through the archways to end up at the front. Repeat so that each line travels through the archways.

5 KEY TEACHING POINT – Class Teacher led choreography (Part 3):

- **The Battle** - Divide the square into half to create two groups facing each other. Knees flick (**See image 10**) step on the spot (8 counts), group 1 to travel forwards and group 2 to travel backwards (8 counts), repeat with group 1 travelling backwards and group 2 travelling forwards.
- Then 4 x World (**See image 12**) - Start with the right leg crossed behind the left and place the right foot on the ball of the foot. Extend the right leg out to the side placing the weight on the heel of the foot. Lift the left foot just off the floor, lower and return the right leg and foot to the starting position. When the right leg is placed behind, the left arms are bent at the elbows with the hands into the chest in a **peacock** hand gesture, when the right leg is extended out both arms extend out at shoulder height in a **peacock** hand gesture (palms to ceiling).
- Jump feet apart and perform basic turn (**See image 11**).

6 KEY TEACHING POINT – Class Teacher led choreography (Closing):

- **End Of The Battle** - Choose 1 pupil to mime firing a bow and arrow whilst the other pupils crouch down.
- Praise From The Gods (**See image 21**) - Pupils all stand and create the open **lotus** hand gesture.
- **Diva Lamps For Diwali** - Pupils to get into groups of 3. Two pupils stand facing each other holding hands to create a circle and 1 pupil standing in the middle of the circle hands held in a prayer position moving hands like a burning flame.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

VARIATION

Rehearse the choreography for Part 2 separately so that pupils are confident performing it.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

7 **Rehearsal** – Class Teacher to lead the pupils through a rehearsal of the choreography for Part 3 and Closing sequences, recalling and refining each movement section.

8 Class Teacher to give feedback:

- Positions or movements the pupils did well, or the precision of their footwork.
- One thing to think about for next time.

9 Inform the pupils they will continue learning the choreography next lesson.

EXTEND

Class Teacher to lead a rehearsal from the Opening through to the Closing sequence.

VARIATION

Class Teacher to rehearse the choreography for the Opening, Part 1, Part 2 and Part 3 individually.

PUPIL TALK

- Ask pupils to give a 'Wow and Now'.
- Ask a pupil to choose movement or position they enjoyed and explain why.

EXTEND

Class Teacher to write 'Wow and Now' suggestions for following week.

Cool Down (10 minutes)

1 Repeat '**Copy Cats**' activity from warm-up.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to lead the class in one line.

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping arms straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As arms lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** – With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

EXTEND

Pupils to breathe in for a count of 3, and breathe out for a count of 3.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

Lesson 6 (Year 4)

Lesson Overview

Learning Objectives:

To be able to perform a choreographed dance phrase using a range of traditional Indian dance arm and hand gestures and footwork movements.

Success Criteria:

Pupils can explore, repeat and link a range of actions with coordination.

Pupils can create a dance phrase using learnt arm, hand and footwork movements.

Pupils can self-assess peers' work and give feedback using dance vocabulary.

Key Vocabulary:

Phrase, gestures, footwork, Bollywood, narrative, dynamics, cannon, archway.

Equipment & Resources:

- Gymnastic mats x15.
- Bollywood dance music.
- Video camera.

Warm Up (10 minutes)

<p>1 Class Teacher to set out the dance zone with use of perimeter cones to reflect the learning space. Class Teacher to model finding a space inside the learning space with pupils placing their hands on their hips to show they are ready.</p>	<p>LEADERSHIP OPPORTUNITY Ask a pupil to demonstrate these different movements.</p>
<p>2 KEY TEACHING POINT – Class Teacher to model different travelling steps such as skipping, galloping, running, marching; using a variety of pathways.</p> <ul style="list-style-type: none"> • Copy Cats - Begin in pairs (or small groups of three to four). Standing one behind the other, the front person leads their partner/group around and in/out of space. The followers have to copy the actions/movements of the leader. 	<p>EXTEND Whole class.</p> <p>VARIATION Use different movements - high knees, sideways movements, cross overs etc.</p>
<p>3 Begin with gentle movements; e.g. walking, progressing to more vigorous activity; e.g. hopping, jumping, running. On command 'change' the person at the front goes to the back and a new leader takes over.</p>	<p>LEADERSHIP OPPORTUNITY On command 'change' the person at the front goes to the back and a new leader takes over giving all pupils the opportunity to lead.</p>
<p>4 Transition – Class Teacher to ask pupils to sit in a space with pupils placing hands on knees to show they are ready.</p>	

Main (30 minutes)

- 1** Class Teacher to remind pupils of the dance topic of Bollywood dance. Inform the pupils that they will be rehearsing and then performing a choreographed dance phrase based on the story of Rama and Sita.
- 2** Class Teacher to lead the pupils through rehearsing the choreographed dance phrase.

PUPIL TALK

Encourage pupils to discuss the hand, arm and footwork movements they have already used.

VARIATION

Rehearse each part of the dance so that pupils are confident performing it.

3

KEY TEACHING POINT – Class Teacher led choreography (Recapping of Opening and Part 1):

- Rama (Boys) (**See image 13**) - Extend their right leg out to the right side placing the weight on the heel of the foot. Left hand placed on the left hip, right arm extended out to the right side parallel to the right leg. Hands in a **peacock** hand gesture (palms up). Then bring the right arm into the chest and at the same time bow forwards.
- Sita (Girls) (**See image 14**) - Start with the right leg crossed behind the left and place the right foot on the ball of the foot. Both arms extended out to the side at shoulder height in a **fan** hand gesture. Bend both arms at the elbow and bring the hands into the chest using a **peacock** hand gesture and curtsy by bending both knees.
- Using the **basic** step, travel around the room to find a space (16 - 32 counts).
- Side Touch (**See image 9**) 8 times (RLRLRLRL).
- Jump feet apart and **basic** turn.
- The Forest (**See image 15**) - Stand still, extend both arms up straight above the head to create the image of a tree. Open both arms out in a circular position joining both hands in a **prayer** position in front of the chest. Open hands out to the **lotus** and then change the right hand to the **bee** gesture, (the left hand remains in the open **lotus** position). Shake the right hand moving the right arm as if the bee is flying and then rest on the left hand.
- Ravana (**See image 16**) - Arrange the pupils into 1 line standing one behind the other, boy girl boy girl. Pupils to open both arms out to the side at shoulder-height in a **peacock** hand gesture, one at a time starting from the front of the line to the back of the line to create a **cannon** (domino) effect.
- Boys lift left arm up and lower their right arm and girls to lift their right arm up and lower their left arm, change arms 4 x (Girls RLRL / Boys LRLR).
- The Stag (**See image 17**) - Change hand gesture, thumb, middle and ring finger tucked into the palm with the index and little finger extended up. Place both hands by the side of the head to create stag antlers.
- Knees flick (**See image 10**) - follow round in a circle around the room (16-32 counts).
- Pupils to stand in a circle facing each other.
- Boys use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Girls use the **Knees flick** step to enter the circle (8 counts) and exit the circle.
- Boys extend both arms forwards towards the girls, who cross their arms at the wrist with fingers fanned out.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

4 **KEY TEACHING POINT** – Class Teacher led choreography (Recapping of Part 2 and Part 3):

- Girls to use the basic step (**See image 8**) to travel around the room, pretending to drop jewels on the floor and then find a space and stand still (16 counts).
- Boys to use the basic step (**See image 8**) to travel around the room and finish standing behind one of the girls (16 counts). Ensure the boys and girls are standing in pairs by count of 16.
- Hanuman: The Monkey King (**See image 18**) - Girls lean out to the right side, lifting the right hand up above the head, palm facing the ceiling in a **peacock** hand gesture, the left hand into the chest palm facing the ceiling in the **peacock** hand gesture.
- Boys lean to left side, lifting the left hand up above the head, palm facing the ceiling in a **peacock** hand gesture, the right hand into the chest palm facing the ceiling in a **peacock** hand gesture.
- The Sea (**See image 19**) - Arrange pupils into 5 lines (based on a class of 30 pupils - 5 lines of 6) creating a square shape. Use the **Side touch** step (RLRLRLRL – 8 counts) moving the hands in a rolling wave gesture going to the right when touch stepping to the right and going to the left when touch stepping to the left.
- The Bridge (**See image 20**) - Pupils to hold hands and lift arms up to create archways – the back line to travel through the archways to end up at the front. Repeat so that each line travels through the archways.
- **The Battle** - Divide the square into half to create two groups facing each other. **Knees flick** step on the spot (8 counts), group 1 to travel forwards and group 2 to travel backwards (8 counts), repeat with group 1 travelling backwards and group 2 travelling forwards.
- Then 4 x World - (**See image 12**) Start with the right leg crossed behind the left and place the right foot on the ball of the foot. Extend the right leg out to the side placing the weight on the heel of the foot. Lift the left foot just off the floor, lower and return the right leg and foot to the starting position.
- When the right leg is placed behind, the left arms are bent at the elbows with the hands into the chest in a **peacock** hand gesture, when the right leg is extended out both arms extend out at shoulder height in a **peacock** hand gesture (palms to ceiling).
- Jump feet apart and perform **basic turn**.

5 **KEY TEACHING POINT** – Class Teacher led choreography (Closing):

- **End Of The Battle** - Choose 1 pupil to mime firing a bow and arrow whilst the other pupils crouch down.
- Praise From The Gods (**See image 21**) - Pupils all stand and create the open **lotus** hand gesture.
- **Diva Lamps For Diwali** - Pupils to get into groups of 3. Two pupils stand facing each other holding hands to create a circle and 1 pupil standing in the middle of the circle hands held in a prayer position moving hands like a burning flame.

6 **Rehearsal** – Class Teacher to lead the pupils through a rehearsal of the entire dance phrase, recalling and refining each movement section.

LEADERSHIP OPPORTUNITY

Ask confident pupil/pupils to stand at the front alongside Class Teacher to model the sequence.

VARIATION

Rehearse the choreography for Part 2 separately so that pupils are confident performing it.

7 **Performance – (option to record the pupils’ performance and review back in class).** Inform the pupils that they are going to perform their choreographed dance routine, which will be filmed so that they can observe and evaluate their performances.

VARIATION

Pupils from other classes could be invited in to watch the performance to give pupils an audience.

PUPIL TALK

Encourage pupils to discuss what they enjoyed about the performance.

- Did the performance look like a Bollywood film?
- What could have been improved about the performance?
- What did they enjoy the most about the Bollywood dance topic?

Cool Down (10 minutes)

1 **SKILL DEVELOPMENT ACTIVITY-** *'Quick Jump'*. Complete this activity, recording the latest scores before moving to step 2. (See Teacher Tips for more information about what SKILL DEVELOPMENT ACTIVITIES are and how/when to conduct them).

2 **Stretching** – Pupils to lie down on the safety mats (2 pupils to a mat). Pupils to lie in a long stretched out shape with their arms above their heads. Class Teacher to give pupils instructions:

- Close your eyes.
- Stretch your arms up towards the ceiling; hold for count of 6 (Class Teacher to count out loud).
- Keeping them straight, slowly bring them back down behind your head.
- Hold your arms stretched out for a count of 6 then stretch them back up to the ceiling.
- As they lift, feel them pulling your shoulders off the mat, like a balloon is pulling them upwards.
- Feel the air escape from the balloon, bring your shoulders back onto the mat.

3 **Breathing** – With their eyes closed, pupils to place their hands on their stomachs. Pupils to breathe in through their nose slowly and out of their mouths slowly, feeling their stomachs rise and fall with each breath.

4 Class Teacher to tap pupils on the shoulder - when tapped on the shoulder pupils to line up ready to go back to class.

EXTEND

Use different movements - high knees, sideways movements, cross overs etc.

LEADERSHIP OPPORTUNITY

Ask a pupil to lead the class in one line.

EXTEND

Hold stretches for count of 8.

LEADERSHIP OPPORTUNITY

Ask a pupil to count out loud.

EXTEND

Pupils to breathe in for a count of 3, and breathe out for a count of 3.

Appendix (images)



Image 1:

The Fan

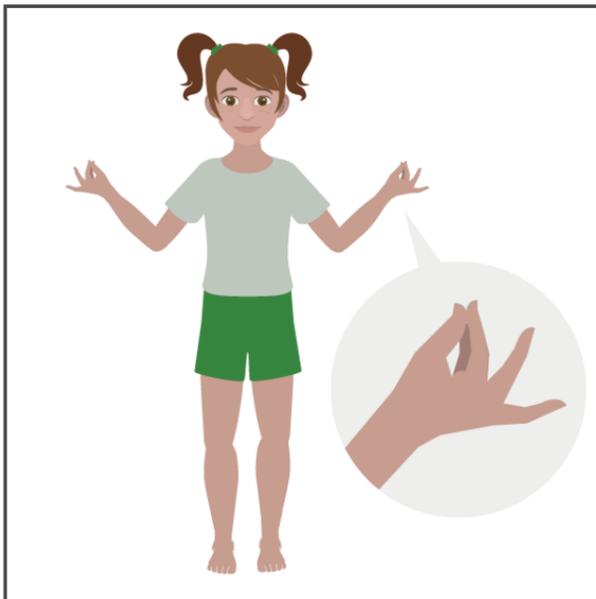


Image 2:

The Peacock

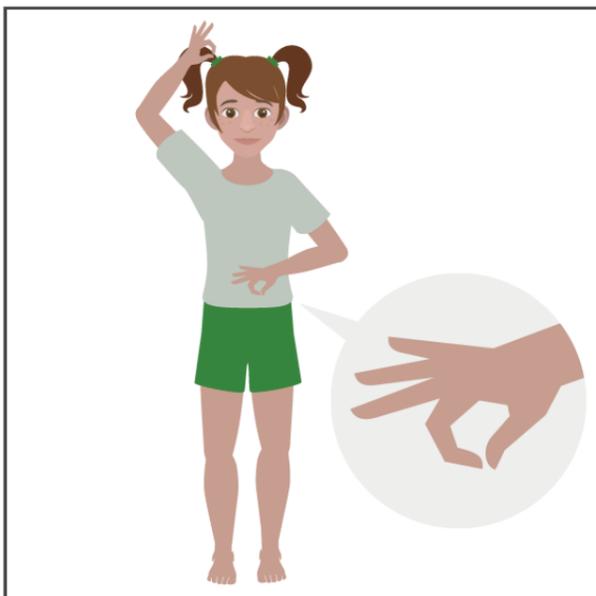


Image 3:

Happy Sign



Image 4:

Prayer



Image 5:

Lotus



Image 6:

The Flute



Image 7:

Bee

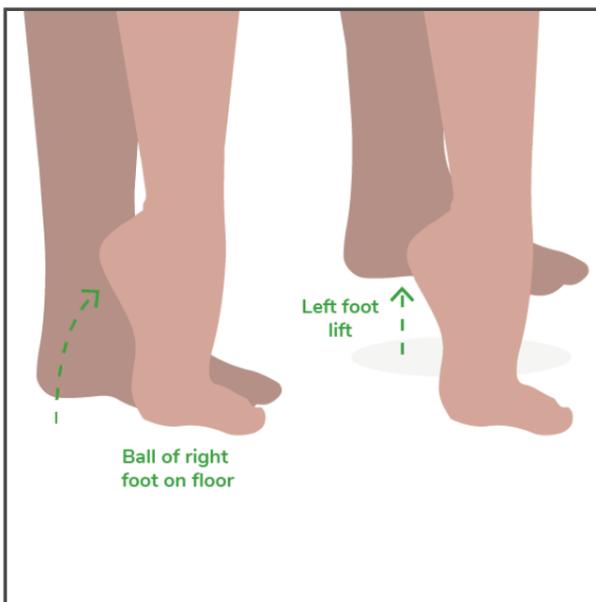


Image 8:

Basic Step

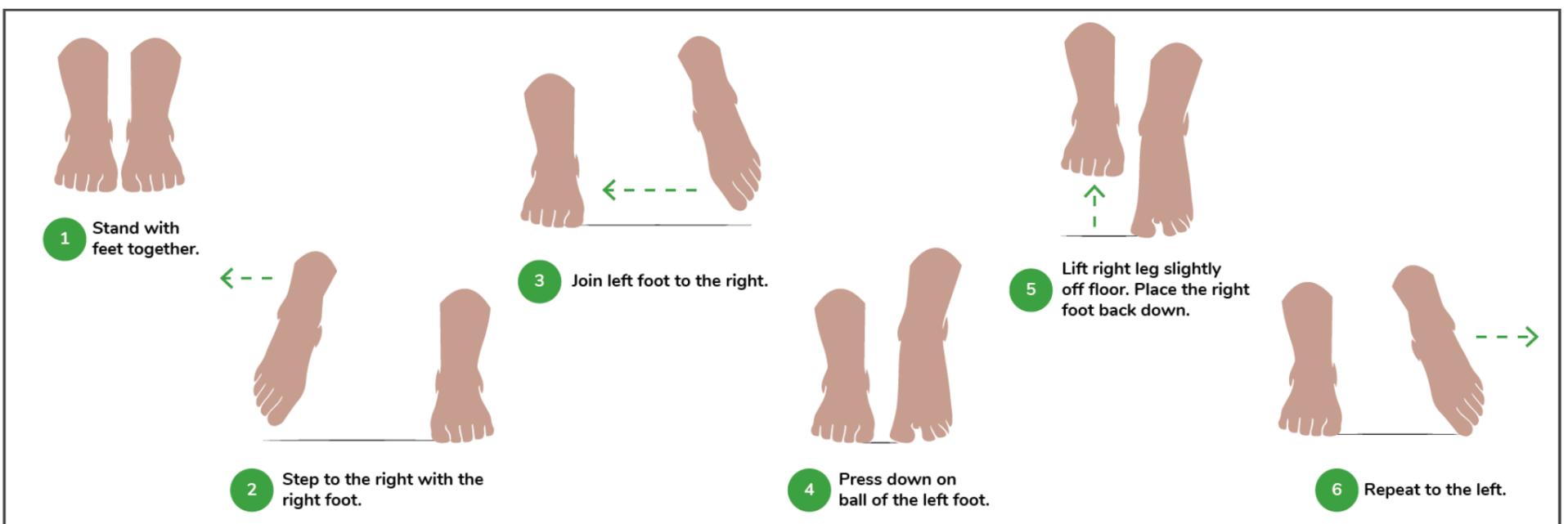


Image 9:

Side Touch

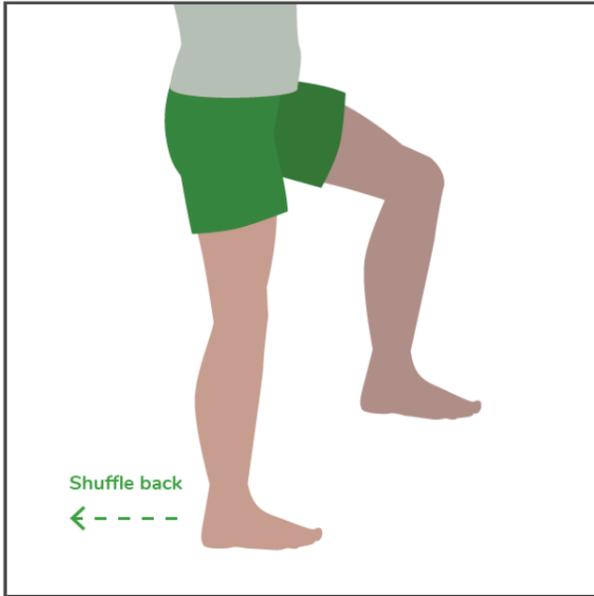


Image 10:

Knees Flick

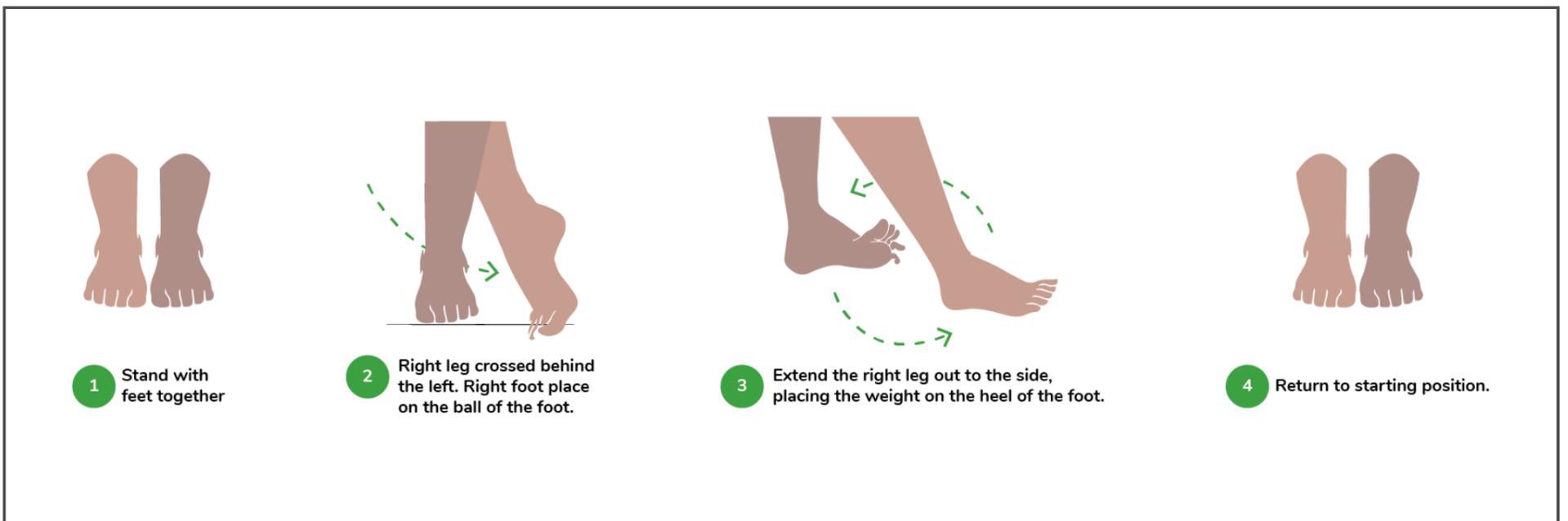


Image 11:

Basic Turn

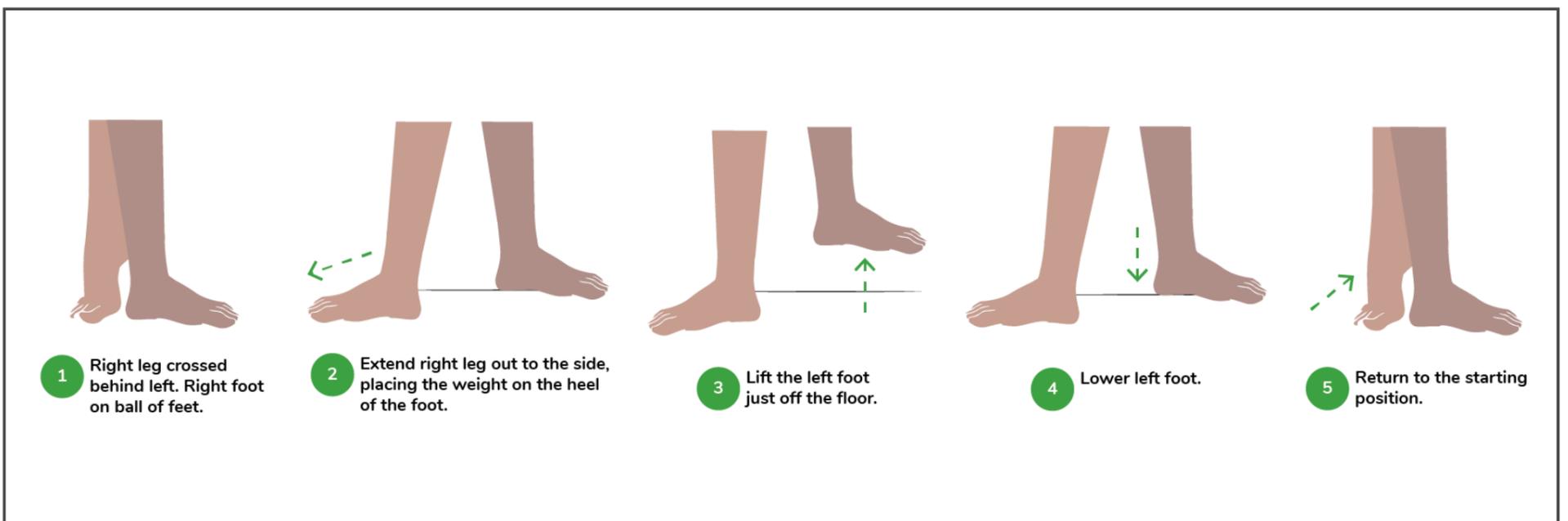


Image 12:

World

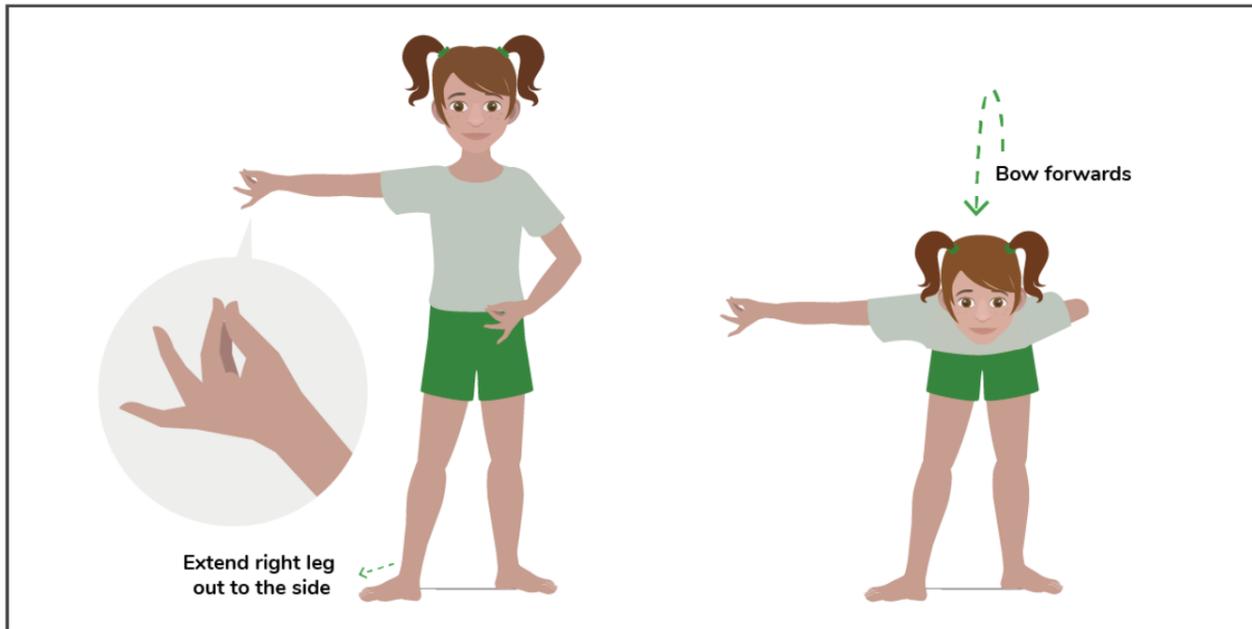


Image 13:

Rama

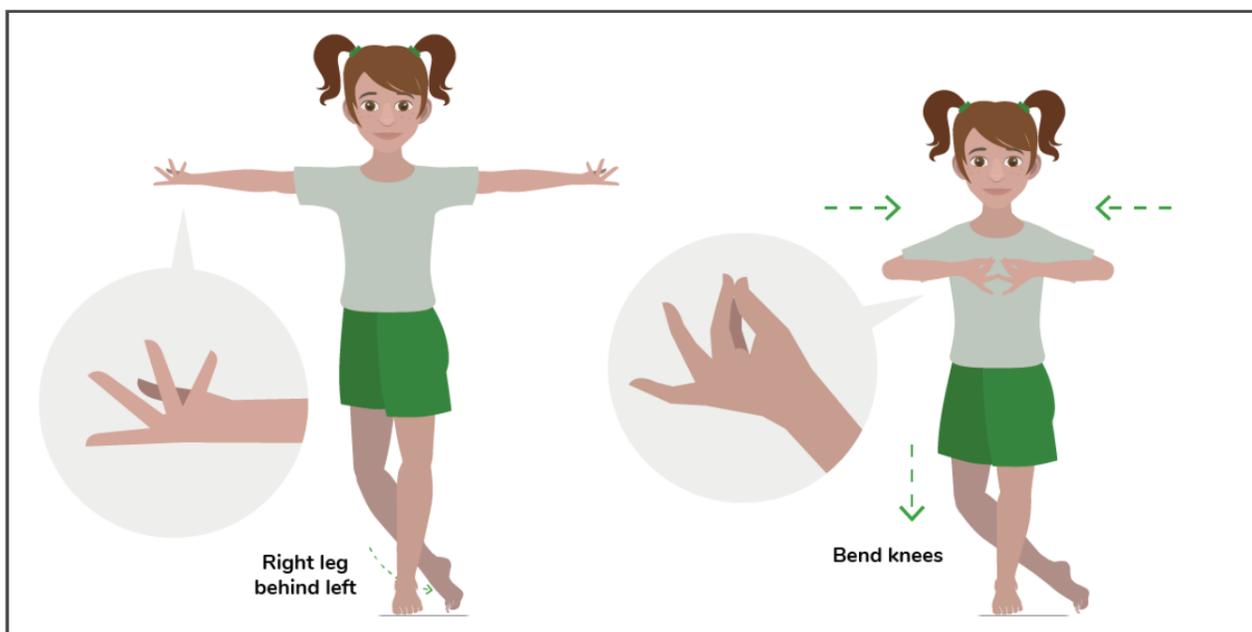


Image 14:

Sita

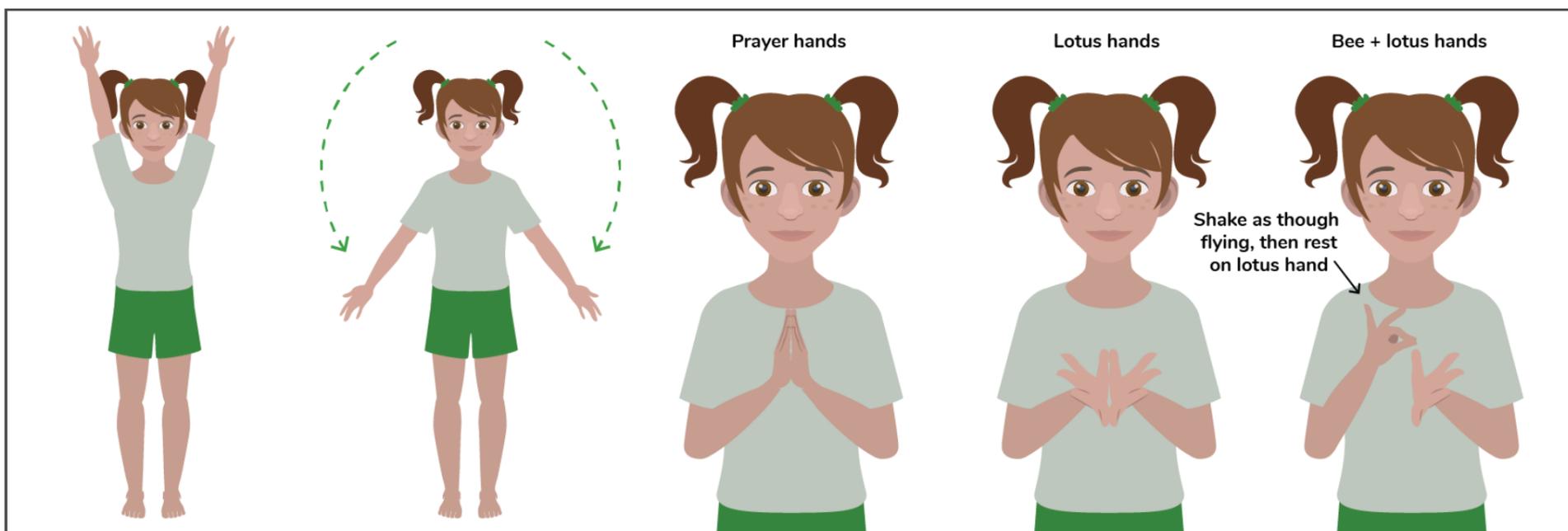


Image 15:

The Forest

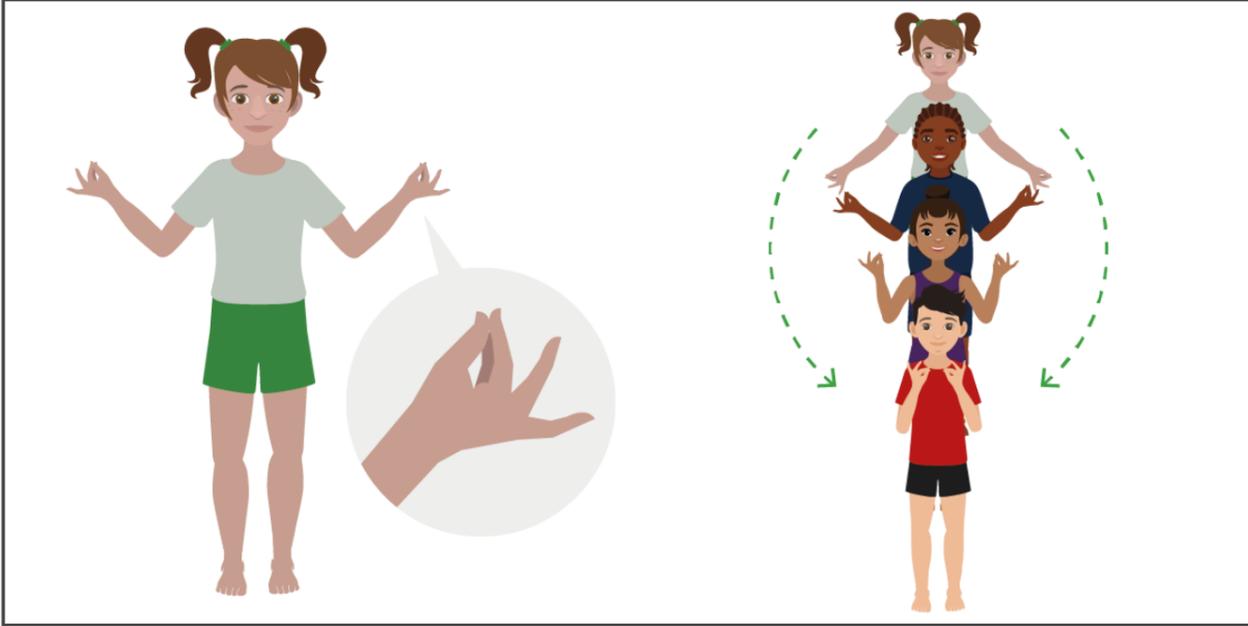


Image 16:

Ravanna

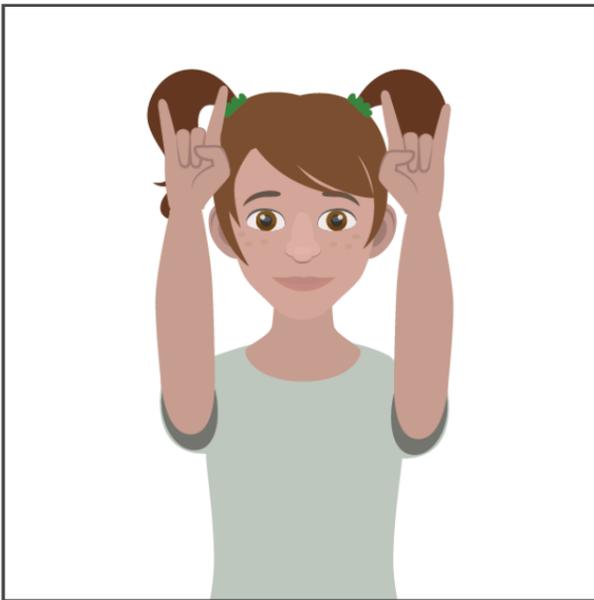


Image 17:

The Stag



Image 18:

Hanuman-The Monkey King

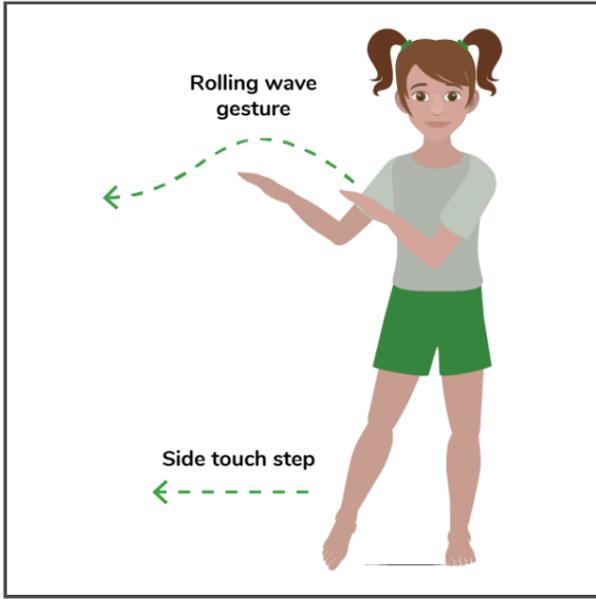


Image 19:

The Sea

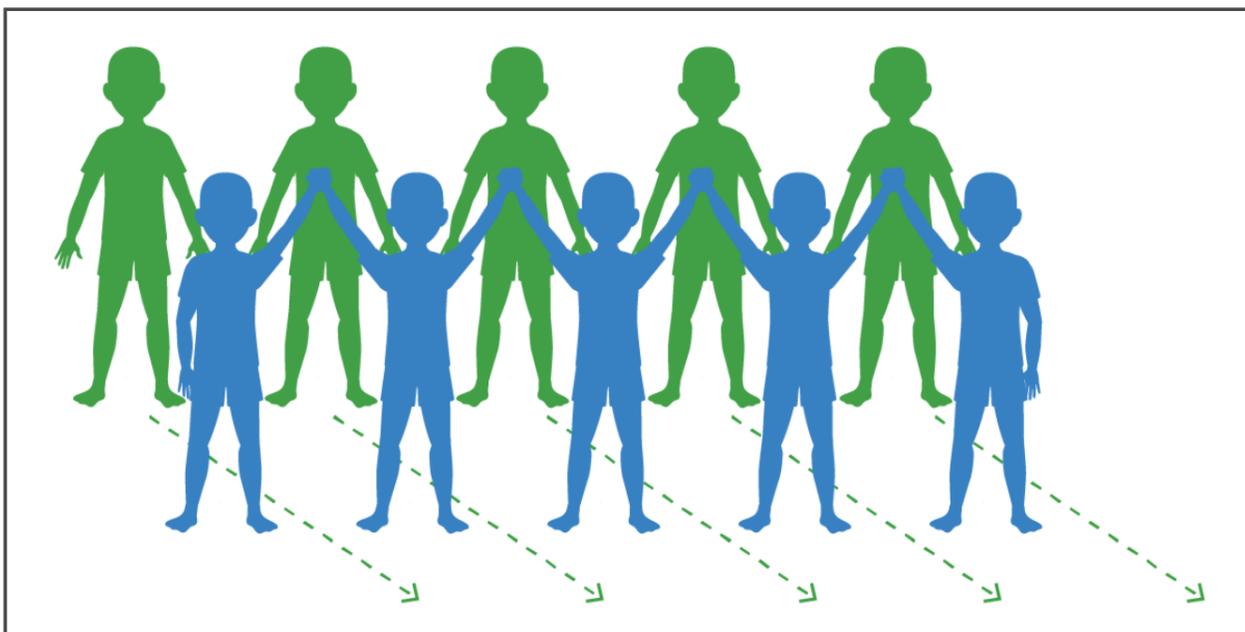


Image 20:

The Bridge

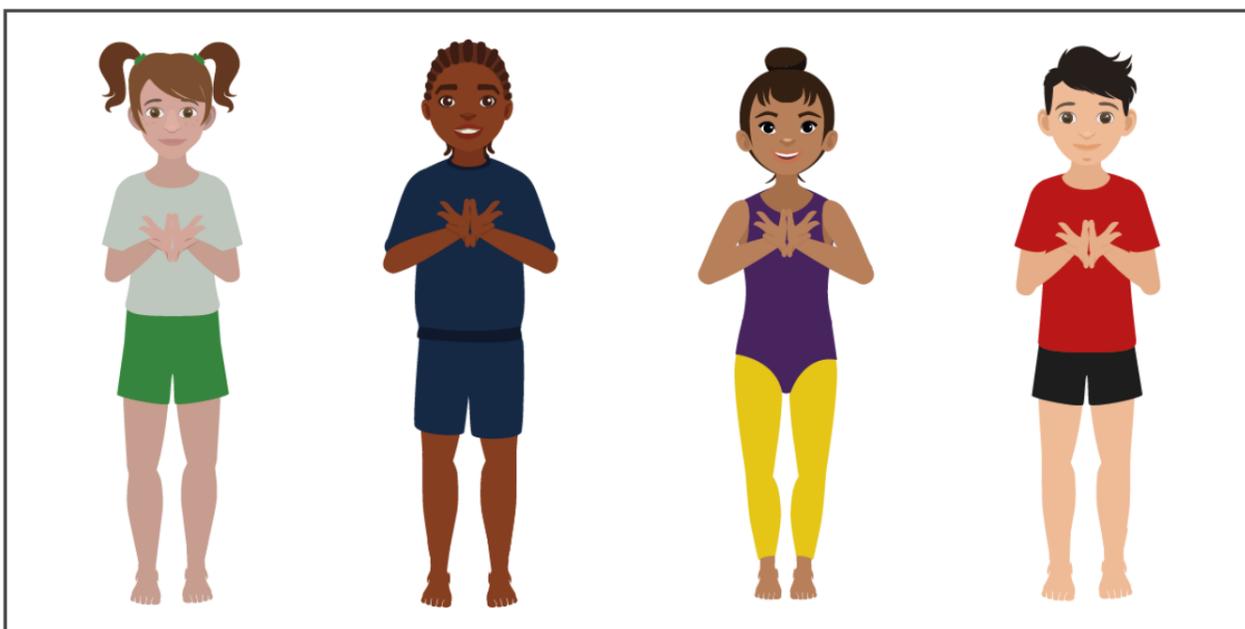


Image 21:

Praise From The Gods