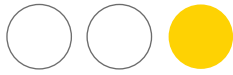


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 4 Dance



Year 4 - Summer 2 - Mid-term planning – PE
Gymnastics – Caribbean

Learning Objective	Warm- Up	Main Activity	Differentiation	Plenary	Evaluation
<p>To practise and perform arm and body circling actions.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - <i>I can move spontaneously to music.</i> - <i>I can circle my arms in time with the music.</i> - <i>I can circle my body in time with the music.</i> - <i>I can create a sequence of circling movements counting in 4 and 8s.</i> 	<p>Ask children if they have heard of Calypso. Show a video, e.g. of Notting Hill Carnival. Talk about lively upbeat tempo of music and celebratory nature of dance. Full body stretch.</p>	<p>Listen and move spontaneously to music. Introduce and practise arm circling action:</p> <ul style="list-style-type: none"> - Face forwards, feet shoulder width apart, knees bent slightly. - Stretch arms, circle backwards 1 at a time. - Follow arm movement with eyes. - Large, slow action. <p>Introduce and practise body circling action:</p> <ul style="list-style-type: none"> - Feet shoulder-width apart, knees slightly bent. - Hands on rib cage - Circle hips, upper body remaining as still as possible. - Knees bend over toes as hips circle forward. <p>In pairs, choose starting position then plan, practise and perform a short sequence using both actions. Build sequences by counting moves, e.g. 4 arm circles then 8 body circles, then both actions simultaneously for 8.</p>	<p>LA: To focus on either arm or hips circles.</p> <p>MA: To create a more complicated sequence. Counting in 2s,4s,8s.</p>	<p>Children to perform their sequences. Audience evaluates performances.</p>	

<p>To practise an perform limbo ready position and travelling action.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - <i>I can stand in limbo ready position</i> - <i>I can move safely using limbo travelling action.</i> - <i>I can create a sequence including limbo movements.</i> 	<p>In pairs, revise and practise movements from last lesson. Ask children if they have seen limbo performed?</p> <p>Stress safety and encourage children to limbo only as far as they feel comfortable.</p> <p>Full body stretch. Especially warming up backs.</p>	<p>On mats, introduce and practise limbo ready position: feet shoulder-width apart, knees slightly bent, pelvis tilted upwards, hips forwards, arms outstretched to side, palms flat, facing forwards.</p> <p>On mats. Introduce and practise limbo travelling action: feet shoulder-width apart, knees slightly bent, lean back from waist. Shuffle forwards using tiny jumps (feet hardly leave the floor), hips leading and lower body gradually sinking downwards (bending at knees, moving feet further apart).</p> <p>Set limbo station which children travel towards and attempt to limbo under. Stress safe, controlled movements..</p> <p>In pairs, add limbo travelling action to sequence devised last week - start and finish position.</p> <p>Vary 'on the spot' moves by adding claps and sways.</p>	<p>LA: Children not bending as low to limbo - moving at own height.</p> <p>HA: Moving under station going as low as they can.</p>	<p>Children to perform their sequences. Audience evaluates performances.</p>	
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<p>To perform roadmarch and travelling action.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - <i>I can roadmarch using correct arm and feet actions.</i> - <i>I can perform a roadmarch mirroring or back to back with a partner.</i> 	<p>In groups, march around hall to a rhythm (percussion or music). Change speed and direction often.</p> <p>Slow pace and march with a combination of shuffling and stamping steps.</p> <p>Full body stretch.</p>	<p>Introduce to concept of roadmarch, i.e travelling action used by performers in the carnival who are among crowd. Hence it is a shuffling, stamping sequence which does not move too fast and covers short distances.</p> <p>Introduce and practise roadmarch travelling action:</p> <ul style="list-style-type: none"> - Stand tall, back straight, head lifted (to see over crowd) - Hands on waist, arms from 'jug' shape. - Using very small steps, feet shuffle forwards, - As right foot moves forward left arm swings forward, as left foot moves forward right arm swings forward (remaining in jug shape) - Hips swing and sway - Stamp feet on spot <p>In pairs (back to back or mirroring), practise on-the-spot actions.</p> <p>In groups, plan, practise and perform a sequence using roadmarch travelling action. Encourage children to use their imagination and interperse 'on-the-spot' actions.</p>	<p>LA: Mirroring</p> <p>HA: Create sequences and perform back to back.</p>	<p>Children to perform their sequences.</p> <p>Audience evaluates performances.</p>	
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<p>To perform a roadmarch in varying direction.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - <i>I can perform a roadmarch.</i> - <i>I can travel in different directions and movements.</i> - <i>I can coordinate actions in a group.</i> 	<p>In pairs, march around hall to a musical rhythm. Experiment with various shuffling and stamping steps. Revise and practise roadmarch actions from last lesson.</p>	<p>Split class into 2groups; 1 travels around hall in a large circle using roadmarch action, other group evaluates. Swap groups. Children think of other patterns/formations they could use to travel around the hall, e.g. with group in an arrow, chevron, diamond or triangle formation.</p> <p>Split class into 2groups and evaluate roadmarches in different formations. In groups of 4, plan, practise and perform a sequence using roadmarch actions. Include mirroring, back-to-back contact and different patterns, with group following leader in unison. Remember mood is celebratory and enthusisstic.</p>	<p>LA: Basic formations and following a leader.</p> <p>MA: More complicated formations and movements.</p>	<p>Children to perform their sequences and the other children to evaluate.</p>	
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<p>To use qualities of Caribbean dance in own dance.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - <i>I can develop sequences with a partner.</i> - <i>I can use roadmarch</i> - <i>I can use limbo travel</i> - <i>I can use circling movements</i> 	<p>Move freely around hall to rhythm of Caribbean music.</p> <p>In pairs, 1 follows other. Swap roles.</p> <p>On signal, children face partner and mirror instead of following.</p>	<p>Discuss qualities of Caribbean dance:</p> <ul style="list-style-type: none"> - Circling actions - Knee bounce - Flexible and fluid pelvic movements - Shuffling and stamping - Clap and sway - Interaction with performers - Lively and upbeat rhythm. <p>In pairs, develop own movements, using some or all of these actions in different ways:</p> <ul style="list-style-type: none"> - circling shoulders - introduce a clap and sway to roadmarch travel - Intersperse limbo travelling movements with pelvic tilts/circles. - At lowest point of limbo travel, jump up with a clap and a stamp. <p>Introduce percussion to enhance movement and rhythm.</p> <p>Children to plan and practise a sequence using own interpretations of Caribbean and Calypso dance.</p> <p>Encourage good control and coordination of movements.</p>	<p>LA: Use two or three different movements to create a sequence.</p> <p>HA: Use a variety of movements and directions. Include percussion.</p>	<p>Children to perform their dance/sequence and children to evaluate types of movement.</p>	
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<p>To plan, practise and perform Caribbean dance and linking movements.</p> <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> - <i>I can plan a sequence</i> - <i>I can use a variety of movements and actions</i> - <i>I can count in 4s and 8s.</i> - <i>I can evaluate the performance of others.</i> 	<p>Revise and practise the actions covered in Caribbean dance lessons 1-4 (arm and body circles, limbo and roadmarch). Move around hall freely to music; on signal, adopt action called by teacher, e.g. body circle, limbo travel and roadmarch.</p>	<p>Imagine being at a carnival. What would atmosphere be like? For example, show enjoyment, energy.</p> <p>In groups of 4, plan, practise and perform a sequence that used actions covered in Caribbean lessons 1-4. Think about what action (i.e. body circles, limbo or roadmarch, on the spot or travelling) will be used to start and finish with.</p> <p>Include some of own ideas from last lesson (which reflect main actions of Caribbean dance) in sequence.</p> <p>Groups of 4 refine sequence and join together in a whole-class dance. Use a variety of music and (if possible) perform in costumes.</p>	<p>LA: Shorter sequence. Repeat sequence.</p> <p>HA: More complicated sequence. Remembering to count in 4s or 8s.</p>	<p>Split class in half. Children to perform and evaluate dance/sequences.</p>	
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Music

Week 1 - Any steel band calypso piece

- 'Benjamin Calypso' from Joseph and his Amazing Technicolor Dreamcoat
- 'Batacuda Rhythmica' (South American Carnival Music)
- 'Graceland' By Paul Simon

Week 2 - Any steel band music piece (Week 1 music?)

Week 3 - Any steel band music piece (Week 1 music?)

Week 4 - Any steel band music piece (Week 1 music?)

Week 5 - Any steel band music piece (Week 1 music?) + Percussion

Week 6 - Any steel band music piece (Week 1 music?)