



KaziBantu

Healthy Schools for Healthy Communities

GRADE 5

KAZIKIDZ TEACHING MATERIAL

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LESSON PLANS FOR
Grade
5



***Health & Hygiene
and Nutrition***



***Physical
Education***



***Moving to
Music***



KaziKidz

Teaching Material for Schoolchildren

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KAZIKIDZ INSTRUCTIONS FOR MOVING TO MUSIC CONTENT PILLAR

The *KaziKidz* toolkit is a holistic educational and instructional tool for primary school teachers and arose from the project *KaziBantu*. *Kazi* means “active” and *Bantu* means “people” in Swahili, one of the national languages of South Africa. The lessons have been designed in conjunction with South Africa’s Curriculum and Assessment Policy Statement (CAPS). Ready-to-use assessments can be found at the end of each section which may be integrated into formal assessments of learner performance and can supplement the school academic curricula. The aim is to lead learners through content, games and activities, and conducted in a joyful manner that encourages and promotes a healthy lifestyle throughout childhood into adolescence. By using *KaziKidz* you will be contributing to the wellbeing and health of your learners.

The “Moving-to-music” lessons are designed to support teachers to develop personal, physical and psychological skills through dance and movement experiences. With the ready-made lessons, teachers are empowered to teach dance and conduct dance lessons in a school setting. Each lesson has direct instructions that can be read or translated directly to the learners. Teachers do not require any prior knowledge or training in dance. Where teachers are absent, community members or learners will be able to read these instructions and facilitate a meaningful dance experience.

The duration of each lesson is 40 minutes and is split into three parts. In the introduction of each lesson you will find what accompaniment you require for the execution of the dancing lesson. You can choose between using a drummer (you can drum yourself, ask a community member or ask a different learner to drum for each lesson), choose or play your own songs, or download the specific music that accompanies this toolkit. You can also choose to do the activities without any accompaniment. There will always be different options to include music, rhythm or movement without music for each lesson. Each lesson starts with a warm-up and/or cardio activity. The warm-up aims at limbering up joints and muscles before interacting in jumping, spins and dancing movements. Furthermore, the goal is to increase the heart rate and fitness by playful games. The warm-up is followed by an introduction to the specific lesson focus.



The main section contains exploring new movements or concepts, musical songs and creative individual and group activities. The action-song-lessons contain instructions to facilitate the basic steps in the form of a song. Creative-dance-lessons focus on each learner's own way of moving, as learners are encouraged to explore new ways of moving through specific prompts and creative collaborative work. Both types of lessons include activities that among other things teach expressive and explorative movement, interpretation of rhythm and music, improvisation and body awareness. Learners are able to explore the elements of movement such as space, direction, rhythms and sensory awareness. Each lesson closes with a cool-down section in order to calm the learners and prepare them for further school work. The cool-down can maintain presentations of creative group activities, stretching and relaxation of body and mind.

Now, we wish you a lot of fun with the implementation of the *KaziKidz* teaching material and many great experiences with your schoolchildren.

OVERVIEW OF THE KAZIKIDZ MOVING TO MUSIC CONTENT PILLAR AND ASSESSMENT STRUCTURE

GRADES

SCHOOL LEVELS



Foundation Phase



Intermediate Phase



Senior Phase

Lessons: 32
Assessment: 1

Lessons: 32
Assessment: 1

Lessons: 32
Assessment: 1

Lessons: 32
Assessment: 1

Lessons: 32
Assessment: 1

Lessons: 32
Assessment: 1

Lessons: 32
Assessment: 1

MOVING TO MUSIC



KaziKidz

Teaching Material for Schoolchildren



Lesson tracker

Moving to Music - Grade 5



This overview table should facilitate the tracking of the lessons and assessments.

Component	Term	Lesson Number	Lesson Content	Date
Moving to Music	Term 1	Lesson 1	Formations and movement repertoire	
		Lesson 2	Freeze and space	
		Lesson 3	Creative development	
		Lesson 4	Isolating rhythms	
		Lesson 5	Body percussion	
		Lesson 6	Formations	
		Lesson 7	Isolations	
		Lesson 8	Jumping and laughing	
		Assessment: Moving to Music		
	Term 2	Lesson 9	Isolations and movement quality	
		Lesson 10	Dance technique and repertoire	
		Lesson 11	Shape	
		Lesson 12	Isolating rhythms	
		Lesson 13	Direction and pace	
		Lesson 14	Copying and combining movements	
		Lesson 15	Creativity development and shapes	
		Lesson 16	Isolations	
		Assessment: Moving to Music		
	Term 3	Lesson 17	Formations and movement repertoire	
		Lesson 18	Freeze and space	
		Lesson 19	Creative development	
		Lesson 20	Isolating rhythm	
		Lesson 21	Body percussion	
		Lesson 22	Formations	
		Lesson 23	Isolations	
		Lesson 24	Jumping and laughing	
		Assessment: Moving to Music		
	Term 4	Lesson 25	Isolations and movement quality	
		Lesson 26	Dance technique and repertoire	
		Lesson 27	Shape	
		Lesson 28	Isolating rhythm	
		Lesson 29	Direction and pace	
		Lesson 30	Copying and combining movements	
		Lesson 31	Creativity development and shapes	
		Lesson 32	Isolations	
		Assessment: Moving to Music		



Formations and movement repertoire

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Stop 'n formation

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

1. Play music: "Run and dance around to the music." "Move across entire area."
2. After 30 seconds, stop the music: "Find a partner as fast as you can and sit down."
3. Repeat the above 5 times.
4. Play music/drums: "Dance! By yourself! You are not allowed to touch your friends."
5. Stop music/drums: "Make groups of 4 as fast as you can and make a circle."
6. Play music/drums: "Move!"
7. Stop music/drums: "Build a line of 3 as fast as you can and connect with your feet."
8. Play music/drums: "Move around the whole area."
9. Stop music/drums: "Make groups of 6. Connect with your shoulders."
10. Play music/drums: "Move!"
11. Stop music/drums: "Find a partner as fast as you can. Stand back to back."
12. Repeat the above 3 times.

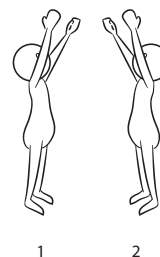
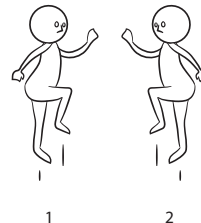
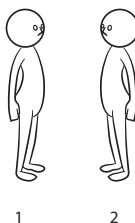
Mirror mirror

Main part
Time: ~ 5 min

How to play

Orientation: Have you ever looked in a mirror? What happens to the person in the mirror when you move?

1. "Stand facing your partner with a small space between you."
2. One learner is the "person" and the other, the "mirror".
3. Play/sing music or start drumming.
4. Instruct: "Person, make your own movements. "Mirror, you must be the mirror. Copy the movements of the leader."
5. After 1 minute: "Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror."
6. After 1 minute: "Change over again. Person, can you jump?"
 - a. "Run on the spot!"
 - b. "Wave your arms!"
 - c. "Change over again. Change leader."
 - d. "Wiggle one body part."
 - e. "Twist!"

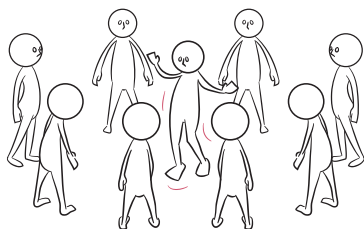


Dance circle

Main part
Time: ~ 5 min

How to play

1. Stand in a big circle and play music/drums.
2. Choose a learner to go to the middle of the circle. The learner must: "Show us a movement."
3. Learners must: "Copy the movement. Let us go." After 16 counts, the middle learner must choose another learner to go into the middle. "Choose the next learner."
4. Repeat the game until about 10 learners have had a chance to enter the circle.



Group puzzle dance

Main part
Time: ~ 15 min

Accompaniment: Play slow music/drumming.

How to play

1. Divide your class into groups of 5.
2. Play slow music/drumming.
3. Instruct each group: "Design a dance to the beat of the song. Your movements must be slow and big to go with the beat. Use high and low movements in your dance. Reach into every corner high and low. Choose 5 movements and combine them together to form a dance."
4. Give learners 15 minutes to design their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Freeze and space

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

How to play

1. Stand in a circle. Tell each learner: "Say your name and show your favourite animal movement."
2. "Let us copy the name and movement." Let the whole class repeat the name and movement after each turn.
3. Let the next learner in the circle have a chance: "Say your name and show your favourite animal movement." Each learner must get a turn.

Musical statues and animals

Main part
Time: ~ 10 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums.
2. Instruct learners: "Move freely to the music" (Encourage learners to use the entire area they have to move).
3. After 30 seconds, stop the music/drums: "Freeze like a statue – do not move!"
4. Play music/drums: "Jump around like a frog."
Stop music/drums: "Freeze!" (Repeat frogs 5 times).
5. Play music/drums: "Gallop like a horse."
Stop music/drums: "Freeze!" (Repeat horses 5 times).
6. Play music/drums: "Fly like a bird."
Stop music/drums: "Freeze!" (Repeat birds 5 times).
7. Play music/drums: "Crawl like ants."
Stop music/drums: "Freeze!" (Repeat ants 5 times).
8. Play music/drums: "Choose your favourite animal and move."
Stop music/drums: "Freeze!" (Repeat 5 times).

Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

Play music/drums and tell your learners to move freely to the music.

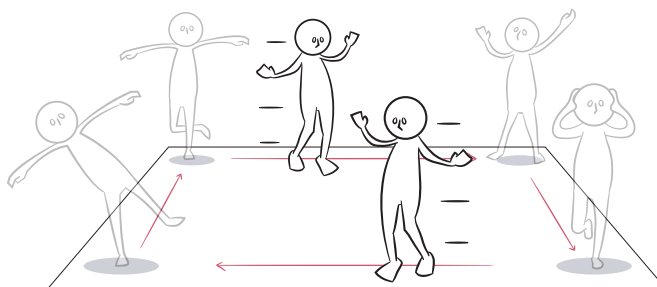
1. Stop music/drums: "Freeze! This freeze position is your position one. Remember your position 1."
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2."
6. Play music/drums: "Move on the floor."
7. Stop music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Tell them to switch directly from movement 1 to number 2 and last to number 3.

Partner freeze combination in a square

Main part
Time: ~ 10 min

How to play

1. Make groups of two.
2. Tell your learners to choose 4 freezes.
3. "Imagine a square. Every freeze must happen in a corner of your square. Use travelling movements to move from corner to corner. So, pose, travel, pose, travel, pose, travel and pose."
4. After 5 minutes, say: "Make sure that each movement flows smoothly from one movement into the next."
5. Give learners 10 minutes to practice.



Cool down

Cool down
Time: ~ 10 min

Instruct learners must perform their new dance to the class, 3 groups (couples) at a time.



Creative development

Moving to music: Intermediate phase

Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

Stop and go

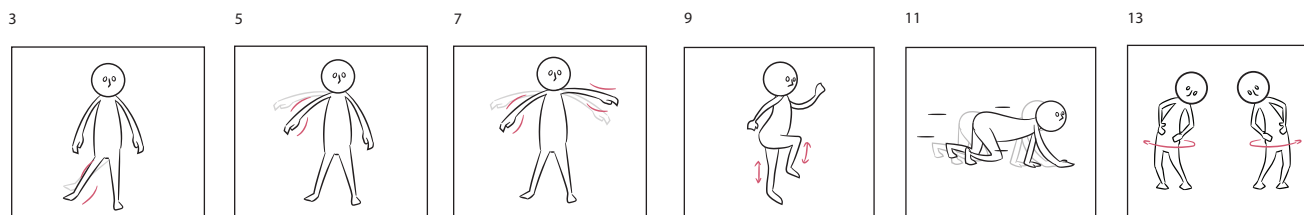
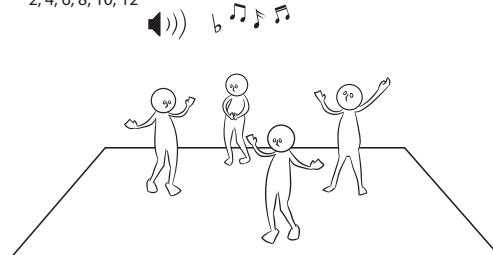
Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Move one leg as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Move your arm as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and as big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Run on the spot as fast as you can."
10. Play music: "Dance around the room and shake your body lose."
11. Stop music: "Crawl on the ground as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Move your hips as fast as you can."

2, 4, 6, 8, 10, 12



Action word scenes

Main part
Time: ~ 25 min

How to play

1. "Make groups of three."
2. "Let us design a picture for each action word."
 - "The first action word is **fishing**."
 - » "Person 1 can be a wiggling fish."
 - » "Person 2 can be the fisherman."
 - » "Person 3 can be the actual fishing rod that is pulling the fish up and backwards."
 - » "Try these 3 movements in your group as you design the fishing scene. Repeat your movement for 20 seconds." (Give learners some time to do their movements.)

Action word scenes

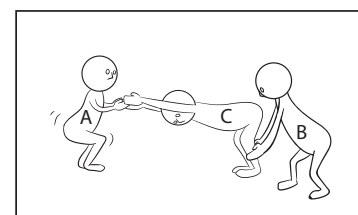
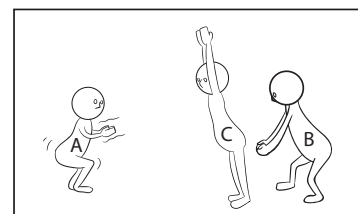
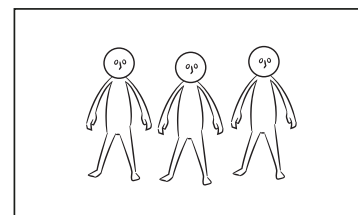
Continued

- “Think of the action word: **Cooking!** How can you design a cooking scene?
 - » “Person 1 can be the cook, stirring a pot.”
 - » “Person 2 can be the fire”
 - » “Person 3 can be the pot.”
 - » “Try these 3 movements in your group as you design the cooking scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)
- “What if your word is **bathing?** Think of different elements that are included in bathing.
 - » The bathtub
 - » The person who is taking a bath
 - » The water
 - » “Try these 3 movements in your group as you design the bathing scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)
- “How about **digging** a hole? The 3 elements that make up this scene could be:
 - » The digger,
 - » The shovel
 - » Dirt and dust flying away.”
 - » “Try these 3 movements in your group as you design the ‘digging a hole’ scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)

A: WIGGLING FISH

B: FISHERMAN

C: FISHING ROD



3. “Now it is your turn. Think of your own 3 movements to design the scene of:
 - “Chopping a tree.”
 - » Give learners some time to figure out their scene and their movements.
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
 - “Running a race.”
 - » Give learners some time to figure out their scene and their movements).
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
 - “Teaching.”
 - » Give learners some time to figure out their scene and their movements).
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
 - “Cleaning.”
 - » Give learners some time to figure out their scene and their movements.
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
4. “In your group, choose your favourite scene of the day. Each scene has three movements (one movement per learner). Let everybody in your group do the three movements together as a dance.
5. “Repeat the dance 4 times.”
6. After 2 minutes, “Choose another scene of the day. A second scene you enjoyed.”
7. “Let everybody in your group do the three movements together as a dance. “
8. “Repeat the dance 4 times.”
9. After 2 minutes: “Add all 6 movements together to make one long dance.”
10. After 2 minutes: “Can you add different levels to your dance?”
11. Give the learners some time to practise.
12. “It is show time. Sit down where you are in your group.”
13. Let each group have a turn to show its dance to the class..

Outro

Cool down
Time: ~ 5 min

How to stretch

1. You can play a soft and relaxing song in the background or hum a slow melody.
2. "Close your eyes."
3. "Imagine:
 - You are lying on the field and looking up to the clouds.
 - The clouds change their form and appearance the whole time.
 - Slowly, you become a cloud.
 - Slowly, your arms and shoulders detach from your body.
 - You see your body parts lying next to you in the grass.
 - You are very relaxed.
 - Slowly, your legs and hips detach from your body.
 - You are super relaxed.
 - Pull your arms and shoulders back to your body. Tense your muscles, then relax.
 - Pull your legs and hips back to your stomach and attach them again.
 - Tense your muscles for 8 counts.
 - Now relax again
 - Open your eyes."
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Isolating rhythms

Moving to music: Intermediate phase

Accompaniment

- Use drums or play a fast song.
- Use drums or play the Force song from the CD.
- Drum at different paces and rhythms.

Intro ritual

Introduction
Time: ~ 5 min

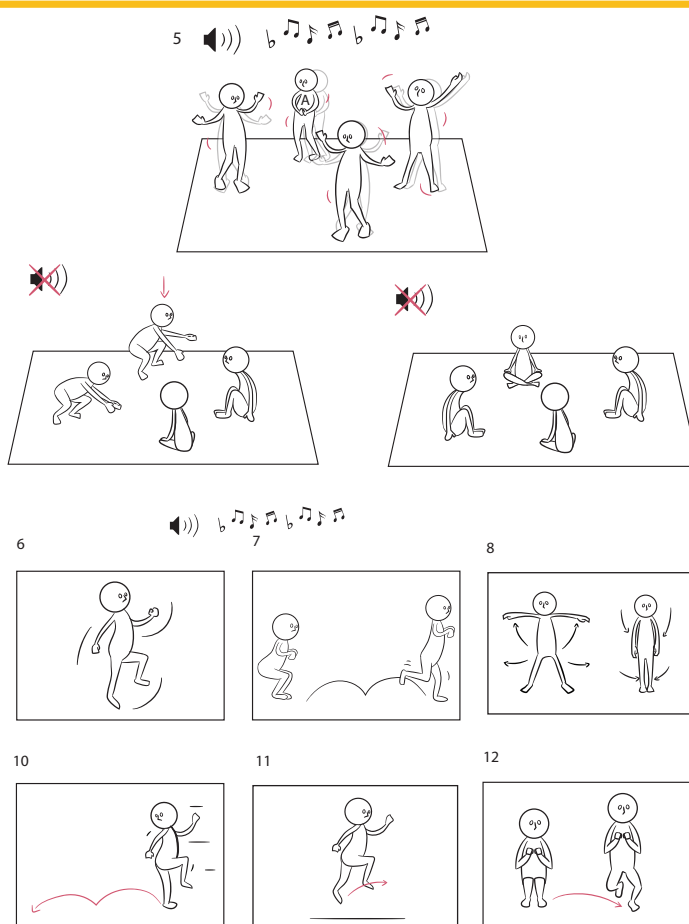
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Musical chairs

Introduction
Time: ~ 5 min

How to move

1. "Who knows how to leap? When you jump off on one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."



Names have a rhythm

Main part
Time: ~ 15 min

How to play

1. "Names have a rhythm. Rhythm is a combination of long and short sounds. Can you clap the rhythm of your own name?"
 - "What about Siphe? If we clap Siphe's name it has two medium sounds: Si-phe (-- --)."
 - "What about Lusanda? Say the name out loud and clap: Lu-san-da (-- ---- --)."
 - "Take the name of your teacher. How many long and short sounds does his/her name have?"
2. "Find a partner."
3. "Repeat your names a few times and say them out loud."

Names have a rhythm

Continued

4. "Clap the short and long sounds of your names."
5. "Can you shoot your arms out to the rhythms?"
6. "Can you and your partner move to the rhythm?" (i.e. Lu-san-da)
7. "Can you swing your arms to the rhythm?"
8. "Can you move your chest back and forth to the rhythm?"
9. "How about turning to the rhythm of the name?"
10. "Combine you and your partner's name together to form a longer rhythm. For example, Nokhanyo (-- ----- --) and Sandisile (-- -- ----- --)."
11. Design a dance to the rhythm of the two names."
12. Provide learners with some time to design their dance.
13. After 4 minutes: "Join another group!"
14. "In your group of 4, join the names and the dances together to form one long dance."
15. Provide learners with approximately 5 minutes to practise their dance.
16. "It is show time. Sit where you are in your group."
17. Instruct each group to show its dance to the class.

Rhythmic response

Main part
Time: ~ 10 min

How to play

1. "See if you can dance to the short and long sounds (the rhythm) of the drum."
2. Drum/clap the rhythm of the following words:
 - River, river, river, river, river, river, river, river
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Watermelon, watermelon, watermelon, watermelon
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Samp and beans, samp and beans, samp and beans, samp and beans
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Vuyokazi, Vuyokazi, Vuyokazi, Vuyokazi
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Hospital, hospital, hospital, hospital
 - » Continue the rhythm for 1 minute and let the learners explore different movements.

Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice.

1. You can play a soft, relaxing song in the background or hum a slow melody.
1. "Close your eyes. Lie down flat on your back and imagine:
 - You are lying on a warm surface.
 - It feels very soft and smooth like sand.
 - Suddenly, your arms start to feel very light. Lighter, light until they start floating in the air.
 - Your legs become light, so light that they lift off the ground.
 - Your chest and stomach feel light and weightless.
 - What is that? Suddenly, you see you are floating in the air. Float away to your favourite place.
 - Breathe in slowly; breathe out slowly.
 - Breathe in slowly; breathe out slowly.
 - Move your arms gently to float your body back to the classroom.
 - You start sinking to the ground again.
 - Slowly and gently, let your body touch the floor.
 - Your stomach and chest become heavy again as you touch the floor.
 - Your legs have a weight again.
 - Your arms sink back onto the ground.
 - You feel your whole body's weight relaxing through the floor. Open your eyes."



Body percussion

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play at a pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

How to play

1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: "Come, copy my movement and say my name at the same time."
4. Ask the next person in the circle: "Now it is your turn! Say your name and show your favourite movement."
5. Instruct learners to "Come, let us copy the movement and say the name all together."
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

Travelling dance circle

Main part
Time: ~ 5 min

How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle: "Make a movement!"
3. Learners must: "Copy the movement and travel/move to the right for 16 counts."
4. Let the middle learner choose the next learner to go into the middle.
5. Repeat the game, but this time, "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time, as they copy the movement.



Body percussion circle

Main part
Time: ~ 5 min

How to play

1. Stand in a circle.
2. "Make your own little dance with sounds. You can use clicking your fingers, slapping your thighs, stamping your feet, whistle, anything you like!"
3. As teacher, you start. "Clap, clap, jump and clap!"
4. Let the learners do it with you.
5. Instruct the learner next to you to enter the circle. "Make your own little dance with sounds."
6. Each learner must create a different dance with sounds.

Creative group activity

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. "Today you are going to make a dance using verbs: jump and clap!"
3. "Choose 3 different ways to clap and 3 different ways to jump. Combine these movements together to make a dance. You will have a total of 6 movements."
4. After 5 minutes: "Can you add 1 travelling movement somewhere in your dance?"
5. Give the learners 15 minutes to work on their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Formations

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Follow the leader

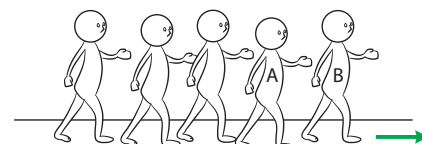
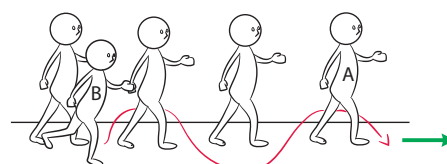
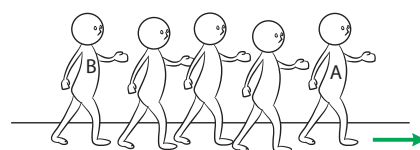
Introduction
Time: ~ 5 min

How to play

1. Make groups of five. Choose a leader for each group. Leaders must follow instructions in an interesting way.
2. "Walk with swinging arms while you travel across the room. Follow your leader. Do not crash with another group."
3. After 30 seconds: "Back person, snake through your line to get to the front." "Now, you are the new leader."
4. "It is a party! Do party movements across the room." "Follow your leader."
5. "Back person, snake to the front."
6. "Do a funny run across the room." "Follow your leader."
7. "Back person, snake to the front."
8. "Walk backwards and wiggle." "Follow your leader."
9. "Back person, snake to the front."
10. "Make interesting turns across the room. Follow your leader."
11. "Show your favourite movements." "Follow your leader."

A: LEADER

B: PERSON AT THE BACK



Group formations

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

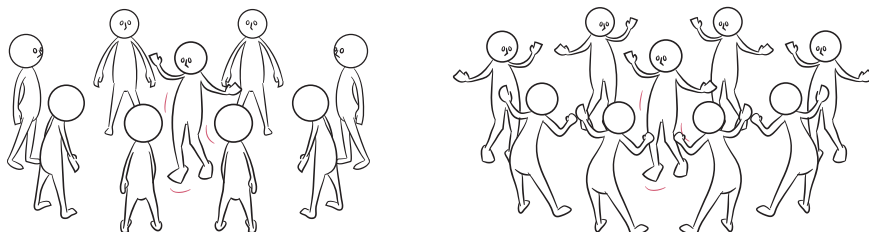
1. "Make groups of 10. You will stay in these groups for the whole activity."
2. Play music/drums: "Run around to the music." (Across entire movement area).
3. Stop music/drums: "Find your group and build a circle."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Find your group and build a triangle."
6. Play music /drums: "Dance around the room."
7. Stop music/drums: "Stand in a line."
8. Play music/drums: "Dance around the room."
9. Stop music/drums: "Build a square in your group."
10. Play music/drums: "Dance around the room."
11. Stop music/drums: "Build a bunch of people."
12. Play music/drums: "Dance around the room."
13. Stop music/drums: "Build a cross in your group."
14. Repeat instructions 3 times.

Dance circle

Main part
Time: ~ 5 min

How to play

Stand in a big circle. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners. Learners must copy the movement. After 16 counts, the middle learner must choose another learner to go into the middle. Repeat the game until about 10 learners have had a chance to enter the circle.



Creative group activity

Main part
Time: ~ 15 min

How to play

1. Divide your learners into groups of 5.
2. Instruct each group: "Design a dance that has two different formations. Choose your first formation (i.e. circle / triangle). Do two movements in your first formation, then change formation with an interesting travelling movement, and do another two movements in your new formation (i.e. V / line)."
3. After 5 minutes: "Remember to add an ending."
4. Give the learners 15 minutes to design their dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Isolations

Moving to music: Intermediate phase

Accompaniment

- Use drums or play the Boxing song from the CD.
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

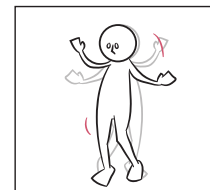
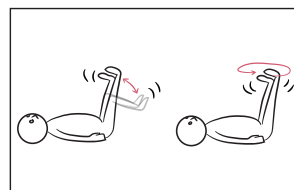
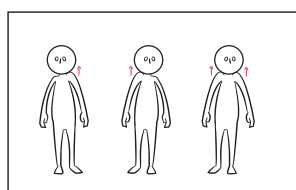
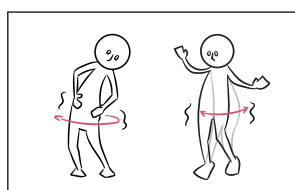
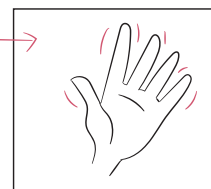
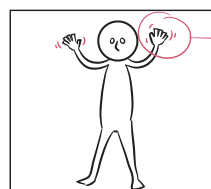
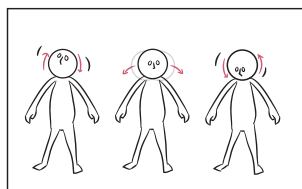
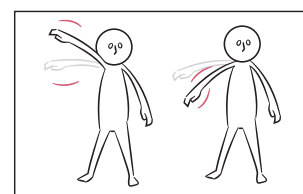
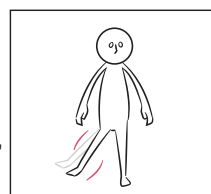
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Isolation warm-up

Introduction
Time: ~ 5 min

How to move

1. Drum at a running pace or play a fast song.
2. "Listen carefully to hear your instructions."
3. Give learners approximately 30 seconds to explore each movement:
 - "Dance with only one leg."
 - "Dance with only one arm, high and low."
 - "Dance with your head only, high, medium and low."
 - "Dance with your whole body."
 - "Dance with your fingers only."
 - "Dance with your hips only."
 - "Dance with your shoulders only."
 - "Lie flat on your back and dance with your legs only."
 - "Dance with your whole body."



Atom game

Introduction
Time: ~ 5 min

How to play

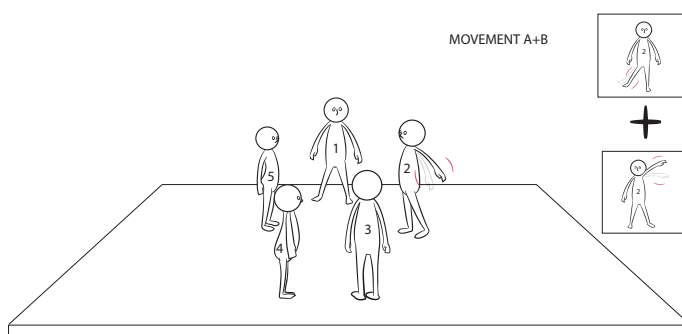
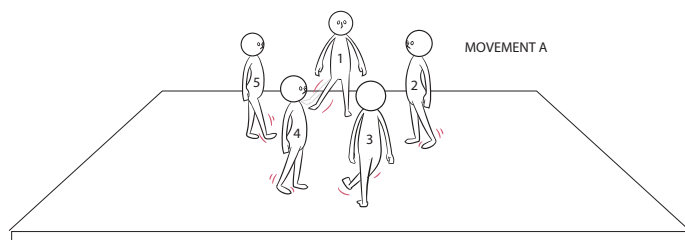
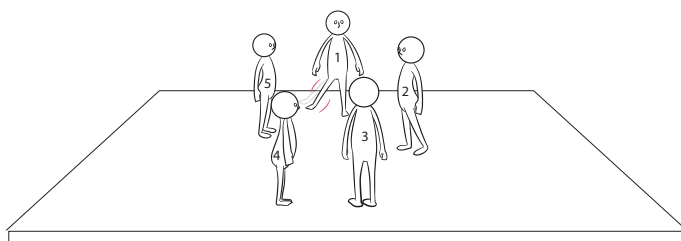
1. Let someone drum at any beat and stop whenever they like.
2. "When the music stops, you must get into groups and follow the instructions."
3. Instructions you can give every time the music stops:
 - Groups of 3: "Freeze! Only one hand and two feet touching the ground."
 - Groups of 3: "One hand and two feet."
 - Groups of 4: "Three feet, two hands and one knee"
 - Groups of 4: "2 Bottoms, two hands and one foot."
 - Groups of 2: "1 foot and 2 hands."
 - Groups of 5: "1 head, 3 feet, 2 elbows and 4 hands."

Copy and add

Main part
Time: ~ 20 min

How to play

1. Divide learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Today, you must choose one body part (for example a foot, a leg, a hand, a finger or a toe) and make a movement with that body part."
5. "Person 1, choose your body part and show your movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e. Person 1's movement = wave the arm.
Person 2 = wave the arm, wiggle a leg.
Person 3 = wave the arm, wiggle a leg, circle the hips.
11. "Person 4: Start from the beginning. Do movements 1, 2 and 3 before you add your own movement." Person 5 must do the same.
12. Once learners have finished the activity, instruct them: "Create a short dance with your 5 movements."
13. Provide them with approximately 3 minutes to practise their dance.
"It is show time!"
"Sit where you are, in your group."
14. Each group must get a chance to perform its dance to the class.



Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice:

1. You can play a soft and relaxing song in the background or hum a slow melody.
1. "Close your eyes."
2. "Feel:
 - Your fingers hanging from the side of your body. Move them a little. Stop and relax them. Feel the weight pulling towards the ground.
 - Feel your whole arm hanging and the weight pulling from your shoulders. Move your arm a little and relax.
 - Feel your head lying on your neck. Pulling towards your chest. Feel where your head and neck are connected.
 - Move your hips only a bit and feel your spine move in your back. Imagine you draw a line along your spine.
 - Feel how your upper body weighs on your legs.
 - Move your knees a little bit and feel what reaction your upper body gives.
 - Now feel your feet. The whole weight of your body lies on the sole of your feet. Open your eyes"
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Jumping and landing

Moving to music: Intermediate phase

Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

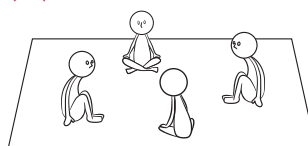
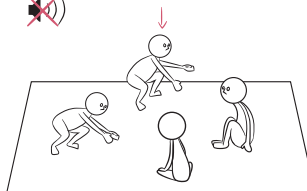
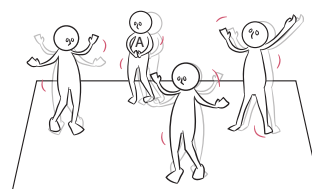
Musical chairs

Introduction
Time: ~ 5 min

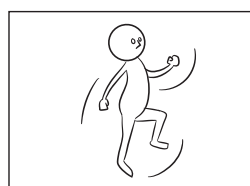
Accompaniment: Drum at a running pace or play a fast song

How to play

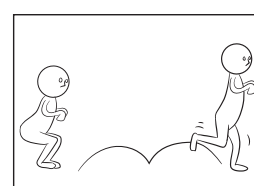
1. "Who knows how to leap? When you jump off of one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast as you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."



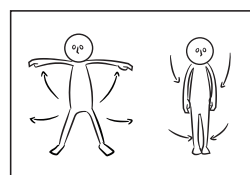
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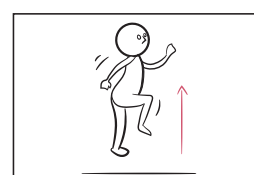
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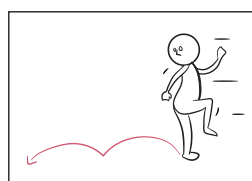
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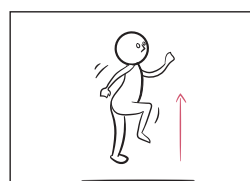
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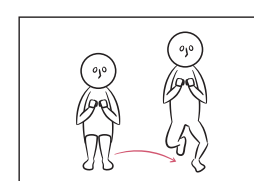
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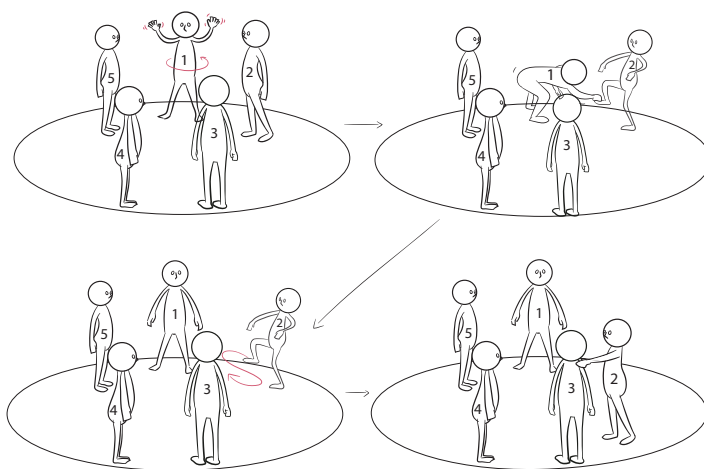


Movement surprise

Introduction
Time: ~ 5 min

How to play

1. Place learners in groups of 5.
2. "Stand in a circle."
3. "Today, you can do any movement of your choice, but you have to start the movement with a specific body part."
4. "Person 1, do any movement of your choice. End your movement by touching a body part (i.e. arm, leg, toe, head, shoulder, knee, elbow) of the person next to you."
5. "Person 2, you must start your movement with that part of your body. End your movement by touching a different body part of person 3." i.e. Person 1: swing your arms above your head and turn, finish your movement by touching the foot of the person 2. Person 2, start a movement with your foot, like criss-cross, and end your movement by touching person 3 on his/her shoulder."
6. "Go around in your circle at least 5 times."
7. Give learners approximately 5 minutes for this activity.



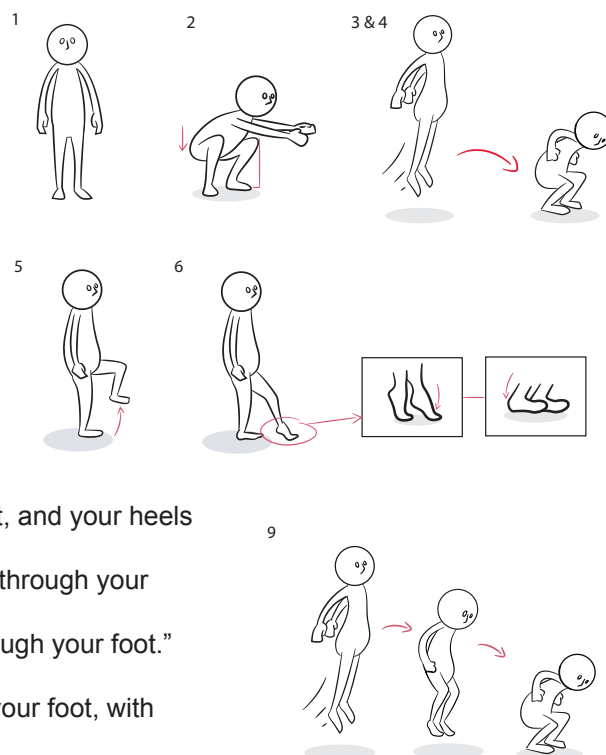
Jumping technique

Main part
Time: ~ 5 min

How to play

"Today we are going to learn how to jump correctly, so that you do not hurt your muscles, your ankle or your back."

1. "Stand with your feet slightly apart. Your feet should be under your hips."
2. "Bend your knees gently. Make sure your knees are behind your toes and pretend you are sitting on a chair."
3. "When we jump and land, we must land with bent knees. Jump and land 5 times."
4. "Jump and land with your knees bending over your toes." (x4)
5. "Lift your one foot off the floor."
6. "Slowly and gently, place your foot on the floor, with the ball of your foot (the front part of your foot) first, and your heels after. We call this, landing through your foot."
7. "Lift your right foot. Place it gently onto the floor, going through your foot." (x4)
8. "Lift your left foot. Place it gently on the floor going through your foot." (x4)
9. "Let us see if you can jump and land, landing through your foot, with your knees bending over your toes."
10. Let them jump and land 4 times.
11. "When you jump and land, you should carry the weight of your body in your stomach muscles. That means that when you land, you will not make a sound. You will be able to control your landing."
12. "See if you can jump and land without making a sound on the floor." (x4)
13. "Remember this technique when we do all of our jumps today."



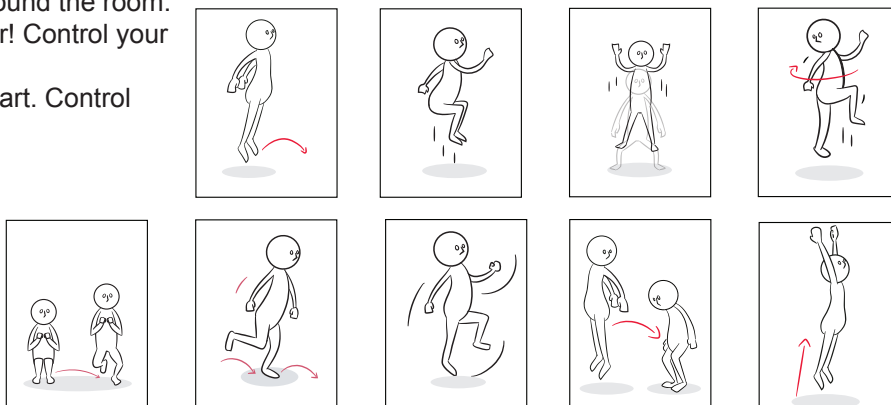
Different jumps

Main part
Time: ~ 5 min

How to play

1. "Let us practise different kinds of jumps. Remember to control our landing."

- "Leap through the air, all around the room."
- "Jump with two feet together! Control your landing."
- "Jump with your two feet apart. Control your landing."
- "Jump while turning."
- "Gallop sideways."
- "Hop forward on one leg."
- "Skip on the spot."
- "Jump backwards."
- "Leap through the air. Fly!"



Creative movement activity

Main part
Time: ~ 10 min

How to play

1. Place learners in groups of 3.
2. "Choose 2 jumps in your group."
3. "Practise doing these jumps in unison (exactly at the same time). How would you know when to jump? You can all count together."
4. "How about doing a canon (starting at different times)? Person 1 jumps first, then person 2 and then person 3."
5. "Design a dance with 6 movements. You must have two different jumps in your dance. One must be done together, and the other must be done in canon."
6. Provide learners with approximately 10 minutes to practise their dance.
7. "It is show time. Sit where you are."
8. Instruct each group to show its dance to the class."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
 - "Feel your feet. You feel how they relax and get heavy."
 - "Feel your lower leg become heavy as well. Feel it warm up as it relaxes."
 - "Feel your upper leg and hips become heavy."
 - "Feel your stomach and chest pulled towards the ground and become heavy."
 - "Now your arms and shoulders seem to be heavier as well."
 - "Imagine you cannot lift them from the ground."
 - "Relax your neck and head."
 - "Relax your muscles in your face. Your face feels like jelly now."
 - "Stay relaxed for a while."
 - "Now, slowly open your eyes and sit upright."
 - "Your body has its normal lightness again."
 - "Feel the energy you got from relaxing. Open your eyes."



Isolations and movement quality

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

Play music and instruct learners to run around to the beat. Give one of the following movement instructions every 30 seconds:

1. "Make the actions of your favourite sport."
2. "Run through the forest."
3. "Jump in different ways moving across the room."
4. "Crawl sideways on the floors."
5. "Run and turn, run and turn, run and turn."
6. "Swim across the room."
7. "Walk on ice."

Freeze 'n copy

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums: "Move anyway you like, across your entire space."
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Stop music/drums: "Strike a pose!" "Make a big creative freeze position. Use high and low positions."
5. Repeat the poses 5 times.
6. "Look around the room. Copy your friend's freeze position as fast as you can."
7. Play music/drums: "Dance around the room."
8. Stop music/drums: "Pose! Copy your friend's freeze position as fast as you can."
9. Repeat the above 5 times.

Mirror mirror

Main part
Time: ~ 10 min

How to play

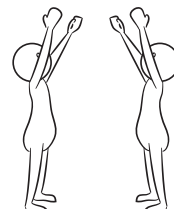
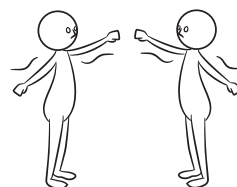
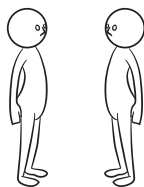
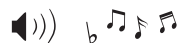
Two partners face each other. One learner is the "the person" and the other "the mirror". Movements must be slow (no fast movements).

1. "Stand facing your partner with a small space between you."
2. "Choose 'the person'."
3. Play slow music/drums: "Person, show any slow movements."
4. "Mirror, copy the movements as precisely as you can."
5. After 1 minute: "Swap around! Mirror, now you lead. Make different slow movements. Make sure that your partner is mirroring you."
6. After 1 minute: "Change leaders again. Now, stand still and try to move only your head. Only head movements are allowed."
7. "Only upper body movements are allowed."
8. "Change leaders again."
9. "Only use your lower body part."

Mirror mirror

Continued

10. "Only fluent and slow movements."
11. "Try to move as big as you can. Only big movements are allowed."
12. "Move jerky! Move like a robot!"
13. "Do happy movements."
14. "Do sad movements."
15. "Change leader."
16. "Pretend that you are scared. Do movements as if you are scared."
17. "Excited movements!"
18. "Pretend that you are thinking movements."



Creative group activity: Move to mood

Main part
Time: ~ 10 min

How to play

1. Divide your class into groups of 5.
2. Instruct your learners: "In your group, create a dance where you show two different moods: angry and excited. Choose 2 angry movements, and 3 excited movements. Combine them together in a dance."
3. "Use your whole body and facial expressions."
4. Give learners 10 minutes to practice.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Dance technique and repertoire

Moving to music: Intermediate phase

Accompaniment

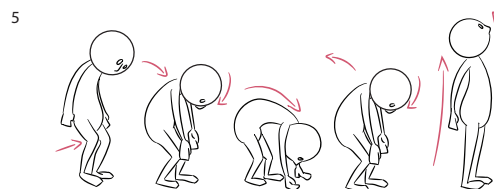
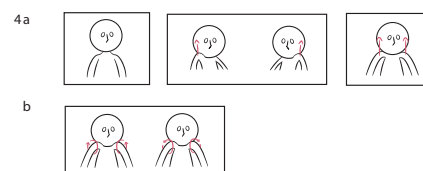
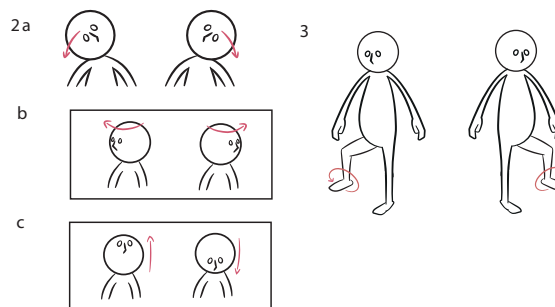
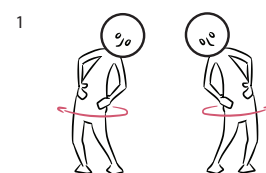
- Play/sing any song of your choice choice
- Play any pace and rhythm of your

Mobilisation and isolations

Introduction
Time: ~ 5 min

How to play

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
 - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
 - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
 - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
 - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
 - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
 - a. Stand with your legs slightly apart. Relax and bend your knees.
 - b. Slowly drop your chin to your chest.
 - c. Hang your arms and your body forward.
 - d. Bend your knees slightly. Keep your head tucked in.
 - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.

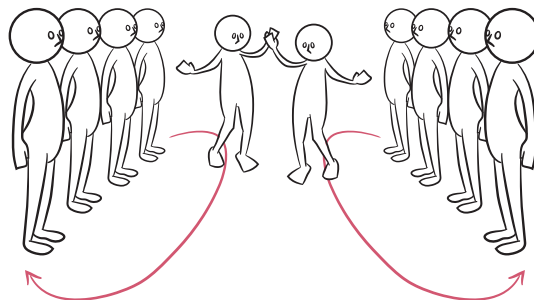


Soul train

Introduction
Time: ~ 5 min

How to play

1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.



Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

Play music/drums. Instruct learners: "Move anyway you like to the beat of the song."

1. Stop the music/drums: "Freeze! This freeze position is your position one. Remember your position 1!"
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2!"
6. Play music/drums: "Move on the floor."
7. Stop the music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Ask them: "Can you change quickly from position 1 to position 2 to position 3?"

Creative group activity

Main part
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. "Choose a sport. Choose 4 different movements to portray that particular sport. Add 4 different freezes from the previous exercise. Combine them together to create a dance."
3. "Ensure that each movement flows smoothly from one movement into the next. Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class. Learners can guess the chosen sport after each performance.



Shape

Moving to music: Intermediate phase

Accompaniment

- Use drums or play the Touch song from the CD.
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

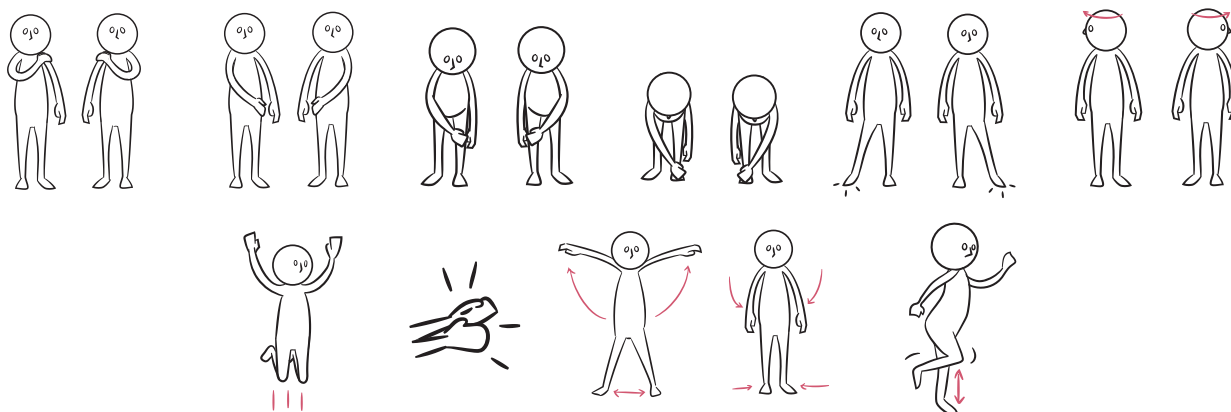
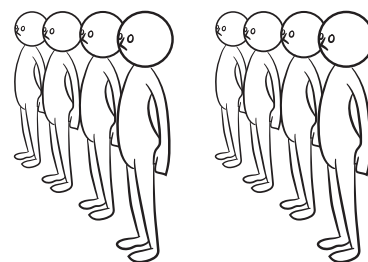
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Touch song

Introduction
Time: ~ 5 min

How to play

1. "Stand in 2 lines. Every learner should have a partner. One learner facing the back of his/her partner."
2. "Let us do some new movements."
 - "Touch your own shoulders, one hand at a time. Use your right hand to touch your left shoulder, and your left hand to touch your right shoulder. Touch your shoulders four times across your body."
 - "Touch your own hips, one hand at a time, across your body."
 - "Touch your own knees, one hand at a time, across your body."
 - "Touch your own toes, one hand at a time, across your body. (If you cannot reach your toes, bend your knees a little)."
 - "Tap your right foot."
 - "Tap your left foot."
 - "Turn your head to the side."
 - "Turn your head to the other side."
 - "Jump!"
 - "Clap!"
 - "Star jump!" (Jump with your feet open, jump with your feet closed. Open your arms as you jump open, drop your arms next to your body as you jump close).
 - "Run on the spot."
 - Repeat the whole sequence from the top.



Touch song

Continued

Follow the instructions of the Touch song. You can either play the Touch song from the CD or use drums and sing the lyrics below:

Touch your shoulder on the left
Touch your shoulder on the right
Now let's do it double time
Touch, touch, left
Touch, touch, right

Touch your hip on the left
Touch your hip on the right
Now let's do it double time
Left hip, right hip
Hip hurray!

Hands on your knees now
Hold it there
Criss cross over if you dare
Hands on your knees now
Hold it there
Criss cross over if you dare

Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes
Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes

Tap your left foot to the side
Tap your right foot to the side
Tap your left foot to the side
Tap your right foot to the side

Turn your head from side to side
To the left and to the right
Turn your head from side to side
To the left and to the right

Let's jump forward, come on jump
To the right now, come on jump
Let's jump backwards, come on jump
To the left now, one big jump!

Clap your hands now 1-2-3-4
Clap your hands now, clap some more
Slap your knees now, 1-2-3-4
Slap your knees now, slap some more

Shake your bottom 1-2-3-4
Shake – shake – shake and wiggle
Stamp your feet now 1-2-3-4
Stamp, stamp, stamp on the floor

Ready for a star jump?
Jump, jump, jump, jump
Open wider and let's jump
Jump, jump, jump, jump

Walk like a tortoise, really slow
See how slowly you can go
Walk like a tortoise, really slow
See how slowly you can go

Be a rabbit, speed it up
Faster, faster, up-up-up
Now be a rabbit, speed it up
Faster, faster, up-up-up

Now we've done this funny song
Touching, jumping, having fun
Clapping, laughing all day long
Party time for everyone
Touch, touch!

The artist and its clay

Main part
Time: ~ 15 min

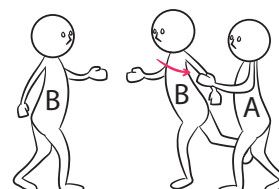
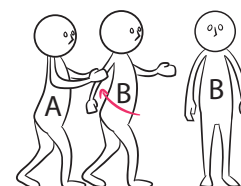
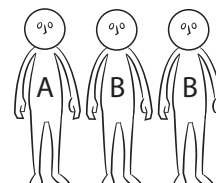
How to play

"Do you know that an artist uses clay to make sculptures. Today, you are all going to be artists."

A: ARTIST

B: CLAY SCULPTURES

1. Place learners into groups of three.
2. "Choose an artist for each group."
3. "Artists, you must create your masterpiece."
4. "The other two learners may not move until the artist moves them."
5. "Artist, you can move the other two learners to create your masterpiece, one body part at a time."
6. "Group, you must remember your positions."
7. "Create a sculpture of someone fetching water."
8. "Create a sculpture of two people playing outside."
9. "Change artist."
10. "Create a sculpture of two people doing their homework."
11. "Create a sculpture of an elephant."
12. "Change artist."
13. "Create a sculpture of a boxing match"
14. "Create a sculpture of a donkey."
15. "Create a sculpture of a bicycle."
16. Once learners have sculpted all these positions, play a game with them.
17. "In your group, see how fast you can go into your positions:"
 - "Someone fetching water."
 - "Two people playing outside."
 - "Two people doing their homework."
 - "An elephant"
 - "A donkey"
 - "A bicycle"
 - "A boxing match"



Creative movement activity

Main part
Time: ~ 10 min

How to play

1. "Join with another group."
2. "See if you can build one elephant with 6 people."
3. "Build a motorcar with 6 people."
4. "Build a train with 6 people."
5. "Build an aeroplane with 6 people."
6. "Build a spider with 6 people. See if you can make your spider walk."
7. As teacher, choose 3 or 4 of the most creative groups, and instruct learners to watch their sculptures.

Outro

Cool down
Time: ~ 5 min

How to stretch

As teacher read these instructions in a calm voice.

1. "Close your eyes."
2. "Imagine:
 - You are lying on the field and looking up to the sky.
 - You feel a wind twirling through the air.
 - Imagine you can ride on the wind.
 - Blow through the tall grass, making funny shapes.
 - Twirl along the river, splashing up some water with your force.
 - Ride the wind to the trees, shaking up the leaves and butterflies.
 - Spin and turn with the wind through the sand.
 - Feel how the wind carries you back to your school, where you are now, and puts you down softly.
 - Thank you for the ride.
 - Open your eyes."
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Isolating rhythms

Moving to music: Intermediate phase

Accompaniment

- No accompaniment needed.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Rhythmic response

Introduction
Time: ~ 5 min

How to play

1. "See if you can dance to the short and long sounds (the rhythm) of the drum."
2. Drum/clap the rhythm of the following words:
 - River, river, river, river, river, river, river, river
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Watermelon, watermelon, watermelon, watermelon
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Samp and beans, samp and beans, samp and beans, samp and beans
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Vuyokazi, Vuyokazi, Vuyokazi, Vuyokazi
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Hospital, hospital, hospital, hospital
 - » Continue the rhythm for 1 minute and let the learners explore different movements.

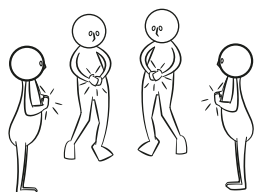
Words have rhythm

Main part
Time: ~ 25 min

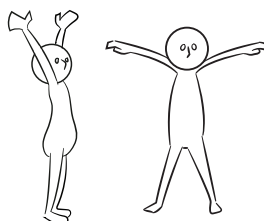
How to play

1. "Words have a rhythm. Rhythm is a combination of long and short sounds. Can you clap the rhythm of your favourite food?"
 - "What about Apple? If we clap Apple it has two medium sounds: A-pple (-- --)."
 - "What about Potato? Say the word out loud and clap. Potato (-- ----- --)."
 - "Which food do you not like? How many long and short sounds does that word have?"
2. "Find a partner."
3. "Repeat the names of the food that you like a few times, and say them out loud."
4. "Clap the short and long sounds of your names."
5. "Can you shoot your arms out to the rhythms?"
6. "Can you and your partner move to the rhythm?" (i.e. Chicken)

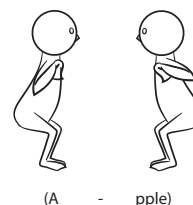
4 KA - ZI ( )



5 Carrot



6 Apple



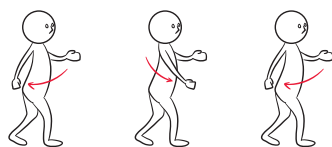
Words have rhythm

Continued

7. "Can you swing your arms to the rhythm?"
8. "Can you move your chest back and forth to the rhythm?"
9. "How about turning to the rhythm of the name?"
10. "Combine your favourite food and your partner's favourite food together to form a longer rhythm. For example, Sweet potato (----- -- ---) and Curry and rice (-- -- -----). Design a dance to the rhythm of the two foods."
11. Provide learners with some time to design their dance.
12. After 4 minutes: "Join another group."
13. "In your group of 4, join the names and the dances together to form one long dance."
14. Provide learners with approximately 5 minutes to practise their dance.
15. *"It is show time. Sit where you are in your group."*
16. Instruct each group to show its dance to the class.

7

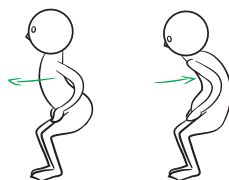
Potato



(Po - ta - to)

8

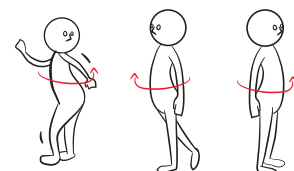
Yoghurt



(Yo - ghurt)

9

Curry & rice



(Cu - rry - rice)

Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice.

1. "Close your eyes. Lie down and imagine:
 - You are lying on a warm surface.
 - It feels very soft and smooth like sand.
 - Suddenly, your arms start to feel very light. Lighter, light until they start floating in the air.
 - Your legs become light as well. Lighter. You can feel how they are being raised from the ground.
 - Your chest and stomach are light and feel weightless.
 - What is that? Suddenly you see you are floating in the air. Only a little bit from the ground.
 - After a bit, you start sinking to the ground again.
 - Slowly and gently, your body touches the floor.
 - Your stomach and chest become heavier again and you feel the touch from the surface.
 - Now your legs have a weight again.
 - Even your arms come back to the ground.
 - You feel your own weight pressing against the ground again. Open your eyes."
2. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Direction and pace

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Move! But how?

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to move

Play music/drums and instruct learners: "Dance around the movement area." Give one of the following movement instructions every 30 seconds:

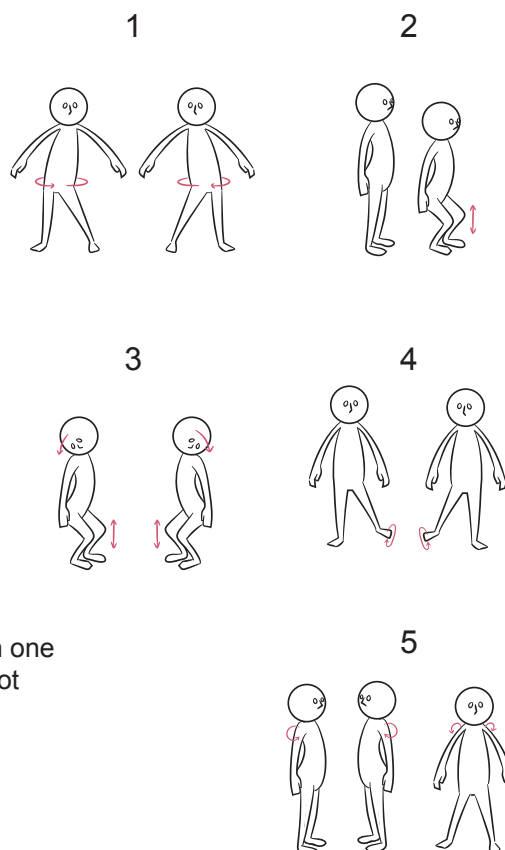
1. "Fly like an airplane."
2. "Run on ice."
3. "Make a train."
4. "Rush to the bus."
5. "Drive your car."
6. "Lie on your back and ride a bicycle."
7. "Walk under water."
8. "Swim backwards."
9. "Walk barefoot on stones."
10. "Walk with a thorn in your foot."

Mobilisation and isolations

Main part
Time: ~ 10 min

How to move

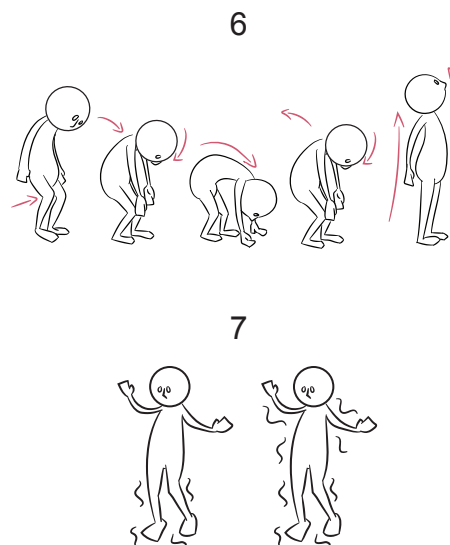
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
 - a. Stand with your feet apart.
 - b. Gently bend your knees slightly over your toes.
 - c. Gently stretch your knees.
 - d. Keep posture tall as you do the knee bounces.
 - e. Repeat knee bounces 8 times.
3. Neck movements:
 - a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
 - b. Bounce your knees as you:
 - i. Look straight ahead for 4 counts.
 - ii. Drop your right ear to your right shoulder for 4 counts.
 - iii. Look straight ahead for 4 counts.
 - iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
 - a. Roll your right shoulders backwards 4 times.
 - b. Roll your left shoulder backwards 4 times.
 - c. Roll both shoulders simultaneously 4 times.
 - d. Repeat a-c with forward shoulder rolls.



Mobilisation and isolations

Continued

6. Roll down:
 - a. Stand with your legs slightly apart with the above posture.
 - b. Relax and bend your knees. Knees must bend over your toes.
 - c. Lengthen your spine even if your knees are slightly bent.
 - i. Slowly drop your chin to your chest.
 - ii. Hang your arms and your body forward.
 - iii. Bend your knees slightly. Keep your head tucked in.
 - iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - d. Slowly reverse and roll back up again.
 - i. Bend your knees.
 - ii. Keep your head tucked in.
 - iii. Last thing to come up is your head.
 - iv. Lengthen your spine to the ceiling, shoulders down.
 - e. Repeat the rolling down and up 8 times.
7. Stand up
 - a. Shake out your feet, knees and legs.
 - b. Shake your body and arms.



Move to the beat

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to move

Play music/drums. Instruct learners: "Dance anyway you like, travelling across the whole movement area." Give one of the following instructions every 15 seconds:

1. "Dance backwards."
2. "Dance sideways."
3. "Switch between dancing forwards, backwards and sideways. You can decide when you want to change direction."
4. "Dance slowly."
5. "Switch between dancing slow and dancing fast. You decide when you want to change your speed."
6. "Add a freeze position every 8 counts. So, dance and then pose for 3 seconds. Fall and roll on the floor between your movements."
7. "Combine all the actions: backwards/forwards/sideways, change your speed, falling, pose and go."

Creative group activity

Main part
Time: ~ 10 min

How to conduct

Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:

1. "Choose 4 different movements of your choice."
2. "Two movements must be slow and two movements must be fast."
3. "Add 2 different directions to the dance."
4. "Combine your movements together to a flowing sequence. Add an ending."
5. Give the learners 10 minutes to practice.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Copying and combining movements

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Freeze 'n copy

Introduction
Time: ~ 10 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums: "Move freely to the music." (Move across entire area).
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Play music/drums: "Move!"
5. Stop music/drums: "Pose!" (A big creative freeze position, "use your arms and levels.").
6. As teacher, choose your favourite pose and instruct your learners: "Copy (e.g Vuyo's) position as fast as you can."
7. Play music/drums: "Dance!"
8. Stop the music: "Pose!"
9. "Copy (e.g Siphe's) position."
10. Repeat the above 10 times. Choose a different learner each time.

Travelling dance circle

Introduction
Time: ~ 5 min

How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle and "Make a movement."
3. Learners must: "Copy the movement and travel/move to the right for 16 counts."
4. Let the middle learner choose the next learner to go into the middle.
5. Repeat the game, but this time: "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time as they copy the movement.



Group puzzle dance

Introduction
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. "Today, each learner must get a chance to suggest one movement. In total, your dance will have 5 movements. One from each learner in your group."
3. Give learners 15 minutes to design their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Creativity development and shapes

Moving to music: Intermediate phase

Accompaniment

- Use drums or any song of your choice.
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

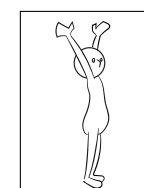
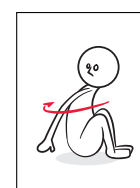
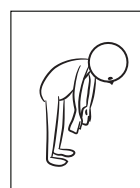
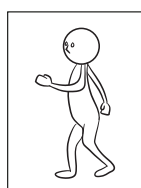
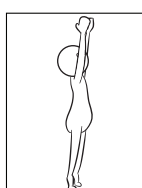
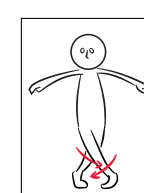
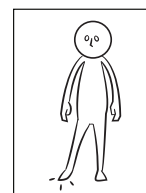
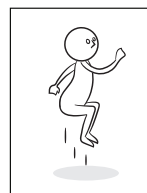
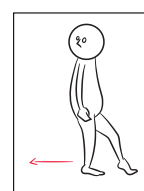
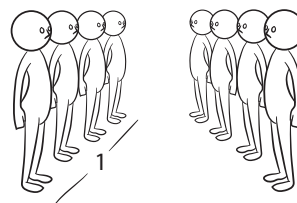
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Mirroring

Introduction
Time: ~ 5 min

How to play

1. "Stand in two lines facing each other."
2. "Choose a leader and a mirror."
3. "Mirror, you must mirror your leader."
4. "Leader, follow my instructions."
 - "Slide to the one side" (x8) "Mirror, do not forget to mirror the feet, body, head and arms of your leader."
 - Gallop to the other side." (x8)
 - "Slowly, tiptoe backwards." (x8)
 - "Do any movement." (x8)
 - "Stamp, stamp, stamp."
 - "Criss-cross"
 - "Do any fast movement."
 - "Stretch slowly."
 - "Do any other slow movement."
 - "Slowly, shrink to the floor."
 - "Turn on the floor",
 - "Shoot out your arms!"
 - "Change over! Leader, you are now the mirror."
 - Repeat the above instructions.



Pose game

Main part
Time: ~ 10 min

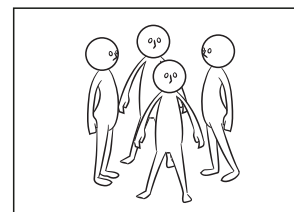
How to play

1. Drum or play any song. Stop and start the beat, often.
2. "Dance around the room, when the beat stops, you must make a group, and make a position within your group. Hold every position for at least 8 counts. Listen carefully to each instruction."
3. Play and stop the beat, reading a different instruction each time the music stops:
 - "Groups of 3. Triangle."
 - "Groups of 4. Diamond."
 - "Groups of 5. Lie on the ground and make a circle."
 - "Groups of 6. Make a star with all your arms."
 - "Groups of 2. Make a heart."

Action words scenes

Main part
Time: ~ 15 min

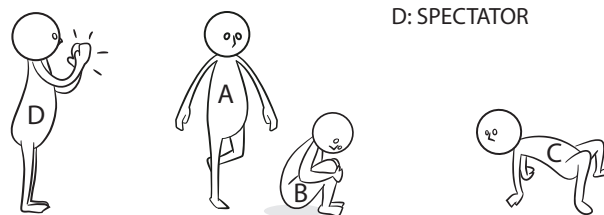
How to play



A: SOCCER PLAYER
B: BALL
C: GOAL POST
D: SPECTATOR

- Place learners in groups of 4.
- "Let us design a picture (scene) for each action phrase."
 - "If I say the first action phrase is 'picking up trash', what does it need?"
 - "Person 1 picks up trash."
 - "Person 2 pretends to be the trash."
 - "Person 3 is a black plastic bag."
 - "Person 4 can be the truck driver that picks up the trash."
 - "How about playing soccer? The 4 things in this scene could be:
 - A soccer player,
 - A ball
 - The goal post
 - The spectator."
- "In your group, think of your own 4 things to create a scene for the following."
 - Doing your homework.
 - Give learners some time to figure out their scene (and their movements).
 - "Repeat your movement or position for 20 seconds."
 - As teacher, choose 2 groups to show their scene to the class.
 - Paint a picture.
 - Give learners some time to figure out their scene (and their movements).
 - "Repeat your movement or position for 20 seconds."
 - As teacher, choose 2 groups to show their scene to the class.
 - Hanging up laundry to dry.
 - Give learners some time to figure out their scene (and their movements).
 - "Repeat your movement or position for 20 seconds."
 - As teacher, choose 2 groups to show their scene to the class.
- "In your group, choose your favourite scene of the day. Each scene has three movements (one movement per person). Let everybody in your group do the three movements together, as a dance."
- "Repeat the dance 4 times."
- After 2 minutes: "Choose another scene of the day. A second scene that you enjoyed."
- "Let everybody in your group do the three movements together as a dance."
- "Repeat the dance 4 times."
- After 2 minutes: "Add all 6 movements together to make one long dance."
- After 2 minutes: "Can you add different levels to your dance?"
- Give the learners some time to practise.

"It is show time. Sit down where you are in your group."
- Let each group have a turn to show its dance to the class.



Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice:

- "Close your eyes."
- "Imagine:
 - The colour blue.
 - The water, the sky, a bird, a butterfly and blue flowers.
 - What if your home was blue?
 - Blue door, blue windows, blue pots, blue mattress, blue fire.
 - Imagine you are at your blue home.
 - Suddenly, your whole body is turning blue. Your fingers, hands, arms, shoulders, body, legs, feet and toes.
- Even your parents and siblings are all of the sudden blue.
- A soft wind blows through the streets. And blows all the colours away again.
- Everything is its normal colour again. Open your eyes."
- "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat the deep breathing 3 times.



Isolations

Moving to music: Intermediate phase

Accompaniment

- Use drums
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Touchies

Introduction
Time: ~ 5 min

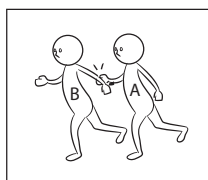
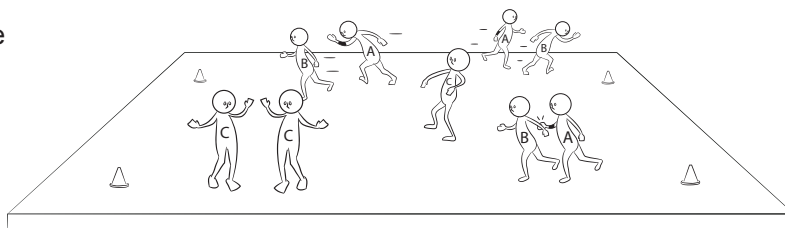
How to play

1. Choose 2-3 leaders.
2. "The leaders must touch the other class members on a particular body part."
3. "If you are touched, you must freeze. The body part that was touched is the only part that can move."
i.e. if your leg has been touched, everything must freeze except for your leg.
4. "You can free someone by copying his/her freeze position and holding it for 3 seconds."
5. After 2 minutes, change leaders.

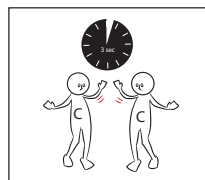
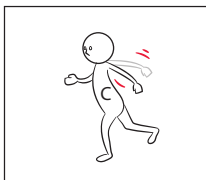
A: LEADERS/CATCHERS

B: RUNNERS

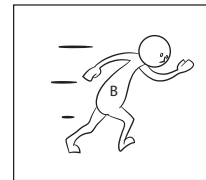
C: FROZEN



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Favourite moves

Main part
Time: ~ 15 min

How to play

1. "Find a partner."
2. "With your partner, choose your 2 favourite movements with your upper body. In other words, you can use only your arms, hands, chest, head or shoulders."
3. Provide learners some time to think.
4. "Now choose your 2 favourite movements with your lower body. In other words, you can use only your hips, legs, feet, knees and toes."
5. Provide learners some time to think and be precise.
6. "Join another group."
7. "Teach your 4 favourite movements to your partner."
8. "Add your 8 movements together to make a dance."
9. After 3 minutes: "Add an ending position."
It is show time. Sit where you are
10. Instruct each group to show its dance.

Freestyle

Main part
Time: ~ 10 min

How to play

1. Let someone drum at any pace and rhythm.
2. "Stand where you are. Let us freestyle!"
Let the learners dance approximately 2 min with their upper body.
Let the learners dance approximately 2 min with their lower body.
3. Make groups of 6.
4. Stand in a circle.
5. Let the learners dance approximately 2 min with their upper body.
6. Let the learners dance approximately 2 min with their lower body.
7. "Take turns. Let each person have a chance to go into the middle of the circle and show his/her favourite upper or lower body movement of the day."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
 - "Feel your feet. You feel how they relax and get heavy."
 - "Feel your lower legs become heavy as well. Feel it warm up as it relaxes."
 - "Feel your upper legs and hips become heavy."
 - "Feel your stomach and chest pulled towards the ground and become heavy."
 - "Now, your arms and shoulders seem to be heavier as well."
 - "Imagine you cannot lift them from the ground."
 - "Relax your neck and head."
 - "Relax your muscles in your face. Your face feels like jelly now."
 - "Stay relaxed for a while."
 - "Now, slowly open your eyes and sit upright."
 - "Your body has its normal lightness again."
 - "Feel the energy you got from relaxing."



Formations and movement repertoire

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Stop 'n formation

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

1. Play music: "Run and dance around to the music." "Move across entire area."
2. After 30 seconds, stop the music: "Find a partner as fast as you can and sit down."
3. Repeat the above 5 times.
4. Play music/drums: "Dance! By yourself! You are not allowed to touch your friends."
5. Stop music/drums: "Make groups of 4 as fast as you can and make a circle."
6. Play music/drums: "Move!"
7. Stop music/drums: "Build a line of 3 as fast as you can and connect with your feet."
8. Play music/drums: "Move around the whole area."
9. Stop music/drums: "Make groups of 6. Connect with your shoulders."
10. Play music/drums: "Move!"
11. Stop music/drums: "Find a partner as fast as you can. Stand back to back."
12. Repeat the above 3 times.

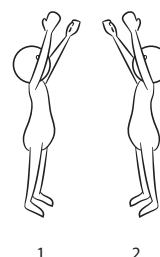
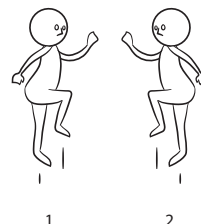
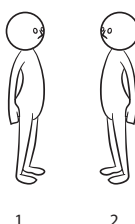
Mirror mirror

Main part
Time: ~ 5 min

How to play

Orientation: Have you ever looked in a mirror? What happens to the person in the mirror when you move?

1. "Stand facing your partner with a small space between you."
2. One learner is the "person" and the other, the "mirror".
3. Play/sing music or start drumming.
4. Instruct: "Person, make your own movements. "Mirror, you must be the mirror. Copy the movements of the leader."
5. After 1 minute: "Change over! Mirrors, you become the person. Make your own movements. New mirrors, be the mirror."
6. After 1 minute: "Change over again. Person, can you jump?"
 - a. "Run on the spot!"
 - b. "Wave your arms!"
 - c. "Change over again. Change leader."
 - d. "Wiggle one body part."
 - e. "Twist!"

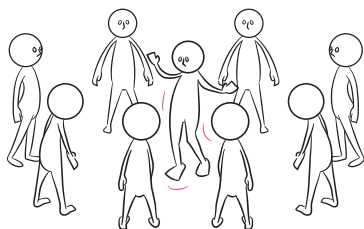


Dance circle

Main part
Time: ~ 5 min

How to play

1. Stand in a big circle and play music/drums.
2. Choose a learner to go to the middle of the circle. The learner must: "Show us a movement."
3. Learners must: "Copy the movement. Let us go." After 16 counts, the middle learner must choose another learner to go into the middle. "Choose the next learner."
4. Repeat the game until about 10 learners have had a chance to enter the circle.



Group puzzle dance

Main part
Time: ~ 15 min

Accompaniment: Play slow music/drumming.

How to play

1. Divide your class into groups of 5.
2. Play slow music/drumming.
3. Instruct each group: "Design a dance to the beat of the song. Your movements must be slow and big to go with the beat. Use high and low movements in your dance. Reach into every corner high and low. Choose 5 movements and combine them together to form a dance."
4. Give learners 15 minutes to design their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Freeze and space

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

How to play

1. Stand in a circle. Tell each learner: "Say your name and show your favourite animal movement."
2. "Let us copy the name and movement." Let the whole class repeat the name and movement after each turn.
3. Let the next learner in the circle have a chance: "Say your name and show your favourite animal movement." Each learner must get a turn.

Musical statues and animals

Main part
Time: ~ 10 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums.
2. Instruct learners: "Move freely to the music" (Encourage learners to use the entire area they have to move).
3. After 30 seconds, stop the music/drums: "Freeze like a statue – do not move!"
4. Play music/drums: "Jump around like a frog."
Stop music/drums: "Freeze!" (Repeat frogs 5 times).
5. Play music/drums: "Gallop like a horse."
Stop music/drums: "Freeze!" (Repeat horses 5 times).
6. Play music/drums: "Fly like a bird."
Stop music/drums: "Freeze!" (Repeat birds 5 times).
7. Play music/drums: "Crawl like ants."
Stop music/drums: "Freeze!" (Repeat ants 5 times).
8. Play music/drums: "Choose your favourite animal and move."
Stop music/drums: "Freeze!" (Repeat 5 times).

Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

Play music/drums and tell your learners to move freely to the music.

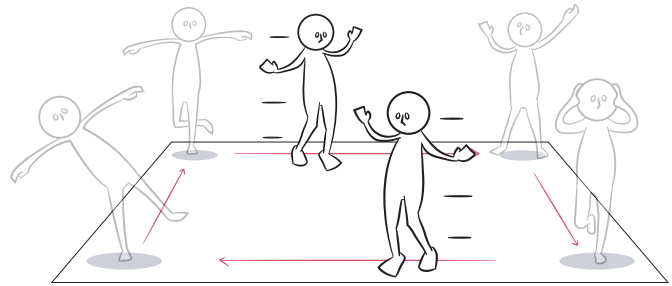
1. Stop music/drums: "Freeze! This freeze position is your position one. Remember your position 1."
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2."
6. Play music/drums: "Move on the floor."
7. Stop music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Tell them to switch directly from movement 1 to number 2 and last to number 3.

Partner freeze combination in a square

Main part
Time: ~ 10 min

How to play

1. Make groups of two.
2. Tell your learners to choose 4 freezes.
3. "Imagine a square. Every freeze must happen in a corner of your square. Use travelling movements to move from corner to corner. So, pose, travel, pose, travel, pose, travel and pose."
4. After 5 minutes, say: "Make sure that each movement flows smoothly from one movement into the next."
5. Give learners 10 minutes to practice.



Cool down

Cool down
Time: ~ 10 min

Instruct learners must perform their new dance to the class, 3 groups (couples) at a time.



Creative development

Moving to music: Intermediate phase

Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

Stop and go

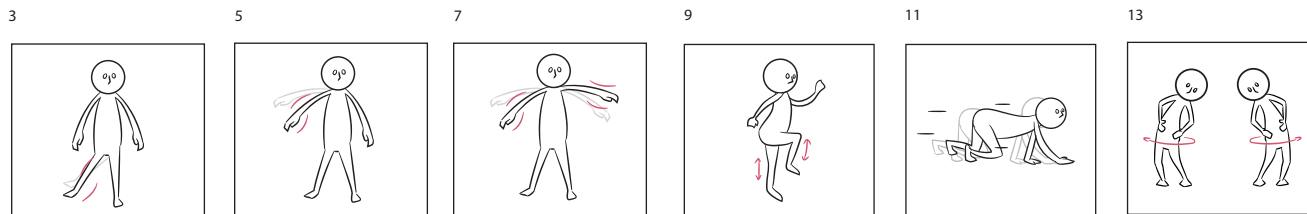
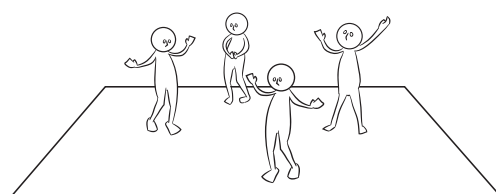
Introduction
Time: ~ 5 min

Accompaniment: Drum at a running pace or play a fast song.

How to play

1. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
2. Play music: "Dance around the area."
3. Stop music: "Move one leg as fast as you can."
4. Play music: "Dance around the movement area."
5. Stop music: "Move your arm as fast as you can."
6. Play music: "Dance around the movement area."
7. Stop music: "Move both your arms as fast and as big as you can."
8. Play music: "Dance around the movement area."
9. Stop music: "Run on the spot as fast as you can."
10. Play music: "Dance around the room and shake your body lose."
11. Stop music: "Crawl on the ground as fast as you can."
12. Play music: "Move around again."
13. Stop music: "Move your hips as fast as you can."

2, 4, 6, 8, 10, 12



Action word scenes

Main part
Time: ~ 25 min

How to play

1. "Make groups of three."
2. "Let us design a picture for each action word."
 - "The first action word is **fishing**."
 - » "Person 1 can be a wiggling fish."
 - » "Person 2 can be the fisherman."
 - » "Person 3 can be the actual fishing rod that is pulling the fish up and backwards."
 - » "Try these 3 movements in your group as you design the fishing scene. Repeat your movement for 20 seconds." (Give learners some time to do their movements.)

Action word scenes

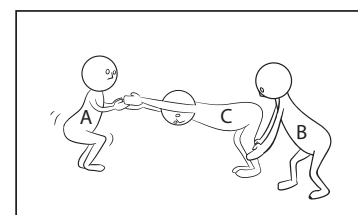
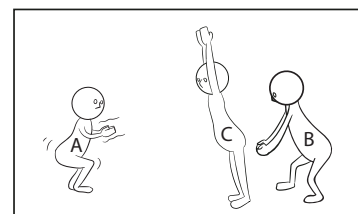
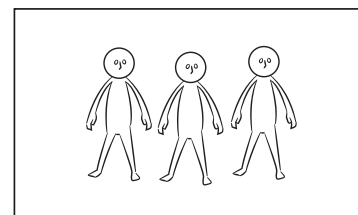
Continued

- “Think of the action word: **Cooking!** How can you design a cooking scene?
 - » “Person 1 can be the cook, stirring a pot.”
 - » “Person 2 can be the fire”
 - » “Person 3 can be the pot.”
 - » “Try these 3 movements in your group as you design the cooking scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)
- “What if your word is **bathing?** Think of different elements that are included in bathing.
 - » The bathtub
 - » The person who is taking a bath
 - » The water
 - » “Try these 3 movements in your group as you design the bathing scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)
- “How about **digging** a hole? The 3 elements that make up this scene could be:
 - » The digger,
 - » The shovel
 - » Dirt and dust flying away.”
 - » “Try these 3 movements in your group as you design the ‘digging a hole’ scene. Repeat your movement or position for 20 seconds.”(Give learners some time to do their movements.)

A: WIGGLING FISH

B: FISHERMAN

C: FISHING ROD



3. “Now it is your turn. Think of your own 3 movements to design the scene of:
 - “Chopping a tree.”
 - » Give learners some time to figure out their scene and their movements.
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
 - “Running a race.”
 - » Give learners some time to figure out their scene and their movements).
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
 - “Teaching.”
 - » Give learners some time to figure out their scene and their movements).
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
 - “Cleaning.”
 - » Give learners some time to figure out their scene and their movements.
 - » “Repeat your movement or position for 20 seconds.”
 - » As teacher, choose 2 groups to show their scene to the class.
4. “In your group, choose your favourite scene of the day. Each scene has three movements (one movement per learner). Let everybody in your group do the three movements together as a dance.
5. “Repeat the dance 4 times.”
6. After 2 minutes, “Choose another scene of the day. A second scene you enjoyed.”
7. “Let everybody in your group do the three movements together as a dance. “
8. “Repeat the dance 4 times.”
9. After 2 minutes: “Add all 6 movements together to make one long dance.”
10. After 2 minutes: “Can you add different levels to your dance?”
11. Give the learners some time to practise.
12. “It is show time. Sit down where you are in your group.”
13. Let each group have a turn to show its dance to the class..

Outro

Cool down
Time: ~ 5 min

How to stretch

1. You can play a soft and relaxing song in the background or hum a slow melody.
2. "Close your eyes."
3. "Imagine:
 - You are lying on the field and looking up to the clouds.
 - The clouds change their form and appearance the whole time.
 - Slowly, you become a cloud.
 - Slowly, your arms and shoulders detach from your body.
 - You see your body parts lying next to you in the grass.
 - You are very relaxed.
 - Slowly, your legs and hips detach from your body.
 - You are super relaxed.
 - Pull your arms and shoulders back to your body. Tense your muscles, then relax.
 - Pull your legs and hips back to your stomach and attach them again.
 - Tense your muscles for 8 counts.
 - Now relax again
 - Open your eyes."
4. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Isolating rhythms

Moving to music: Intermediate phase

Accompaniment

- Use drums or play a fast song.
- Use drums or play the Force song from the CD.
- Drum at different paces and rhythms.

Intro ritual

Introduction
Time: ~ 5 min

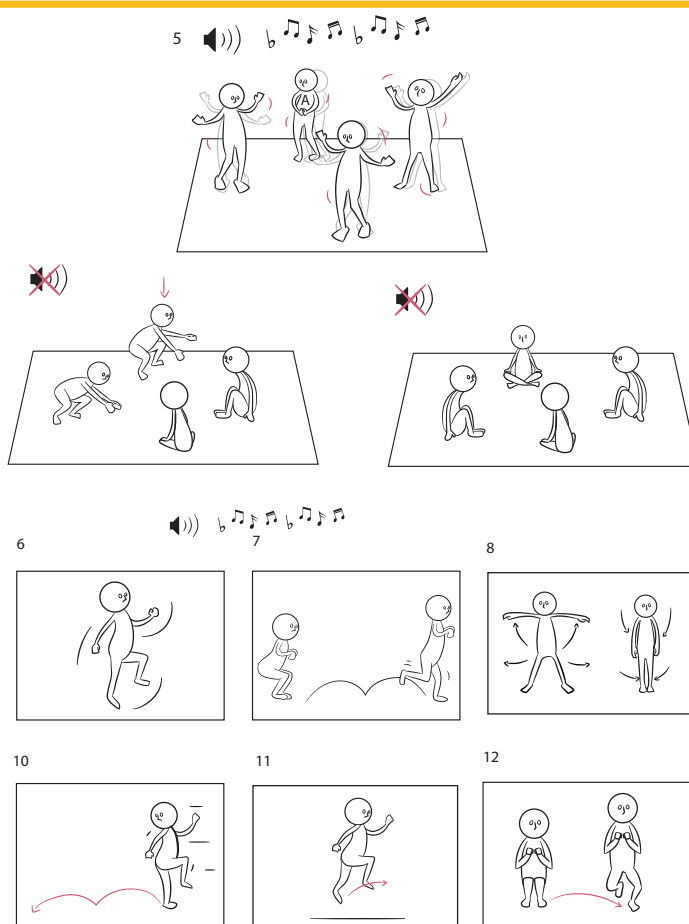
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Musical chairs

Introduction
Time: ~ 5 min

How to move

1. "Who knows how to leap? When you jump off on one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/ music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."



Names have a rhythm

Main part
Time: ~ 15 min

How to play

1. "Names have a rhythm. Rhythm is a combination of long and short sounds. Can you clap the rhythm of your own name?"
 - "What about Siphe? If we clap Siphe's name it has two medium sounds: Si-phe (-- --)."
 - "What about Lusanda? Say the name out loud and clap: Lu-san-da (-- ---- --)."
 - "Take the name of your teacher. How many long and short sounds does his/her name have?"
2. "Find a partner."
3. "Repeat your names a few times and say them out loud."

Names have a rhythm

Continued

4. "Clap the short and long sounds of your names."
5. "Can you shoot your arms out to the rhythms?"
6. "Can you and your partner move to the rhythm?" (i.e. Lu-san-da)
7. "Can you swing your arms to the rhythm?"
8. "Can you move your chest back and forth to the rhythm?"
9. "How about turning to the rhythm of the name?"
10. "Combine you and your partner's name together to form a longer rhythm. For example, Nokhanyo (-- ----- --) and Sandisile (-- -- ----- --)."
11. Design a dance to the rhythm of the two names."
12. Provide learners with some time to design their dance.
13. After 4 minutes: "Join another group!"
14. "In your group of 4, join the names and the dances together to form one long dance."
15. Provide learners with approximately 5 minutes to practise their dance.
16. "It is show time. Sit where you are in your group."
17. Instruct each group to show its dance to the class.

Rhythmic response

Main part
Time: ~ 10 min

How to play

1. "See if you can dance to the short and long sounds (the rhythm) of the drum."
2. Drum/clap the rhythm of the following words:
 - River, river, river, river, river, river, river, river
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Watermelon, watermelon, watermelon, watermelon
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Samp and beans, samp and beans, samp and beans, samp and beans
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Vuyokazi, Vuyokazi, Vuyokazi, Vuyokazi
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Hospital, hospital, hospital, hospital
 - » Continue the rhythm for 1 minute and let the learners explore different movements.

Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice.

1. You can play a soft, relaxing song in the background or hum a slow melody.
1. "Close your eyes. Lie down flat on your back and imagine:
 - You are lying on a warm surface.
 - It feels very soft and smooth like sand.
 - Suddenly, your arms start to feel very light. Lighter, light until they start floating in the air.
 - Your legs become light, so light that they lift off the ground.
 - Your chest and stomach feel light and weightless.
 - What is that? Suddenly, you see you are floating in the air. Float away to your favourite place.
 - Breathe in slowly; breathe out slowly.
 - Breathe in slowly; breathe out slowly.
 - Move your arms gently to float your body back to the classroom.
 - You start sinking to the ground again.
 - Slowly and gently, let your body touch the floor.
 - Your stomach and chest become heavy again as you touch the floor.
 - Your legs have a weight again.
 - Your arms sink back onto the ground.
 - You feel your whole body's weight relaxing through the floor. Open your eyes."



Body percussion

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play at a pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

How to play

1. Stand in a circle.
2. As teacher, say your name and show the learners any movement.
3. Learners must: "Come, copy my movement and say my name at the same time."
4. Ask the next person in the circle: "Now it is your turn! Say your name and show your favourite movement."
5. Instruct learners to "Come, let us copy the movement and say the name all together."
6. Ask the next learner in the circle. Each learner must get a chance to say his/her name and demonstrate his/her favourite movement to the class.

Travelling dance circle

Main part
Time: ~ 5 min

How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle: "Make a movement!"
3. Learners must: "Copy the movement and travel/move to the right for 16 counts."
4. Let the middle learner choose the next learner to go into the middle.
5. Repeat the game, but this time, "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time, as they copy the movement.



Body percussion circle

Main part
Time: ~ 5 min

How to play

1. Stand in a circle.
2. "Make your own little dance with sounds. You can use clicking your fingers, slapping your thighs, stamping your feet, whistle, anything you like!"
3. As teacher, you start. "Clap, clap, jump and clap!"
4. Let the learners do it with you.
5. Instruct the learner next to you to enter the circle. "Make your own little dance with sounds."
6. Each learner must create a different dance with sounds.

Creative group activity

Main part
Time: ~ 15 min

How to conduct

1. Divide your class into groups of 5.
2. "Today you are going to make a dance using verbs: jump and clap!"
3. "Choose 3 different ways to clap and 3 different ways to jump. Combine these movements together to make a dance. You will have a total of 6 movements."
4. After 5 minutes: "Can you add 1 travelling movement somewhere in your dance?"
5. Give the learners 15 minutes to work on their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Formations

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Follow the leader

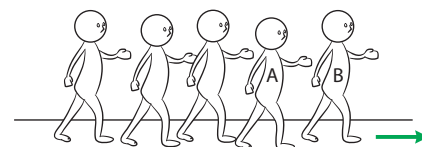
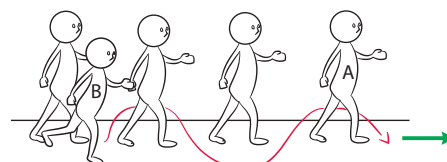
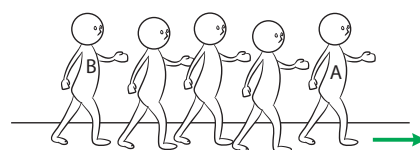
Introduction
Time: ~ 5 min

How to play

1. Make groups of five. Choose a leader for each group. Leaders must follow instructions in an interesting way.
2. "Walk with swinging arms while you travel across the room. Follow your leader. Do not crash with another group."
3. After 30 seconds: "Back person, snake through your line to get to the front." "Now, you are the new leader."
4. "It is a party! Do party movements across the room." "Follow your leader."
5. "Back person, snake to the front."
6. "Do a funny run across the room." "Follow your leader."
7. "Back person, snake to the front."
8. "Walk backwards and wiggle." "Follow your leader."
9. "Back person, snake to the front."
10. "Make interesting turns across the room. Follow your leader."
11. "Show your favourite movements." "Follow your leader."

A: LEADER

B: PERSON AT THE BACK



Group formations

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

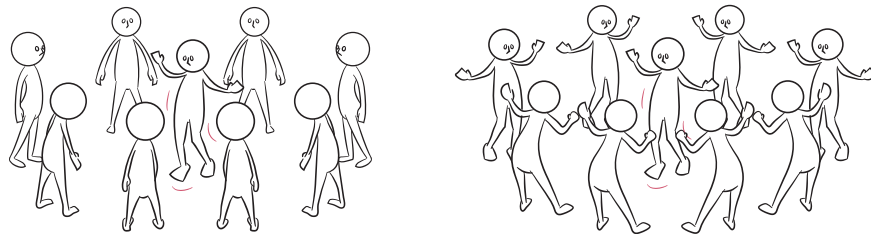
1. "Make groups of 10. You will stay in these groups for the whole activity."
2. Play music/drums: "Run around to the music." (Across entire movement area).
3. Stop music/drums: "Find your group and build a circle."
4. Play music/drums: "Dance around the room."
5. Stop music/drums: "Find your group and build a triangle."
6. Play music /drums: "Dance around the room."
7. Stop music/drums: "Stand in a line."
8. Play music/drums: "Dance around the room."
9. Stop music/drums: "Build a square in your group."
10. Play music/drums: "Dance around the room."
11. Stop music/drums: "Build a bunch of people."
12. Play music/drums: "Dance around the room."
13. Stop music/drums: "Build a cross in your group."
14. Repeat instructions 3 times.

Dance circle

Main part
Time: ~ 5 min

How to play

Stand in a big circle. Choose a learner to go to the middle of the circle. The chosen learner must present a movement to the rest of the learners. Learners must copy the movement. After 16 counts, the middle learner must choose another learner to go into the middle. Repeat the game until about 10 learners have had a chance to enter the circle.



Creative group activity

Main part
Time: ~ 15 min

How to play

1. Divide your learners into groups of 5.
2. Instruct each group: "Design a dance that has two different formations. Choose your first formation (i.e. circle / triangle). Do two movements in your first formation, then change formation with an interesting travelling movement, and do another two movements in your new formation (i.e. V / line)."
3. After 5 minutes: "Remember to add an ending."
4. Give the learners 15 minutes to design their dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Isolations

Moving to music: Intermediate phase

Accompaniment

- Use drums or play the Boxing song from the CD.
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

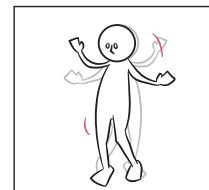
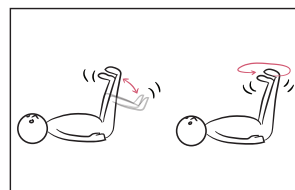
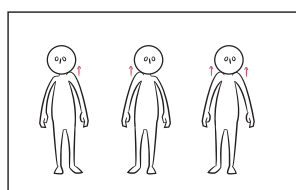
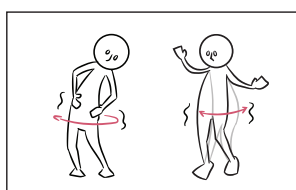
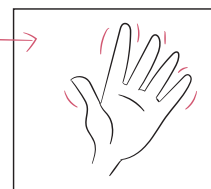
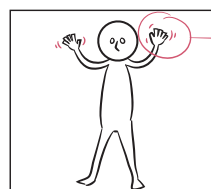
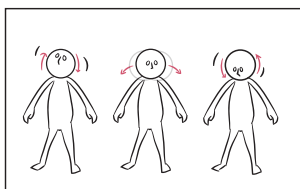
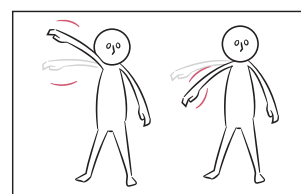
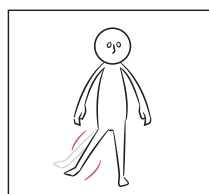
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Isolation warm-up

Introduction
Time: ~ 5 min

How to move

1. Drum at a running pace or play a fast song.
2. "Listen carefully to hear your instructions."
3. Give learners approximately 30 seconds to explore each movement:
 - "Dance with only one leg."
 - "Dance with only one arm, high and low."
 - "Dance with your head only, high, medium and low."
 - "Dance with your whole body."
 - "Dance with your fingers only."
 - "Dance with your hips only."
 - "Dance with your shoulders only."
 - "Lie flat on your back and dance with your legs only."
 - "Dance with your whole body."



Atom game

Introduction
Time: ~ 5 min

How to play

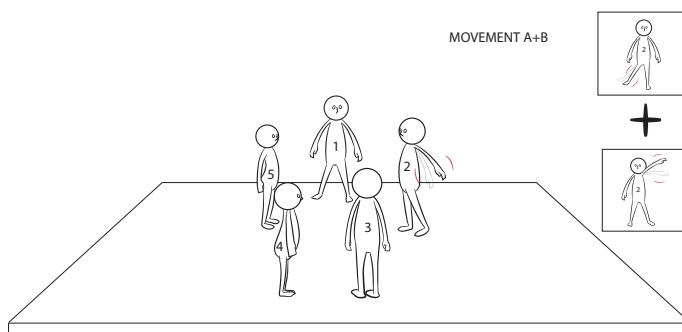
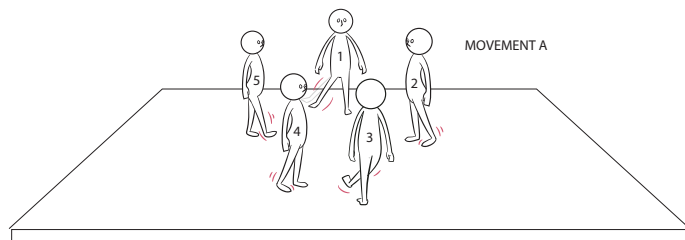
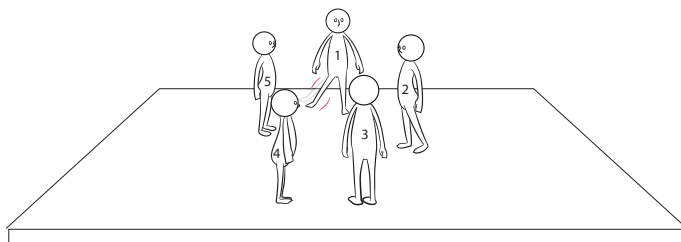
1. Let someone drum at any beat and stop whenever they like.
2. "When the music stops, you must get into groups and follow the instructions."
3. Instructions you can give every time the music stops:
 - Groups of 3: "Freeze! Only one hand and two feet touching the ground."
 - Groups of 3: "One hand and two feet."
 - Groups of 4: "Three feet, two hands and one knee"
 - Groups of 4: "2 Bottoms, two hands and one foot."
 - Groups of 2: "1 foot and 2 hands."
 - Groups of 5: "1 head, 3 feet, 2 elbows and 4 hands."

Copy and add

Main part
Time: ~ 20 min

How to play

1. Divide learners into groups of 5.
2. "Make a circle in your group."
3. "Number yourselves from numbers 1 to 5."
4. "Today, you must choose one body part (for example a foot, a leg, a hand, a finger or a toe) and make a movement with that body part."
5. "Person 1, choose your body part and show your movement."
6. "Group, copy the movement."
7. "Person 2, repeat movement 1 before you add your own movement."
8. "Group, copy both movements, movement 1 and 2."
9. "Person 3, start from the beginning. Do movements 1 and 2 before you add your own movement."
10. Each person must get a turn to add his/her movement to the sequence, i.e. Person 1's movement = wave the arm.
Person 2 = wave the arm, wiggle a leg.
Person 3 = wave the arm, wiggle a leg, circle the hips.
11. "Person 4: Start from the beginning. Do movements 1, 2 and 3 before you add your own movement." Person 5 must do the same.
12. Once learners have finished the activity, instruct them: "Create a short dance with your 5 movements."
13. Provide them with approximately 3 minutes to practise their dance.
"It is show time!"
"Sit where you are, in your group."
14. Each group must get a chance to perform its dance to the class.



Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice:

1. You can play a soft and relaxing song in the background or hum a slow melody.
1. "Close your eyes."
2. "Feel:
 - Your fingers hanging from the side of your body. Move them a little. Stop and relax them. Feel the weight pulling towards the ground.
 - Feel your whole arm hanging and the weight pulling from your shoulders. Move your arm a little and relax.
 - Feel your head lying on your neck. Pulling towards your chest. Feel where your head and neck are connected.
 - Move your hips only a bit and feel your spine move in your back. Imagine you draw a line along your spine.
 - Feel how your upper body weighs on your legs.
 - Move your knees a little bit and feel what reaction your upper body gives.
 - Now feel your feet. The whole weight of your body lies on the sole of your feet. Open your eyes"
3. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Jumping and landing

Moving to music: Intermediate phase

Accompaniment

- Use drums or choose a fast song.
- Drum at a running pace.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the person standing next to you with a movement of your choice."

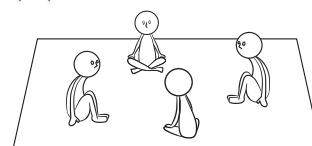
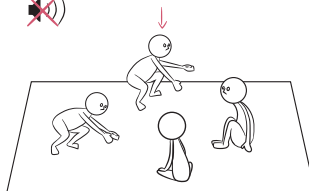
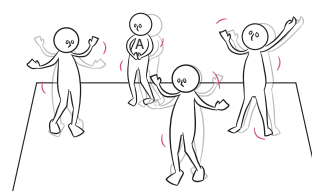
Musical chairs

Introduction
Time: ~ 5 min

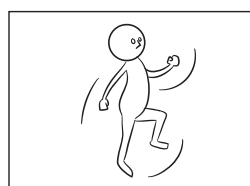
Accompaniment: Drum at a running pace or play a fast song

How to play

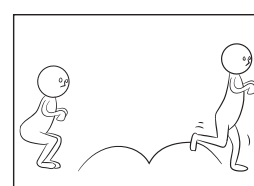
1. "Who knows how to leap? When you jump off of one foot, fly through the sky and land on the other foot, you are leaping. Make big leaps as you fly through the sky."
2. "We are going to play musical chairs. When the music stops, you must all sit on the floor as fast as you can."
3. Drum at a running pace or play a fast song. Stop and start the beat/music often.
4. "Listen to the instructions on how you must move when the music is playing."
5. Play music: "Dance around the movement area." Stop music. "Sit."
6. Play music: "Skip." Stop music. "Sit."
7. Play music: "Gallop." Stop music. "Sit."
8. Play music: "Star jumps." Stop music. "Sit."
9. Play music: "Leap through the air." Stop music. "Sit."
10. Play music: "Skip backwards." Stop music. "Sit."
11. Play music: "Leap through the air." Stop music. "Sit."
12. Play music: "Gallop sideways." Stop music. "Sit."



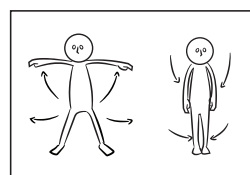
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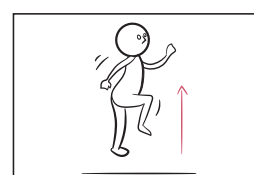
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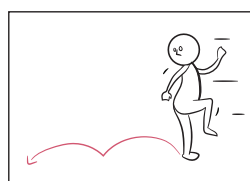
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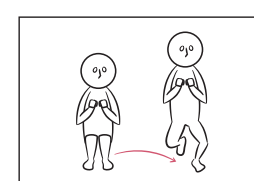
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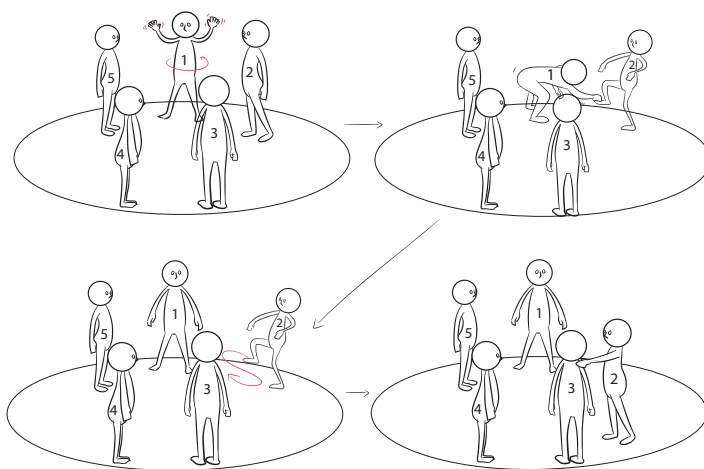


Movement surprise

Introduction
Time: ~ 5 min

How to play

1. Place learners in groups of 5.
2. "Stand in a circle."
3. "Today, you can do any movement of your choice, but you have to start the movement with a specific body part."
4. "Person 1, do any movement of your choice. End your movement by touching a body part (i.e. arm, leg, toe, head, shoulder, knee, elbow) of the person next to you."
5. "Person 2, you must start your movement with that part of your body. End your movement by touching a different body part of person 3." i.e. Person 1: swing your arms above your head and turn, finish your movement by touching the foot of the person 2. Person 2, start a movement with your foot, like criss-cross, and end your movement by touching person 3 on his/her shoulder."
6. "Go around in your circle at least 5 times."
7. Give learners approximately 5 minutes for this activity.



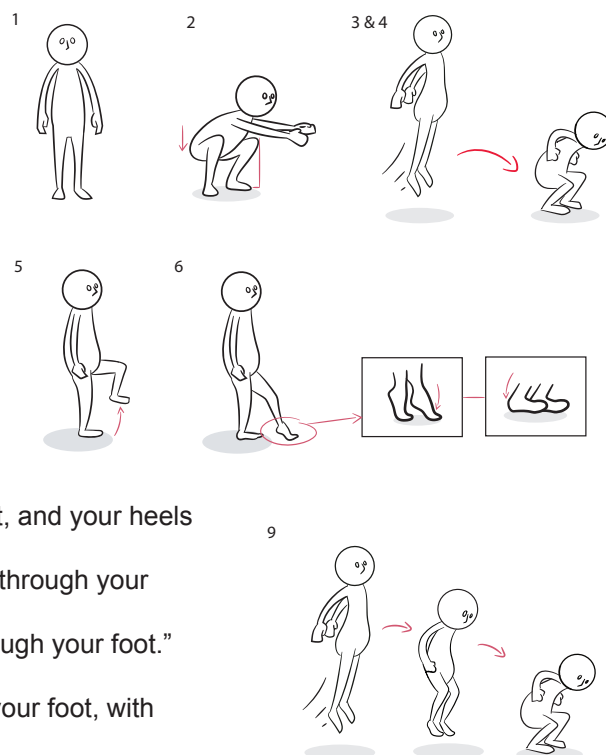
Jumping technique

Main part
Time: ~ 5 min

How to play

"Today we are going to learn how to jump correctly, so that you do not hurt your muscles, your ankle or your back."

1. "Stand with your feet slightly apart. Your feet should be under your hips."
2. "Bend your knees gently. Make sure your knees are behind your toes and pretend you are sitting on a chair."
3. "When we jump and land, we must land with bent knees. Jump and land 5 times."
4. "Jump and land with your knees bending over your toes." (x4)
5. "Lift your one foot off the floor."
6. "Slowly and gently, place your foot on the floor, with the ball of your foot (the front part of your foot) first, and your heels after. We call this, landing through your foot."
7. "Lift your right foot. Place it gently onto the floor, going through your foot." (x4)
8. "Lift your left foot. Place it gently on the floor going through your foot." (x4)
9. "Let us see if you can jump and land, landing through your foot, with your knees bending over your toes."
10. Let them jump and land 4 times.
11. "When you jump and land, you should carry the weight of your body in your stomach muscles. That means that when you land, you will not make a sound. You will be able to control your landing."
12. "See if you can jump and land without making a sound on the floor." (x4)
13. "Remember this technique when we do all of our jumps today."



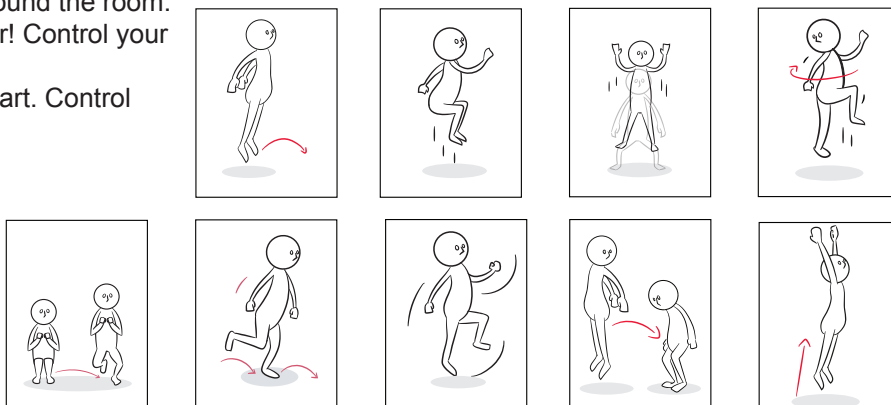
Different jumps

Main part
Time: ~ 5 min

How to play

1. "Let us practise different kinds of jumps. Remember to control our landing."

- "Leap through the air, all around the room."
- "Jump with two feet together! Control your landing."
- "Jump with your two feet apart. Control your landing."
- "Jump while turning."
- "Gallop sideways."
- "Hop forward on one leg."
- "Skip on the spot."
- "Jump backwards."
- "Leap through the air. Fly!"



Creative movement activity

Main part
Time: ~ 10 min

How to play

1. Place learners in groups of 3.
2. "Choose 2 jumps in your group."
3. "Practise doing these jumps in unison (exactly at the same time). How would you know when to jump? You can all count together."
4. "How about doing a canon (starting at different times)? Person 1 jumps first, then person 2 and then person 3."
5. "Design a dance with 6 movements. You must have two different jumps in your dance. One must be done together, and the other must be done in canon."
6. Provide learners with approximately 10 minutes to practise their dance.
7. "It is show time. Sit where you are."
8. Instruct each group to show its dance to the class."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
 - "Feel your feet. You feel how they relax and get heavy."
 - "Feel your lower leg become heavy as well. Feel it warm up as it relaxes."
 - "Feel your upper leg and hips become heavy."
 - "Feel your stomach and chest pulled towards the ground and become heavy."
 - "Now your arms and shoulders seem to be heavier as well."
 - "Imagine you cannot lift them from the ground."
 - "Relax your neck and head."
 - "Relax your muscles in your face. Your face feels like jelly now."
 - "Stay relaxed for a while."
 - "Now, slowly open your eyes and sit upright."
 - "Your body has its normal lightness again."
 - "Feel the energy you got from relaxing. Open your eyes."



Isolations and movement quality

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Name game

Introduction
Time: ~ 5 min

Accompaniment: Play music.

How to play

Play music and instruct learners to run around to the beat. Give one of the following movement instructions every 30 seconds:

1. "Make the actions of your favourite sport."
2. "Run through the forest."
3. "Jump in different ways moving across the room."
4. "Crawl sideways on the floors."
5. "Run and turn, run and turn, run and turn."
6. "Swim across the room."
7. "Walk on ice."

Freeze 'n copy

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums: "Move anyway you like, across your entire space."
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Stop music/drums: "Strike a pose!" "Make a big creative freeze position. Use high and low positions."
5. Repeat the poses 5 times.
6. "Look around the room. Copy your friend's freeze position as fast as you can."
7. Play music/drums: "Dance around the room."
8. Stop music/drums: "Pose! Copy your friend's freeze position as fast as you can."
9. Repeat the above 5 times.

Mirror mirror

Main part
Time: ~ 10 min

How to play

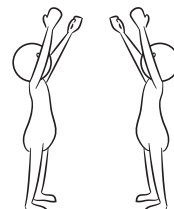
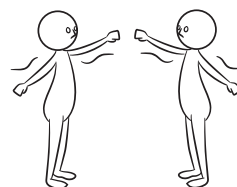
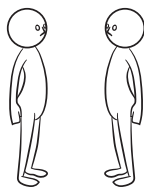
Two partners face each other. One learner is the "the person" and the other "the mirror". Movements must be slow (no fast movements).

1. "Stand facing your partner with a small space between you."
2. "Choose 'the person'."
3. Play slow music/drums: "Person, show any slow movements."
4. "Mirror, copy the movements as precisely as you can."
5. After 1 minute: "Swap around! Mirror, now you lead. Make different slow movements. Make sure that your partner is mirroring you."
6. After 1 minute: "Change leaders again. Now, stand still and try to move only your head. Only head movements are allowed."
7. "Only upper body movements are allowed."
8. "Change leaders again."
9. "Only use your lower body part."

Mirror mirror

Continued

10. "Only fluent and slow movements."
11. "Try to move as big as you can. Only big movements are allowed."
12. "Move jerky! Move like a robot!"
13. "Do happy movements."
14. "Do sad movements."
15. "Change leader."
16. "Pretend that you are scared. Do movements as if you are scared."
17. "Excited movements!"
18. "Pretend that you are thinking movements."



Creative group activity: Move to mood

Main part
Time: ~ 10 min

How to play

1. Divide your class into groups of 5.
2. Instruct your learners: "In your group, create a dance where you show two different moods: angry and excited. Choose 2 angry movements, and 3 excited movements. Combine them together in a dance."
3. "Use your whole body and facial expressions."
4. Give learners 10 minutes to practice.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Dance technique and repertoire

Moving to music: Intermediate phase

Accompaniment

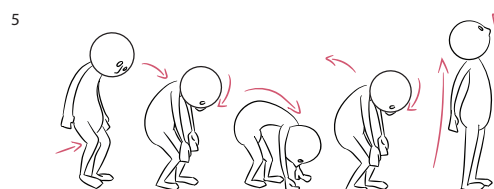
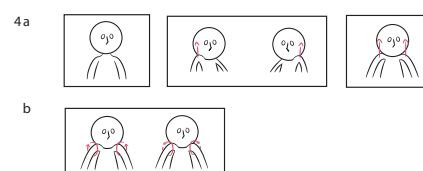
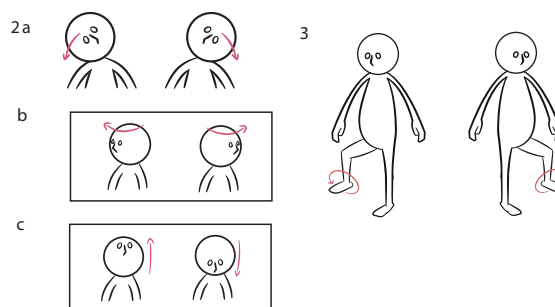
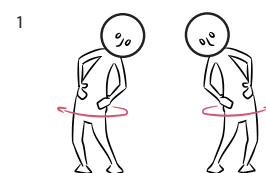
- Play/sing any song of your choice choice
- Play any pace and rhythm of your choice

Mobilisation and isolations

Introduction
Time: ~ 5 min

How to play

1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Neck movements:
 - a. Look straight ahead. Drop your right ear to your right shoulder. Repeat the same head movement to the left side.
 - b. Move your head to look over your right shoulder. Repeat over the left shoulder.
 - c. Move your head to look down to the floor, and then look up to the ceiling.
3. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
4. Shoulders:
 - a. Lift your right shoulder up and down. Then, lift your left shoulder up and down. Repeat both 5 times. Then, lift both shoulders up and down at the same time.
 - b. Roll your shoulders backwards. Start with small circles and make them bigger each time. Repeat the movements but now roll your shoulders forward.
5. Roll down:
 - a. Stand with your legs slightly apart. Relax and bend your knees.
 - b. Slowly drop your chin to your chest.
 - c. Hang your arms and your body forward.
 - d. Bend your knees slightly. Keep your head tucked in.
 - e. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - f. Slowly reverse and roll back up again. Bend your knees. Keep your head tucked in. Last thing to come up is your head.

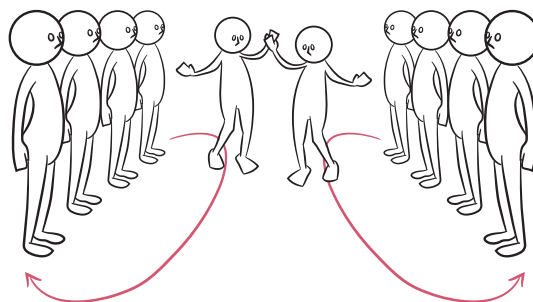


Soul train

Introduction
Time: ~ 5 min

How to play

1. Instruct learners to stand in two lines facing each other. Allow for a space of approximately 1.5 meters between the 2 lines.
2. "The front two learners start. Partners must travel/dance together in the space between the other learners until they reach the end of the line."
3. "When you arrive at the end, join the other learners and stand in the line."
4. Allow the next partners in the front of the line to do the same.
5. Each couple should have a turn.
6. "Change partner for the next round."
7. Wait 8 counts before the next group starts.



Freeze number 1, 2 and 3

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to play

Play music/drums. Instruct learners: "Move anyway you like to the beat of the song."

1. Stop the music/drums: "Freeze! This freeze position is your position one. Remember your position 1!"
2. Play music/drums: "Move!"
3. Stop music/drums: "Position 1!"
4. Play music/drums: "Move!"
5. Stop music/drums: "Freeze in a different position. This is your position 2. Remember position 2!"
6. Play music/drums: "Move on the floor."
7. Stop the music/drums: "Freeze on the floor. This is position number 3."
8. "Repeat your 3 freeze positions."
9. Ask them: "Can you change quickly from position 1 to position 2 to position 3?"

Creative group activity

Main part
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. "Choose a sport. Choose 4 different movements to portray that particular sport. Add 4 different freezes from the previous exercise. Combine them together to create a dance."
3. "Ensure that each movement flows smoothly from one movement into the next. Add an ending position."
4. Give the learners 15 minutes to work on their own dance sequence.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class. Learners can guess the chosen sport after each performance.



Shape

Moving to music: Intermediate phase

Accompaniment

- Use drums or play the Touch song from the CD.
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

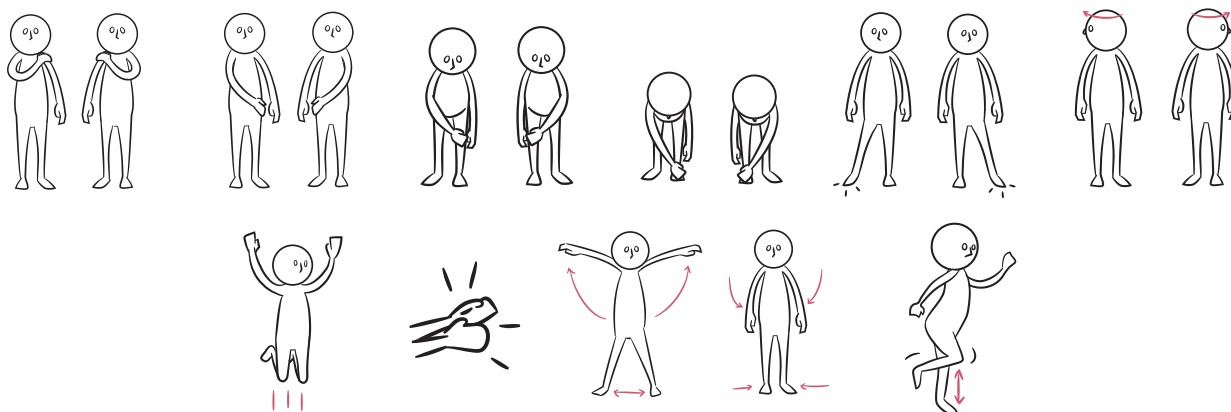
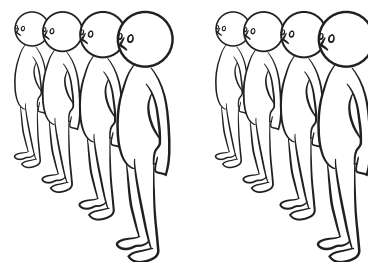
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Touch song

Introduction
Time: ~ 5 min

How to play

1. "Stand in 2 lines. Every learner should have a partner. One learner facing the back of his/her partner."
2. "Let us do some new movements."
 - "Touch your own shoulders, one hand at a time. Use your right hand to touch your left shoulder, and your left hand to touch your right shoulder. Touch your shoulders four times across your body."
 - "Touch your own hips, one hand at a time, across your body."
 - "Touch your own knees, one hand at a time, across your body."
 - "Touch your own toes, one hand at a time, across your body. (If you cannot reach your toes, bend your knees a little)."
 - "Tap your right foot."
 - "Tap your left foot."
 - "Turn your head to the side."
 - "Turn your head to the other side."
 - "Jump!"
 - "Clap!"
 - "Star jump!" (Jump with your feet open, jump with your feet closed. Open your arms as you jump open, drop your arms next to your body as you jump close).
 - "Run on the spot."
 - Repeat the whole sequence from the top.



Touch song

Continued

Follow the instructions of the Touch song. You can either play the Touch song from the CD or use drums and sing the lyrics below:

Touch your shoulder on the left
Touch your shoulder on the right
Now let's do it double time
Touch, touch, left
Touch, touch, right

Touch your hip on the left
Touch your hip on the right
Now let's do it double time
Left hip, right hip
Hip hurray!

Hands on your knees now
Hold it there
Criss cross over if you dare
Hands on your knees now
Hold it there
Criss cross over if you dare

Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes
Reach for your feet now
Touch your toes
Left foot, right foot, touch those toes

Tap your left foot to the side
Tap your right foot to the side
Tap your left foot to the side
Tap your right foot to the side

Turn your head from side to side
To the left and to the right
Turn your head from side to side
To the left and to the right

Let's jump forward, come on jump
To the right now, come on jump
Let's jump backwards, come on jump
To the left now, one big jump!

Clap your hands now 1-2-3-4
Clap your hands now, clap some more
Slap your knees now, 1-2-3-4
Slap your knees now, slap some more

Shake your bottom 1-2-3-4
Shake – shake – shake and wiggle
Stamp your feet now 1-2-3-4
Stamp, stamp, stamp on the floor

Ready for a star jump?
Jump, jump, jump, jump
Open wider and let's jump
Jump, jump, jump, jump

Walk like a tortoise, really slow
See how slowly you can go
Walk like a tortoise, really slow
See how slowly you can go

Be a rabbit, speed it up
Faster, faster, up-up-up
Now be a rabbit, speed it up
Faster, faster, up-up-up

Now we've done this funny song
Touching, jumping, having fun
Clapping, laughing all day long
Party time for everyone
Touch, touch!

The artist and its clay

Main part
Time: ~ 15 min

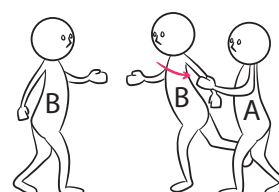
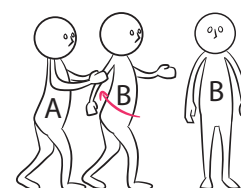
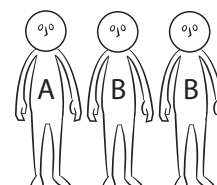
How to play

“Do you know that an artist uses clay to make sculptures. Today, you are all going to be artists.”

A: ARTIST

B: CLAY SCULPTURES

1. Place learners into groups of three.
2. “Choose an artist for each group.”
3. “Artists, you must create your masterpiece.”
4. “The other two learners may not move until the artist moves them.”
5. “Artist, you can move the other two learners to create your masterpiece, one body part at a time.”
6. “Group, you must remember your positions.”
7. “Create a sculpture of someone fetching water.”
8. “Create a sculpture of two people playing outside.”
9. “Change artist.”
10. “Create a sculpture of two people doing their homework.”
11. “Create a sculpture of an elephant.”
12. “Change artist.”
13. “Create a sculpture of a boxing match”
14. “Create a sculpture of a donkey.”
15. “Create a sculpture of a bicycle.”
16. Once learners have sculpted all these positions, play a game with them.
17. “In your group, see how fast you can go into your positions.”
 - “Someone fetching water.”
 - “Two people playing outside.”
 - “Two people doing their homework.”
 - “An elephant”
 - “A donkey”
 - “A bicycle”
 - “A boxing match”



Creative movement activity

Main part
Time: ~ 10 min

How to play

1. “Join with another group.”
2. “See if you can build one elephant with 6 people.”
3. “Build a motorcar with 6 people.”
4. “Build a train with 6 people.”
5. “Build an aeroplane with 6 people.”
6. “Build a spider with 6 people. See if you can make your spider walk.”
7. As teacher, choose 3 or 4 of the most creative groups, and instruct learners to watch their sculptures.

Outro

Cool down
Time: ~ 5 min

How to stretch

As teacher read these instructions in a calm voice.

1. “Close your eyes.”
2. “Imagine:
 - You are lying on the field and looking up to the sky.
 - You feel a wind twirling through the air.
 - Imagine you can ride on the wind.
 - Blow through the tall grass, making funny shapes.
 - Twirl along the river, splashing up some water with your force.
 - Ride the wind to the trees, shaking up the leaves and butterflies.
 - Spin and turn with the wind through the sand.
 - Feel how the wind carries you back to your school, where you are now, and puts you down softly.
 - Thank you for the ride.
 - Open your eyes.”
3. “Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts.”



Isolating rhythms

Moving to music: Intermediate phase

Accompaniment

- No accompaniment needed.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Rhythmic response

Introduction
Time: ~ 5 min

How to play

1. "See if you can dance to the short and long sounds (the rhythm) of the drum."
2. Drum/clap the rhythm of the following words:
 - River, river, river, river, river, river, river, river
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Watermelon, watermelon, watermelon, watermelon
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Samp and beans, samp and beans, samp and beans, samp and beans
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Vuyokazi, Vuyokazi, Vuyokazi, Vuyokazi
 - » Continue the rhythm for 1 minute and let the learners explore different movements.
 - Hospital, hospital, hospital, hospital
 - » Continue the rhythm for 1 minute and let the learners explore different movements.

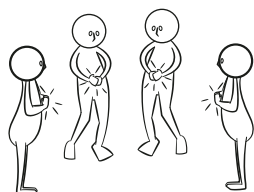
Words have rhythm

Main part
Time: ~ 25 min

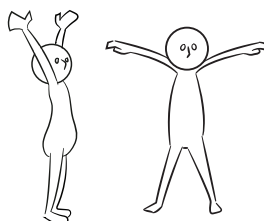
How to play

1. "Words have a rhythm. Rhythm is a combination of long and short sounds. Can you clap the rhythm of your favourite food?"
 - "What about Apple? If we clap Apple it has two medium sounds: A-pple (-- --)."
 - "What about Potato? Say the word out loud and clap. Potato (-- ----- --)."
 - "Which food do you not like? How many long and short sounds does that word have?"
2. "Find a partner."
3. "Repeat the names of the food that you like a few times, and say them out loud."
4. "Clap the short and long sounds of your names."
5. "Can you shoot your arms out to the rhythms?"
6. "Can you and your partner move to the rhythm?" (i.e. Chicken)

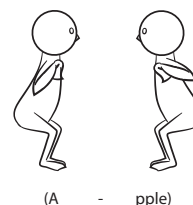
4 KA - ZI ( )



5 Carrot



6 Apple



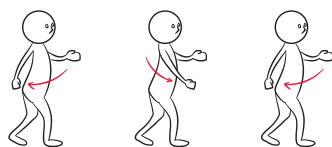
Words have rhythm

Continued

7. "Can you swing your arms to the rhythm?"
8. "Can you move your chest back and forth to the rhythm?"
9. "How about turning to the rhythm of the name?"
10. "Combine your favourite food and your partner's favourite food together to form a longer rhythm. For example, Sweet potato (----- -- ---) and Curry and rice (-- -- -----). Design a dance to the rhythm of the two foods."
11. Provide learners with some time to design their dance.
12. After 4 minutes: "Join another group."
13. "In your group of 4, join the names and the dances together to form one long dance."
14. Provide learners with approximately 5 minutes to practise their dance.
15. "It is show time. Sit where you are in your group."
16. Instruct each group to show its dance to the class.

7

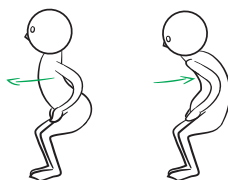
Potato



(Po - ta - to)

8

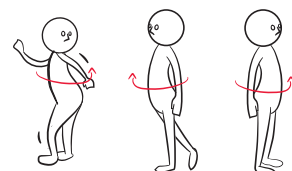
Yoghurt



(Yo - ghurt)

9

Curry & rice



(Cu - rry - rice)

Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice.

1. "Close your eyes. Lie down and imagine:
 - You are lying on a warm surface.
 - It feels very soft and smooth like sand.
 - Suddenly, your arms start to feel very light. Lighter, light until they start floating in the air.
 - Your legs become light as well. Lighter. You can feel how they are being raised from the ground.
 - Your chest and stomach are light and feel weightless.
 - What is that? Suddenly you see you are floating in the air. Only a little bit from the ground.
 - After a bit, you start sinking to the ground again.
 - Slowly and gently, your body touches the floor.
 - Your stomach and chest become heavier again and you feel the touch from the surface.
 - Now your legs have a weight again.
 - Even your arms come back to the ground.
 - You feel your own weight pressing against the ground again. Open your eyes."
2. "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts."



Direction and pace

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Move! But how?

Introduction
Time: ~ 5 min

Accompaniment: Play music/drums.

How to move

Play music/drums and instruct learners: "Dance around the movement area." Give one of the following movement instructions every 30 seconds:

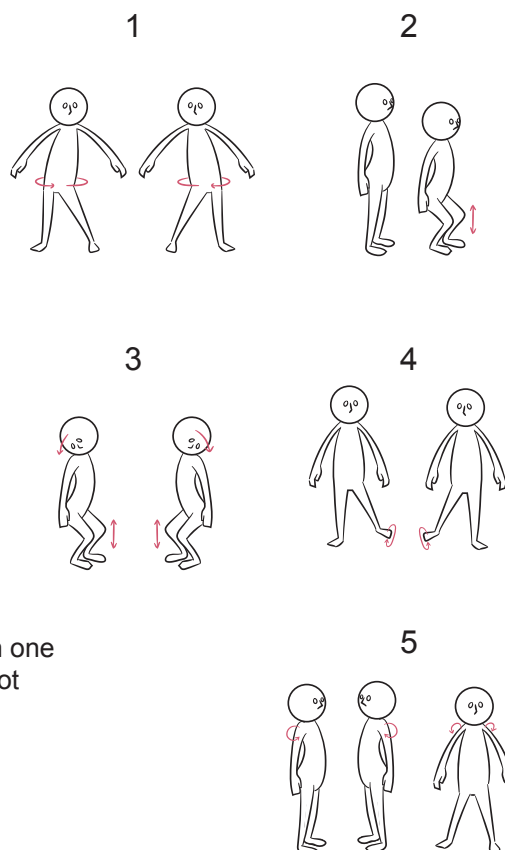
1. "Fly like an airplane."
2. "Run on ice."
3. "Make a train."
4. "Rush to the bus."
5. "Drive your car."
6. "Lie on your back and ride a bicycle."
7. "Walk under water."
8. "Swim backwards."
9. "Walk barefoot on stones."
10. "Walk with a thorn in your foot."

Mobilisation and isolations

Main part
Time: ~ 10 min

How to move

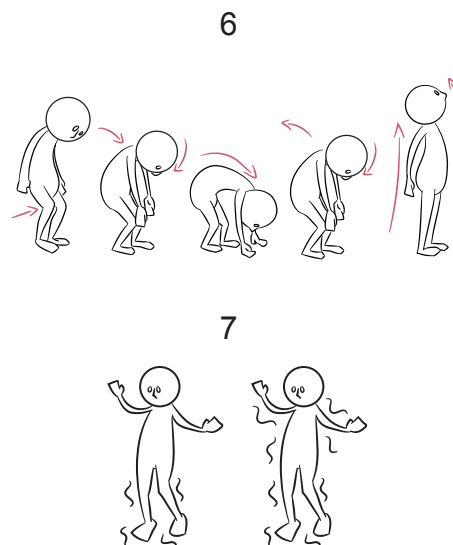
1. Hula hoops: Stand with your legs a bit wider apart and make hula hoop circles with your hips. Circle 5 times in one direction, then 5 times in the other direction.
2. Knee bounces
 - a. Stand with your feet apart.
 - b. Gently bend your knees slightly over your toes.
 - c. Gently stretch your knees.
 - d. Keep posture tall as you do the knee bounces.
 - e. Repeat knee bounces 8 times.
3. Neck movements:
 - a. Continue with the knee bounces and try to add your neck movements while you do the knee bounces.
 - b. Bounce your knees as you:
 - i. Look straight ahead for 4 counts.
 - ii. Drop your right ear to your right shoulder for 4 counts.
 - iii. Look straight ahead for 4 counts.
 - iv. Drop your left ear to your left shoulder for 4 counts.
4. Ankle twists: Lift one foot off the floor. Roll the foot in circles as you keep the leg and the knee still. Circle your ankles 5 times in one direction and 5 times in the other direction. Now, lift the other foot and repeat the same movements.
5. Shoulders:
 - a. Roll your right shoulders backwards 4 times.
 - b. Roll your left shoulder backwards 4 times.
 - c. Roll both shoulders simultaneously 4 times.
 - d. Repeat a-c with forward shoulder rolls.



Mobilisation and isolations

Continued

6. Roll down:
 - a. Stand with your legs slightly apart with the above posture.
 - b. Relax and bend your knees. Knees must bend over your toes.
 - c. Lengthen your spine even if your knees are slightly bent.
 - i. Slowly drop your chin to your chest.
 - ii. Hang your arms and your body forward.
 - iii. Bend your knees slightly. Keep your head tucked in.
 - iv. Roll your body slowly all the way down to the floor. Try to touch the floor.
 - d. Slowly reverse and roll back up again.
 - i. Bend your knees.
 - ii. Keep your head tucked in.
 - iii. Last thing to come up is your head.
 - iv. Lengthen your spine to the ceiling, shoulders down.
 - e. Repeat the rolling down and up 8 times.
7. Stand up
 - a. Shake out your feet, knees and legs.
 - b. Shake your body and arms.



Move to the beat

Main part
Time: ~ 5 min

Accompaniment: Play music/drums.

How to move

Play music/drums. Instruct learners: "Dance anyway you like, travelling across the whole movement area." Give one of the following instructions every 15 seconds:

1. "Dance backwards."
2. "Dance sideways."
3. "Switch between dancing forwards, backwards and sideways. You can decide when you want to change direction."
4. "Dance slowly."
5. "Switch between dancing slow and dancing fast. You decide when you want to change your speed."
6. "Add a freeze position every 8 counts. So, dance and then pose for 3 seconds. Fall and roll on the floor between your movements."
7. "Combine all the actions: backwards/forwards/sideways, change your speed, falling, pose and go."

Creative group activity

Main part
Time: ~ 10 min

How to conduct

Divide your class into groups of 5. Instruct your learners to create a dance sequence with the following instructions:

1. "Choose 4 different movements of your choice."
2. "Two movements must be slow and two movements must be fast."
3. "Add 2 different directions to the dance."
4. "Combine your movements together to a flowing sequence. Add an ending."
5. Give the learners 10 minutes to practice.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Copying and combining movements

Moving to music: Intermediate phase

Accompaniment

- Play/sing any song of your choice.
- Play any pace and rhythm of your choice.

Freeze 'n copy

Introduction
Time: ~ 10 min

Accompaniment: Play music/drums.

How to play

1. Play music/drums: "Move freely to the music." (Move across entire area).
2. Stop music/drums: "Freeze! Do not move!"
3. Repeat the above 5 times.
4. Play music/drums: "Move!"
5. Stop music/drums: "Pose!" (A big creative freeze position, "use your arms and levels.").
6. As teacher, choose your favourite pose and instruct your learners: "Copy (e.g Vuyo's) position as fast as you can."
7. Play music/drums: "Dance!"
8. Stop the music: "Pose!"
9. "Copy (e.g Siphe's) position."
10. Repeat the above 10 times. Choose a different learner each time.

Travelling dance circle

Introduction
Time: ~ 5 min

How to play

1. Stand in a big circle.
2. Choose a learner to go to the middle of the circle and "Make a movement."
3. Learners must: "Copy the movement and travel/move to the right for 16 counts."
4. Let the middle learner choose the next learner to go into the middle.
5. Repeat the game, but this time: "Move/ travel to the left for 16 counts."
6. Repeat the game until about 10 learners have had a chance to enter the circle. Learners must travel each time as they copy the movement.



Group puzzle dance

Introduction
Time: ~ 15 min

How to play

1. Divide your class into groups of 5.
2. Instruct each group to design a dance. "Today, each learner must get a chance to suggest one movement. In total, your dance will have 5 movements. One from each learner in your group."
3. Give learners 15 minutes to design their own dance.

Cool down

Cool down
Time: ~ 10 min

Instruct each group to present its dance to the class.



Creativity development and shapes

Moving to music: Intermediate phase

Accompaniment

- Use drums or any song of your choice.
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

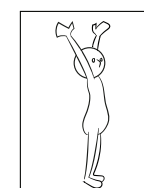
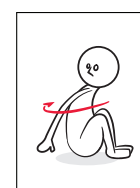
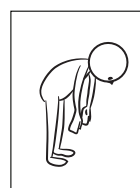
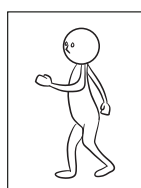
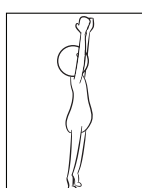
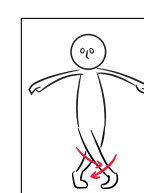
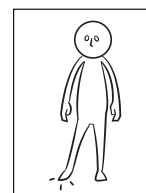
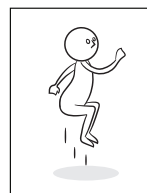
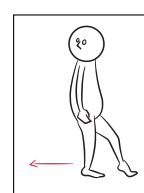
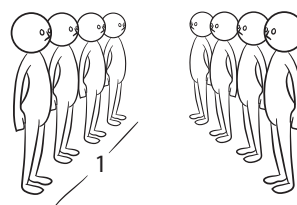
1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Mirroring

Introduction
Time: ~ 5 min

How to play

1. "Stand in two lines facing each other."
2. "Choose a leader and a mirror."
3. "Mirror, you must mirror your leader."
4. "Leader, follow my instructions."
 - "Slide to the one side" (x8) "Mirror, do not forget to mirror the feet, body, head and arms of your leader."
 - Gallop to the other side." (x8)
 - "Slowly, tiptoe backwards." (x8)
 - "Do any movement." (x8)
 - "Stamp, stamp, stamp."
 - "Criss-cross"
 - "Do any fast movement."
 - "Stretch slowly."
 - "Do any other slow movement."
 - "Slowly, shrink to the floor."
 - "Turn on the floor",
 - "Shoot out your arms!"
 - "Change over! Leader, you are now the mirror."
 - Repeat the above instructions.



Pose game

Main part
Time: ~ 10 min

How to play

1. Drum or play any song. Stop and start the beat, often.
2. "Dance around the room, when the beat stops, you must make a group, and make a position within your group. Hold every position for at least 8 counts. Listen carefully to each instruction."
3. Play and stop the beat, reading a different instruction each time the music stops:
 - "Groups of 3. Triangle."
 - "Groups of 4. Diamond."
 - "Groups of 5. Lie on the ground and make a circle."
 - "Groups of 6. Make a star with all your arms."
 - "Groups of 2. Make a heart."

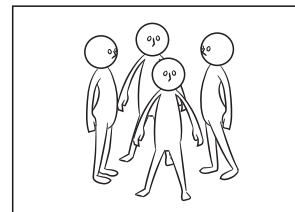
Action words scenes

Main part
Time: ~ 15 min

How to play

- Place learners in groups of 4.
- "Let us design a picture (scene) for each action phrase."
 - "If I say the first action phrase is 'picking up trash', what does it need?"
 - "Person 1 picks up trash."
 - "Person 2 pretends to be the trash."
 - "Person 3 is a black plastic bag."
 - "Person 4 can be the truck driver that picks up the trash."
 - "How about playing soccer? The 4 things in this scene could be:
 - A soccer player,
 - A ball
 - The goal post
 - The spectator."
- "In your group, think of your own 4 things to create a scene for the following."
 - Doing your homework.
 - Give learners some time to figure out their scene (and their movements).
 - "Repeat your movement or position for 20 seconds."
 - As teacher, choose 2 groups to show their scene to the class.
 - Paint a picture.
 - Give learners some time to figure out their scene (and their movements).
 - "Repeat your movement or position for 20 seconds."
 - As teacher, choose 2 groups to show their scene to the class.
 - Hanging up laundry to dry.
 - Give learners some time to figure out their scene (and their movements).
 - "Repeat your movement or position for 20 seconds."
 - As teacher, choose 2 groups to show their scene to the class.
- "In your group, choose your favourite scene of the day. Each scene has three movements (one movement per person). Let everybody in your group do the three movements together, as a dance."
- "Repeat the dance 4 times."
- After 2 minutes: "Choose another scene of the day. A second scene that you enjoyed."
- "Let everybody in your group do the three movements together as a dance."
- "Repeat the dance 4 times."
- After 2 minutes: "Add all 6 movements together to make one long dance."
- After 2 minutes: "Can you add different levels to your dance?"
- Give the learners some time to practise.

"It is show time. Sit down where you are in your group."
- Let each group have a turn to show its dance to the class.

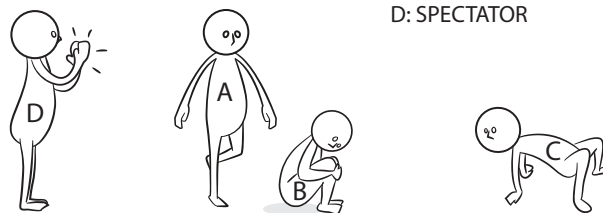


A: SOCCER PLAYER

B: BALL

C: GOAL POST

D: SPECTATOR



Outro

Cool down
Time: ~ 5 min

How to stretch

As a teacher read these instructions in a calm voice:

- "Close your eyes."
- "Imagine:
 - The colour blue.
 - The water, the sky, a bird, a butterfly and blue flowers.
 - What if your home was blue?
 - Blue door, blue windows, blue pots, blue mattress, blue fire.
 - Imagine you are at your blue home.
 - Suddenly, your whole body is turning blue. Your fingers, hands, arms, shoulders, body, legs, feet and toes.
- Even your parents and siblings are all of the sudden blue.
- A soft wind blows through the streets. And blows all the colours away again.
- Everything is its normal colour again. Open your eyes."
- "Breathe in 8 counts, hold breath for 4 counts and breathe out 8 counts." Repeat the deep breathing 3 times.



Isolations

Moving to music: Intermediate phase

Accompaniment

- Use drums
- Drum at any speed and rhythm you like.

Intro ritual

Introduction
Time: ~ 5 min

1. "Stand in a circle."
2. "Greet the learner standing next to you with a movement of your choice."

Touchies

Introduction
Time: ~ 5 min

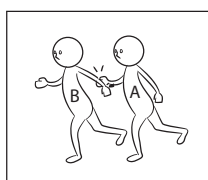
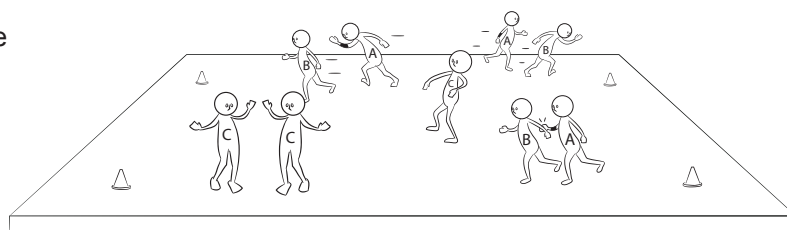
How to play

1. Choose 2-3 leaders.
2. "The leaders must touch the other class members on a particular body part."
3. "If you are touched, you must freeze. The body part that was touched is the only part that can move."
i.e. if your leg has been touched, everything must freeze except for your leg.
4. "You can free someone by copying his/her freeze position and holding it for 3 seconds."
5. After 2 minutes, change leaders.

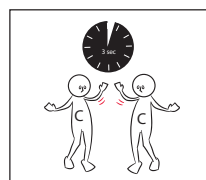
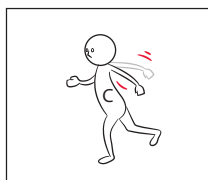
A: LEADERS/CATCHERS

B: RUNNERS

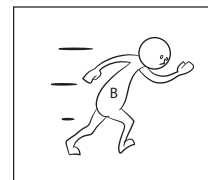
C: FROZEN



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Favourite moves

Main part
Time: ~ 15 min

How to play

1. "Find a partner."
2. "With your partner, choose your 2 favourite movements with your upper body. In other words, you can use only your arms, hands, chest, head or shoulders."
3. Provide learners some time to think.
4. "Now choose your 2 favourite movements with your lower body. In other words, you can use only your hips, legs, feet, knees and toes."
5. Provide learners some time to think and be precise.
6. "Join another group."
7. "Teach your 4 favourite movements to your partner."
8. "Add your 8 movements together to make a dance."
9. After 3 minutes: "Add an ending position."
It is show time. Sit where you are
10. Instruct each group to show its dance.

Freestyle

Main part
Time: ~ 10 min

How to play

1. Let someone drum at any pace and rhythm.
2. "Stand where you are. Let us freestyle!"
Let the learners dance approximately 2 min with their upper body.
Let the learners dance approximately 2 min with their lower body.
3. Make groups of 6.
4. Stand in a circle.
5. Let the learners dance approximately 2 min with their upper body.
6. Let the learners dance approximately 2 min with their lower body.
7. "Take turns. Let each person have a chance to go into the middle of the circle and show his/her favourite upper or lower body movement of the day."

Outro

Cool down
Time: ~ 5 min

How to stretch

1. "Lie flat on your back."
2. "Close your eyes."
3. "Take three deep breaths in and out."
 - "Feel your feet. You feel how they relax and get heavy."
 - "Feel your lower legs become heavy as well. Feel it warm up as it relaxes."
 - "Feel your upper legs and hips become heavy."
 - "Feel your stomach and chest pulled towards the ground and become heavy."
 - "Now, your arms and shoulders seem to be heavier as well."
 - "Imagine you cannot lift them from the ground."
 - "Relax your neck and head."
 - "Relax your muscles in your face. Your face feels like jelly now."
 - "Stay relaxed for a while."
 - "Now, slowly open your eyes and sit upright."
 - "Your body has its normal lightness again."
 - "Feel the energy you got from relaxing."



Assessment: Moving to music

First and last name: _____

Date: _____

Class: _____

Rating: **3 points:** Meets the expectations with excellence

2 points: Meets the expectations

1 point: Meets not all the expectations

0 points: Didn't meet any expectations

	Term 1	Term 2	Term 3	Term 4
1) Participation				
2) Creativity				
3) Coordination				
4) Musicality / Rhythmic ability				
5) Togetherness (being in sync.)				
6) Social interactive skills				
7) Physical endurance / concentration				
Total points:				
Mark:				

General comments: _____

Rating Code	Description of Competence	Percentage
7	Outstanding achievement	80 - 100
6	Meritorious achievement	70 - 79
5	Substantial achievement	60 - 69
4	Adequate achievement	50 - 59
3	Moderate achievement	40 - 49
2	Elementary achievement	30 - 39
1	Not achieved	0 - 29

GOOD LUCK!

