

Prior Learning

Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.

Unit Focus

Count and move to beats of 8. Work as an individual, partner and part of a group. Copy and repeat movement patterns.

We are learning...

1. to move to the count of 8.
2. to perform with a partner to the count of 8.
3. to work with a partner to perform.
4. to perform a dance using 4 actions.
5. to link new actions with ones we already know.
6. to practice and perform a dance about Africa.

Key Questions

1. Why does using a starting position improve our dance?
2. Why is it important to move to our counts of 8?
3. How did it feel to work with your partner to promenade?

Equipment

Music player, music, cones, hoops, throw down spots.

Vocabulary

Africa, elephants, fast, feet, flow, giraffes, join, link, monkeys, rhythm, step, stretch, teamwork.

Concepts

An **8-count** is a rhythmic grouping of **8** beats. Most of the music you hear every day — popular, mainstream, Western music — is structured in sets of **8** beats. The **8-count** defines the beat. So, if you can **count** it, you've found the beat.

Activity Example

Sitting on the floor, have children clap in time with teacher's call of 8 beats. Repeat several times and ask the children to count the beats with you – repeat with music. Starting again without music ask children to walk around the room counting to the beat of 8 taking a step each beat – repeat with the music.

Extension Children can skip instead of walk, first without music, then with it.

