



INDIAN SCHOOL AL WADI AL KABIR



**KG III
DANCE
SYLLABUS**

	<p>Focus:</p> <ul style="list-style-type: none"> • Final dance performance • Revision + confidence building <p>Teaching Steps:</p> <ol style="list-style-type: none"> 1. Full song practice with all actions 2. Arrange children in formation 3. Add entry & exit (stage sense) 4. Final performance 	<p>MOVEMENT AND COORDINATION : Car driving mode - pretend to hold a steering wheel and drive fast/slow. Airplane Arms- Stretch arms out and glide around the space. Train March- March in a line while making "choo-choo" sounds.</p>	<ul style="list-style-type: none"> • Performance-based learning • Positive reinforcement • Peer learning 	<p>Objectives:</p> <ul style="list-style-type: none"> • Perform the complete dance sequence • Recall vocabulary with actions • Show confidence and stage presence <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Child completes full dance with minimal help • Child participates actively in performance 	<ul style="list-style-type: none"> • Perform complete dance confidently • Recall vocabulary with actions • Show stage confidence 	<p>C.G - 61</p>	<ul style="list-style-type: none"> • Music system • Stage/space • Simple costumes/props
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MAY- COMMUNITY HELPERS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	<p>https://youtu.be/AerU7N4IdRk?si=saLayWGKYrugv6pm IF EVERYONE HELPS EACH OTHER.....</p> <p>FOCUS • Knowing different helpers</p> <ul style="list-style-type: none"> • Basic actions <p>Teaching Steps:</p> <ol style="list-style-type: none"> 1. Show video (listen & watch) 2. Introduce helpers with pictures: <ul style="list-style-type: none"> • Doctor • Police • Firefighter 3. Teach actions: <ul style="list-style-type: none"> • Doctor → check heartbeat • Police → stop/go hand 	<p>https://youtu.be/haEfa3UtBE8?si=O-8dUyPGFrculds PEOPLE IN YOUR NEIGHBOURHOOD.'</p> <p>WARM UP & BODY AWARENESS - Stretch like a firefighter reaching a ladder. March like a police officer on duty. Move arms like a baker kneading dough. Walk like a doctor checking on patients.</p>	<ul style="list-style-type: none"> • TPR (Total Physical Response) <ul style="list-style-type: none"> • Visual learning (flashcards) • Repetition 	<ul style="list-style-type: none"> • Children will be able to identify and name 2-3 community helpers (doctor, police, firefighter) • Children will be able to recognize helpers from pictures/videos • Children will be able to imitate simple actions related to helpers • Children will develop listening and attention skills 	<ul style="list-style-type: none"> • Recognize 2-3 helpers • Follow simple actions 	<p>C.G - 60</p>	<ul style="list-style-type: none"> • Flashcards • Toy kits (doctor set etc.) • Video/song

	<ul style="list-style-type: none"> • Firefighter → spray water 						
	<p>Focus:</p> <ul style="list-style-type: none"> • Movement with music • Understanding roles <p>Teaching Steps:</p> <ol style="list-style-type: none"> 1. Revise <p>Week 1</p> <ol style="list-style-type: none"> 2. Add helpers: <ul style="list-style-type: none"> • Garbage collector → pick & throw • Construction worker → hammer action <ol style="list-style-type: none"> 3. Combine sequence: <ul style="list-style-type: none"> • Doctor → Police → Firefighter → Worker <ol style="list-style-type: none"> 4. Practice with music 	<p>Run in place like a police officer chasing. pretend to check a heartbeat like a doctor. pretend to hold a hose and spray water. March in a straight line and stop when told.</p>	<ul style="list-style-type: none"> • Scaffolding (step-by-step learning) • Music + movement • Group repetition 	<ul style="list-style-type: none"> • Children will be able to identify 3–4 community helpers • Children will be able to associate helpers with their roles (doctor helps, police protects, etc.) • Children will be able to perform 3–4 actions in sequence • Children will be able to follow rhythm and basic instructions 	<ul style="list-style-type: none"> • Perform actions in sequence • Understand helper roles 	C.G - 60	<ul style="list-style-type: none"> • Props (toy tools, helmet) • Music system
	<p>Focus:</p> <ul style="list-style-type: none"> • Expression + imagination • Group work <p>Teaching Steps:</p> <ol style="list-style-type: none"> 1. Divide class into groups: <ul style="list-style-type: none"> • Group 1 → doctors • Group 2 → police • Group 3 → firefighters <ol style="list-style-type: none"> 2. Role play with actions <ol style="list-style-type: none"> 3. Add expressions: <ul style="list-style-type: none"> • Helping, saving, caring 	<p>Move hands like a teacher writing on board. Pretend to roll dough like a baker. Hammer up and down like a construction worker. Wave hands like explaining a lesson.</p>	<ul style="list-style-type: none"> • Role play & dramatization • Collaborative learning • Creative expression 	<ul style="list-style-type: none"> • Children will be able to express ideas through role play and movement • Children will be able to participate in group dance activities • Children will be able to demonstrate understanding of helping roles • Children will begin to show confidence in performing 	<ul style="list-style-type: none"> • Express ideas through movement • Work in groups • Build confidence 	C.G - 60	<ul style="list-style-type: none"> • Costumes (caps, badges) • Props (stethoscope, hose, whistle)
	<p>Focus:</p> <ul style="list-style-type: none"> • Final dance • Confidence 	<p>Move like a firefighter, doctor, teacher and baker. March in</p>	<ul style="list-style-type: none"> • Performance-based learning 	<ul style="list-style-type: none"> • Children will be able to perform the complete dance 	<ul style="list-style-type: none"> • Perform full dance • Recall 	C.G - 61	<ul style="list-style-type: none"> • Music system •

	Teaching Steps: 1. Practice full song with actions 2. Arrange formation 3. Add entry/exit 4. Final performance	a parade of community helpers. Combine movements from previous weeks into a small performance. Practice dancing in pairs or groups.	<ul style="list-style-type: none"> Positive reinforcement 	sequence independently <ul style="list-style-type: none"> Children will be able to recall and name 4–5 community helpers with actions Children will be able to follow full song instructions without support Children will demonstrate confidence, coordination, and stage readiness 	helpers & actions <ul style="list-style-type: none"> Show confidence 		Stage/space <ul style="list-style-type: none"> Simple costumes
CALENDAR ACTIVITIES	MAY 10 - MOTHERS DAY MAY 24 - EID ASSEMBLY (CHOREOGRAPHY + RECORDING ASSISTANCE)						



JULY / AUGUST- ANIMALS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	https://youtu.be/bFUATFeF2IE?si=eZh3Rga_5pJ4FJzy Angalik Bangalik ? Objectives <ul style="list-style-type: none"> Identify common animals Understand how animals move Begin simple imitation 	https://youtu.be/ADf8x8Z50yo?si=ZZPV6VOyIf72CwjI WALKING ON THE JUNGLE . Guided Movements- Lion (big,slow steps with strong arms). Monkey (bouncing and swinging arms) Snake (slithering on the floor)	<ul style="list-style-type: none"> Play-way method Demonstration 	Students will be able to: <ul style="list-style-type: none"> Identify at least 3 common animals Recognize how different animals move Imitate simple animal actions (jump, walk, flap) Follow basic teacher instructions 	Basic Understanding & Imitation <ul style="list-style-type: none"> Students can identify at least 3 animals by name and movement. Students can imitate simple animal actions (jump like frog, stomp like elephant). Students can follow basic 	C.G - 60	<ul style="list-style-type: none"> Flashcards Music player

	<p>Steps</p> <p>1. Introduction</p> <ul style="list-style-type: none"> • Show animal flashcards • Ask: “How does a frog move?” <p>2. Teaching Movements</p> <ul style="list-style-type: none"> • Frog → jumping • Elephant → stomping • Bird → flapping <p>3. Practice</p> <ul style="list-style-type: none"> • Students imitate teacher • Repeat with rhythm (clap or simple beat) <p>4. Activity</p> <ul style="list-style-type: none"> • “Guess the Animal” game (teacher acts, students guess) 				instructions during movement activities.		
	<p>Objectives</p> <ul style="list-style-type: none"> • Perform movements with rhythm • Follow instructions with music <p>Steps</p> <p>1. Warm-Up</p> <ul style="list-style-type: none"> • Stretch like animals <p>2. Video Session</p> <ul style="list-style-type: none"> • Play animal dance video <p>3. Guided Dance</p> <ul style="list-style-type: none"> • Teacher leads: • Monkey → swinging • Rabbit → hopping <p>4. Practice</p> <ul style="list-style-type: none"> • Repeat movements with music 	Learn fast and slow movements through farm animal actions. Horse (galloping) Duck (waddling) Bunny (hopping)	<ul style="list-style-type: none"> • Audio-visual method • Guided practice 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Perform animal movements in time with music • Follow step-by-step dance instructions • Coordinate body movements (hands, legs, balance) • Participate actively in group dance 	<p>Movement with Rhythm</p> <ul style="list-style-type: none"> • Students can perform animal movements in sync with music. • Students demonstrate improved coordination of arms, legs, and body. • Students actively participate in group dance activities. 	C.G - 60	<ul style="list-style-type: none"> • Video • Speaker

<p>Objectives</p> <ul style="list-style-type: none"> • Encourage creativity • Perform independently <p>Steps</p> <p>1. Revision</p> <ul style="list-style-type: none"> • Review previous animal moves <p>2. Group Activity</p> <ul style="list-style-type: none"> • Divide into groups • Each group chooses an animal <p>3. Creation</p> <ul style="list-style-type: none"> • Students create their own dance <p>4. Performance</p> <ul style="list-style-type: none"> • Groups perform in front of class 	<p>Learn fast and slow movement through Ocean Animal Movements. Stingray(gliding) Fish(swimming) Crab (scuttling) Jellyfish (wobbling arms)</p>	<ul style="list-style-type: none"> • Group learning • Creative expression 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Create their own animal movements or dance steps • Express ideas through body movement • Work cooperatively in groups • Show confidence while performing 	<p>Creativity & Expression</p> <ul style="list-style-type: none"> • Students can create their own animal dance movements. • Students express ideas and imagination through dance. • Students demonstrate cooperation and teamwork in group performances. 	<p>C.G - 60</p>	<ul style="list-style-type: none"> • Animal masks (optional) • Music
<p>Objectives</p> <ul style="list-style-type: none"> • Combine all learned skills • Build confidence <p>Steps</p> <p>1. Warm-Up</p> <ul style="list-style-type: none"> • Quick animal movement review <p>2. Full Dance Practice</p> <ul style="list-style-type: none"> • Combine all animals into one routine <p>3. Final Performance</p> <ul style="list-style-type: none"> • Individual or group performance <p>4. Feedback</p>	<p>Recollect last week's performances. Discuss key steps, expression , and transition to refine.</p>	<ul style="list-style-type: none"> • Performance-based learning • Positive reinforcement 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Combine different animal movements into a complete dance • Perform confidently in front of others • Demonstrate improved coordination and rhythm • Show enjoyment and self-expression through dance 	<p>Performance & Confidence</p> <ul style="list-style-type: none"> • Students can combine multiple animal movements into a complete dance routine. • Students perform confidently in front of peers. • Students show enjoyment and self-expression during the dance. • Students demonstrate overall improvement in rhythm, balance, and gross motor skills. 	<p>C.G - 61</p>	<ul style="list-style-type: none"> • Music system • Props/costumes

	• Teacher appreciation and correction						
CALENDAR ACTIVITIES	AUGUST 15 - INDEPENDENCE DAY AUGUST 13- INDEPENDENCE DAY ASSEMBLY						



SEPTEMBER- BIRDS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	https://youtu.be/fLCh9kRYLPA?si=sinL6O-mHru_pdui Rio - Real in Rio Steps to Be Taught 1. Show pictures/flashcards of birds (sparrow, parrot, eagle) 2. Discuss bird features: wings, beak, feathers 3. Warm-up: flap arms like wings, hop like birds, make bird sounds 4. Teacher demonstrates basic bird actions: flying, pecking, hopping 5. Students imitate each action step by step	https://youtu.be/TMWtodUvmEs?si=D3lqXyiNiiYIMhw Warm-up : Fluttering hands like bird wings, stretching arms, and gentle jumps like birds taking off, Exploring Movements: Imitate different bird movements (e.g., flapping,soaring,hopping,pecking) Practice how different birds move (eagle vs. sparrow vs.peacock) Cool-down : Slow,floating movements like a bird gliding to rest.	• Demonstration & Imitation: Teacher shows simple bird actions (flap wings, hop, peck), and students imitate step by step. • Play-Way Method: Use flashcards and ask questions (“Which bird is this? How does it move?”) to engage students in learning. • Direct Interaction: Encourage students to answer and participate actively. Purpose: Build foundational knowledge of birds and basic movements.	Learning Objectives: • Identify at least 3 common birds by name and appearance. • Recognize basic features of birds (wings, beak, feathers). • Imitate simple bird movements (flapping wings, hopping, pecking). • Follow teacher instructions during movement activities.	• Students can identify and name at least 3 birds by sight and sound. • Students can imitate basic bird movements (flap wings, hop, peck). • Students can follow teacher instructions during movement activities.	C.G - 60	• Bird flashcards or pictures – to show different birds and their features. • Open space – for students to safely move, flap wings, and hop. • Teacher’s demonstration – showing bird actions in person.
	Steps to Be Taught 1.	Warm-up: Stretching with arm movements	• Audio-Visual Learning: Use the bird	• Perform bird movements in rhythm	• Students perform bird	C.G - 60	• Bird song/video- to provide

	<p>Warm-up: stretching and flapping wings</p> <ol style="list-style-type: none"> 2. Play bird song/video 3. Teacher demonstrates bird actions to rhythm: <ul style="list-style-type: none"> • Flap wings → flying • Hop → landing • Sway → perched 4. Students repeat movements in time with music 5. Pair or small group practice to reinforce rhythm 	<p>like bird wings.</p> <p>Structured Bird Dance : Teacher demonstrate a short dance sequence (flap,hop,glide,land). Students repeat and add their own movements.</p> <p>Cool-down: Slow movements with deep breathing.</p>	<p>song/video to show movements in rhythm.</p> <ul style="list-style-type: none"> • Guided Practice: Teacher leads movements along with music; students repeat to develop coordination. • Peer Observation: Students observe classmates and learn from each other. <p>Purpose: Help students synchronize movement with music and improve motor skills.</p>	<p>with music.</p> <ul style="list-style-type: none"> • Coordinate arms, legs, and body movements while moving like birds. • Respond to musical and verbal cues accurately. • Participate actively in group movement activities. 	<p>movements in rhythm with music.</p> <ul style="list-style-type: none"> • Students demonstrate coordination of arms, legs, and body while moving like birds. • Students respond accurately to musical and verbal cues. • Students actively participate in group movement activities. 		<p>rhythm and movement cues.</p> <ul style="list-style-type: none"> • Music player/speaker – to play the song loudly enough for all students. • Open space – for free movement and group practice.
	<p>Steps to Be Taught</p> <ol style="list-style-type: none"> 1. Review previously learned movements 2. Ask students to invent their own bird actions 3. Divide into small groups 4. Each group creates a short bird dance sequence 5. Practice and refine movements 	<p>Warm-up: Imitating a bird waking up,stretching and taking its first flight.</p> <p>Emotional movement : Happy bird (light, fast movements) Sad bird (slow,low movements) Excited bird (jumpy,erratic movements)</p> <p>Cool-down: Floating hands and swaying like trees in the wind.</p>	<ul style="list-style-type: none"> • Activity-Based Learning / Discovery Learning: Encourage students to invent their own bird movements. • Group Collaboration: Students work in small groups to create a dance sequence, fostering teamwork. • Positive Reinforcement: Teacher gives encouragement and highlights creativity. <p>Purpose: Develop creativity, self-expression, and cooperation.</p>	<ul style="list-style-type: none"> • Invent original bird-inspired movements. • Express ideas and imagination through body movement. • Work cooperatively in small group dance creation. • Demonstrate confidence and creativity in performance. 	<ul style="list-style-type: none"> • Students create their own bird-inspired dance movements. • Students express ideas and imagination through body movement. • Students work cooperatively in groups to develop a dance sequence. • Students demonstrate confidence and creativity during performance. 	<p>C.G - 60</p>	<ul style="list-style-type: none"> • Bird flashcards – to inspire creative movement ideas. • Music/song – to provide background for group dance creation. • Optional props: feathers, masks, or simple bird costumes. • Open space – to practice and create sequences.
	<p>Steps to Be Taught</p> <ol style="list-style-type: none"> 1. Warm-up: quick review of bird movements 2. Combine previous movements into a full dance routine 3. Groups or individuals perform the bird dance 4. Teacher 	<p>Recollect last week's performances. Discuss key steps, expression , and transition to refine</p>	<ul style="list-style-type: none"> • Performance-Based Learning: Students perform a complete bird dance, integrating all previous skills. • Reflective Discussion: Teacher asks students about their favorite birds and movements. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Combine learned movements into a complete bird dance routine. • Perform confidently in front of peers. • Demonstrate coordination, rhythm, 	<ul style="list-style-type: none"> • Students can perform a complete bird dance routine combining all learned movements. • Students demonstrate confidence, coordination, and rhythm. • Students 	<p>C.G - 61</p>	<ul style="list-style-type: none"> • Bird song/video – to perform the full dance routine. • Open performance space – for group/individual presentation. • Optional props/costumes – enhance visual effect and engagement.

	provides feedback and appreciation 5. Reflection: discuss favorite birds and movements		<ul style="list-style-type: none"> Feedback & Appreciation: Teacher and peers provide positive feedback to build confidence. <p>Purpose: Consolidate learning, build confidence, and assess coordination, creativity, and understanding.</p>	and self-expression. <ul style="list-style-type: none"> Reflect on bird knowledge and dance experience. 	show self-expression and enjoyment through dance. <ul style="list-style-type: none"> Students can reflect on their learning about birds and movement. 		<ul style="list-style-type: none"> Teacher observation and feedback tools – to assess performance and provide encouragement.
CALENDAR ACTIVITIES	TEACHERS DAY JANMASHTAMI ASSEMBLY (CHOREOGRAPHY + RECORDING ASSISTANCE)						



OCTOBER- INSECTS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	https://youtu.be/-u6zPF8UvVE?si=K1UaHBaUbP17KW4j CTTERPILLAR DANCE . Steps to Be Taught 1. Show insect pictures (ant, bee, butterfly, grasshopper). 2. Discuss basic insect features: head, thorax, abdomen, six legs, antennae.	https://youtu.be/pkHIMjTbvZc?si=1APfeanwYohccPyI Warm-up : Stretching like waking insects (wiggling fingers , bending knees) Exploring movements: Crawl like an ant .Flutter like a butterfly . Hop like a grasshopper. Buzz and spin like a bee.	<ul style="list-style-type: none"> Demonstration & Imitation Q&A Visual Recognition Play- Way Movement Activities	<ul style="list-style-type: none"> Identify at least 4 common insects. Recognize main body parts of insects (head, thorax, abdomen). Imitate simple insect movements. 	<ul style="list-style-type: none"> Students can name 4 insects and their parts. Students can imitate simple bug actions (crawl, hop, wiggle). 	C.G - 60	<ul style="list-style-type: none"> Insect flashcards or pictures Open space for movement Teacher demonstration

	<p>3. Warm- up: crawl like bugs, wiggle like worms.</p> <p>4. Teacher demonstrates each insect movement (crawl, hop, buzz).</p>	<p>Cool-down: Slow, floating movements like a butterfly landing.</p>					
	<p>Steps to Be Taught</p> <ol style="list-style-type: none"> 1. Warm- up: stretching and insect movements (flapping wings). 2. Play song and ask students to move like the insect named in lyrics. 3. Teacher leads insect actions to rhythm (crawl, buzz, hop). 4. Students repeat insect actions with music. 	<p>Warm-up: Waving arms like antennae, stretching like a waking insect.</p> <p>Structured Insect Dance:</p> <ul style="list-style-type: none"> • Teacher demonstrates a simple dance sequence (crawl, flutter, hop, spin). • Students repeat and add their own creative insect movements. <p>Cool-down: Slow breathing and swaying like a leaf in the wind.</p>	<ul style="list-style-type: none"> • Audio- Visual Learning (song/video) • Guided Practice with Music • Peer Observation 	<ul style="list-style-type: none"> • Perform insect movements in time with music. • Recognize insect sounds (buzzing, chirping). • Improve gross motor coordination. 	<ul style="list-style-type: none"> • Students perform music-linked insect actions correctly. • Students show coordinated movement to rhythm. 	C.G - 60	<ul style="list-style-type: none"> • Song/video about insects • Speaker or music player • Open space for movement
	<p>Steps to Be Taught</p> <ol style="list-style-type: none"> 1. Review insect movements learned so far. 2. In small groups, students create their own insect movement sequence. 3. Practice and refine sequences. 4. Share creative dances with class. 	<p>Warm-up: Imitating an insect waking up and moving slowly.</p> <p>Emotional Movement:</p> <ul style="list-style-type: none"> • Happy butterfly (light, floating movements). • Busy bee (quick, energetic spins and buzzes). • Tired ant (slow, heavy crawling). <p>Cool-down: Gentle fluttering and stretching.</p>	<ul style="list-style-type: none"> • Activity- Based / Discovery Learning • Group Collaboration • Positive Reinforcement 	<ul style="list-style-type: none"> • Encourage creative movement inspired by insects. • Work cooperatively to design movement sequences. • Express ideas and observation through movement. 	<ul style="list-style-type: none"> • Students design original insect- based movement sequences. • Students demonstrate teamwork and expression. 	C.G - 60	<ul style="list-style-type: none"> • Insect flashcards (for inspiration) • Music/song for practice • Optional insect props (antennae headbands, wings)
	<p>Steps to Be Taught</p> <ol style="list-style-type: none"> 1. Warm- up with simple insect actions. 2. Combine all learned movements into a full insect dance routine. 3. Groups or individuals perform their insect dance. 4. Discuss what they learned about insects and movement. 	<p>Recollect last week's performances. Discuss key steps, expression, and transition to refine</p>	<ul style="list-style-type: none"> • Performance- Based Learning • Reflective Discussion • Peer and Teacher Feedback 	<ul style="list-style-type: none"> • Integrate learned insect movements into a performance. • Display confidence and coordination in movement. • Reflect on insect features and dance experience. 	<ul style="list-style-type: none"> • Students can perform a complete insect dance routine. • Students show confidence, rhythm, and coordination. • Students describe at least 3 facts about insects learned. 	C.G - 61	<ul style="list-style-type: none"> • Song/video about insects • Open performance space • Optional props/costumes

CALENDAR ACTIVITIES	GANDHI JAYANTHI ASSEMBLY (CHOREOGRAPHY)						



NOVEMBER / DECEMBER- PLANT LIFE

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	Name of Activity: "Growing Seed Movement" Teaching Strategy: Storytelling + Demonstration + Imitation	Warm-up: Stretching arms like growing stems, curling up like a seed, reaching up like a sprouting plant. Exploring Movements: • Curl into a small shape (seed). • Slowly rise and stretch (germination). • Sway like a young plant in the breeze.	Storytelling Method: Begin with a simple story about a tiny seed growing into a plant to build imagination. * Demonstration Method: Teacher shows how a seed curls (sitting small) and slowly grows (stretching up). * Imitation Method: Students copy the teacher's movements step-by-step. * Repetition Practice: Repeat movements with music to build confidence and rhythm.	Understand plant growth concept * Learn basic body control and slow movements	Understand how plants grow through movement . Improve body control and spatial awareness .	CG-60	* Nature music * Seed/sprout flashcards
	"Parts of a Plant Dance" Teaching Strategy: Visual Learning + Action-Based Learning	Warm-up: Stretches mimicking vines, petals, and roots growing in different directions. Structured Plant Dance: • Step 1: Seed movement (small and curled). • Step 2: Roots spreading (low crawling and reaching	* Visual Learning: Show charts/images of roots, stem, and leaves. * Action-Based Learning: Assign each plant part a specific movement (e.g., roots = bending down, leaves = hand waves). * Step-by-Step Breakdown: Teach one movement at a time, then combine.	* Identify plant parts * Learn and connect simple dance steps	Learn about the plant life cycle through movement . Develop teamwork and sequencing skills .	CG-60	• MUSIC • HAND GESTURE

		<p>out).</p> <ul style="list-style-type: none"> • Step 3: Stem growing (slowly rising). • Step 4: Leaves and flowers blooming (big expressive arm movements). 	<p>* Guided Practice: Practice together with teacher guidance and corrections.</p>				
	<p>"Blooming Flower Dance" Teaching Strategy: Role Play + Expression Practice</p>	<p>Warm-up: Fluttering arms like petals in the wind, bending like flexible flower stems.</p> <p>Exploring Different Flowers:</p> <ul style="list-style-type: none"> • Sunflower (standing tall and stretching to the sun). • Daisy (light, bouncy movements). • Lily (smooth, flowing movements). • Tulip (graceful bending and opening). 	<p>* Role Play Method: Students act as flowers blooming in the sun.</p> <p>* Expression Training: Teach smiling, eye movement, and gentle expressions.</p> <p>* Mirror Practice: Let students observe and improve expressions.</p> <p>* Group Learning: Practice in small groups to build confidence.</p>	<p>* Develop facial expressions</p> <p>* Improve hand gestures and grace</p>	<p>Express emotions and movement through different flower types. Improve creative thinking and body coordination.</p>	CG-60	<ul style="list-style-type: none"> • SOFT MUSIC • FLOWER PROPS
	<p>"Complete Plant Life Dance" Teaching Strategy: Rehearsal + Group Performance</p>	<p>Warm -up:Moving arms like wind, making small rain droplet movements, stretching towards the sun.</p> <p>Exploring Nature's Influence:</p> <ul style="list-style-type: none"> • Windy day (swaying and twirling). • Rainfall (light tapping and jumping). • Sunny day (strong, steady growth movements). 	<p>* Rehearsal Method: Practice full choreography multiple times.</p> <p>* Peer Learning: Students observe and learn from each other.</p> <p>* Feedback Method: Teacher gives simple corrections and encouragement.</p> <p>* Performance Method: Conduct a final presentation in class.</p>	<p>* Combine all learned movements</p> <p>* Build confidence and stage presence</p>	<p>Understand how plants interact with nature through expressive moment. Develop storytelling through dance.</p>	CG-60	<ul style="list-style-type: none"> • MUSIC TRACK • OPEN SPACE
CALENDAR ACTIVITIES	<p>CHILDREN'S DAY</p> <p>DECEMBER 10- FOUNDERS DAY (Training children for founders day performance)</p>						



JANUARY- GAMES

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	https://youtu.be/QyHp-N6-3DY?si=5gLeACM1U4PwVuP Waka Waka Steps to Be Taught 1. Introduce the topic “Games” and ask students their favorite games. 2. Show simple action movements (e.g., jump, clap, run in place). 3. Play the song once for exposure. 4. Teacher models basic movements with music cues. 5. Students imitate movements.	https://youtu.be/vmigWt5TOV8?si=JriEd_askVk9pDvj Warm-up: • Jumping like a skipping rope. • Running in place like playing tag. • Quick hand movements like clapping games. Exploring Game Movements: • Hopscotch (hopping on one foot, balancing). • Soccer (quick footwork, kicking movements). • Basketball (dribbling, jumping, throwing). • Freeze Tag (fast and slow movements).	• Demonstration & imitation • Play- way learning • Question & answer	• Identify at least 3 common game actions (jumping, running, clapping). • Recognize and imitate basic physical movement actions from the song. • Understand and follow simple movement cues.	Students name 3 common game actions. Students imitate basic movement actions with guidance. Students follow teacher cues correctly.	C.G - 60	• Flashcards/photos of movements • Open play/movement space • Music player/speaker
	Steps to Be Taught 1. Warm- up: basic stretching and game action movements. 2. Play the game song/video again. 3. Teacher demonstrates action steps along with music (jump, hop, run on the spot). 4. Students follow movements along with music cues. 5. Partner work: one leads, one	Warm-up: • Moving arms like swinging a baseball bat. • Jumping like playing a jumping race. • Balancing like walking on a beam. Structured Game Dance: • Step 1: Imitate warm-up movements in a sequence. • Step 2: Add personal creativity. • Step 3: Combine actions to create a mini-game dance	• Audio- visual learning (song/video) • Guided practice with repetition • Peer modeling	• Perform game movements in rhythm with music. • Recognize movement patterns and respond to musical cues. • Improve coordination and gross motor skills.	Students perform movements in time with the music. Students show increased coordination of body movements. Students respond accurately to musical action cues.	C.G - 60	• Music player/speaker • Game song/video • Open movement space



FEBRUARY/ MARCH - RAINY & SUMMER SEASON

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	https://youtu.be/3QvBpDLgAWg?si=aLUJOL2qDOJJEuzX It's summer summer Time Steps to Be Taught 1. Ask: "What happens in summer?" 2. Show pictures (sun, beach, ice cream, sunglasses). 3. Introduce features of summer (hot weather, bright sun). 4. Play the song once. 5. Demonstrate simple actions (fan yourself, wipe sweat, pretend sunshine).	https://youtu.be/AOvKv8tMR8?si=3tTcy1TWCLOWMxrd Warm-up: • Stretching like a sunflower reaching for the sun. • Waving arms like ocean waves. • Jumping like kids playing in the park. Exploring Movements: • Running and skipping like playing outside in summer. • Swimming movements (breaststroke, backstroke). • Ice cream melting (slow, wobbly movements).	• Demonstration & imitation • Question & answer learning • Play-way	• Identify summer season characteristics (hot, sunny). • Recognize summer objects (sun, ice cream, hat). • Imitate simple summer-related actions.	Students identify basic features of summer. Students name common summer items. Students follow simple movement instructions.	C.G - 60	• Summer flashcards (sun, beach, ice cream) • Pictures or real objects (hat, sunglasses) • Open space
	Steps to Be Taught 1. Warm-up: stretch like sun rising. 2. Play the summer song/video. 3. Teacher demonstrates actions: • Swimming • Running • Playing outside 4. Students follow movements with music. 5. Pair activity: students copy each other's actions.	Warm-up: • Soft tapping movements like raindrops. • Waving hands like the wind blowing. • Jumping in place like splashing in puddles. Structured Rain Dance: • Step 1: Light raindrops (fingers tapping). • Step 2: Heavy rain (bigger, flowing arm movements). • Step 3: Thunder and lightning (sharp, sudden movements). • Step 4: Gentle drizzle	• Audio-visual learning • Guided practice learning • Peer learning	• Perform summer activities through movement. • Follow music and action cues. • Improve coordination and rhythm.	Students perform movements in rhythm with music. Students show improved coordination. Students participate actively in activities.	C.G - 60	• Summer song/video • Speaker/music player • Open movement space

		(soft swaying).					
	Steps to Be Taught 1. Review summer actions learned. 2. Ask students to create their own summer activity movements. 3. Divide into groups. 4. Each group prepares a short "summer dance". 5. Practice and present to class.	Warm-up: • Excited movements like running towards the beach. • Slow, relaxing movements like feeling a warm summer breeze. • Sudden movements like a thunderstorm arriving. Emotional Movement: • Happy summer (big, energetic movements). • Calm rainy day (soft and swaying movements). • Thunderstorm (sharp, fast movements).	• Activity-based learning • Group collaboration • Creative exploration	• Encourage creative expression through movement. • Develop teamwork and collaboration. • Express ideas about summer activities.	Students create their own movement sequences. Students work cooperatively in groups. Students show creativity and confidence.	C.G - 60	• • Flashcards for ideas • • Music/song • • Optional props (ball, sunglasses, hats)
	Steps to Be Taught 1. Warm-up: review all summer movements. 2. Combine actions into a full summer dance routine. 3. Group/individual performances. 4. Reflection discussion: "What do you like in summer?"	Recollect last week's performances. Discuss key steps, expression, and transition to refine	• Summer song/video • Open performance space • Optional props (hats, beach ball, sunglasses)	• Combine movements into a complete performance. • Perform confidently in front of peers. • Reflect on learning about summer.	Students perform a full summer dance routine. Students show confidence, rhythm, and coordination. Students express understanding of summer activities.	C.G - 61	• • Summer song/video • • Open performance space • • Optional props (hats, beach ball, sunglasses)
CALENDAR ACTIVITIES	CONCERT - HELPING IN CHOREOGRAPHY BOTH KGII & KGIII EXHIBITION- TRAINING CHILDREN FOR THE BODY KINESTHETIC SHOW.						