



INDIAN SCHOOL AL WADI AL KABIR



KG II
DANCE
SYLLABUS





APRIL - MYSELF

<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/EAx6VZteAwQ?si=nsYVYG8QOuCGK3et Steps to be Taught <ul style="list-style-type: none"> • Point to self (“This is me”) • Tap head (2 times) • Point to eyes (blink) • Touch nose (wiggle) • Point to mouth (smile) 	https://youtu.be/l4WNrvVjiTw?si=G9d-7K_4fLsrZDDF Warm-up <ul style="list-style-type: none"> • Play the song “If You’re Happy and You Know It” and encourage students to move their bodies freely. • Guide them to stretch by reaching up high, touching their toes, and wiggling their fingers. Exploration Activity <ul style="list-style-type: none"> • Ask students to introduce themselves using a movement (e.g., wave, jump, spin). • Play music and let them move in different ways (big/small, fast/slow, high/low). Guided Dance Routine <ul style="list-style-type: none"> • Teach a simple dance phrase with gestures: <ul style="list-style-type: none"> • “I am strong” (stomp feet) • “I am happy” (jump) • “I am kind” (open arms) Cool Down <ul style="list-style-type: none"> • Have students sit in a circle, take deep breaths, and stretch slowly while listening to calming music. 	<ul style="list-style-type: none"> • Demonstration and imitation <ul style="list-style-type: none"> • Use slow music and clear instructions • Call & response method (“Show me your head”) • Repetition (practice each step 2–3 times) 	<ul style="list-style-type: none"> • Identify basic body parts <ul style="list-style-type: none"> • Follow simple movement instructions 	<ul style="list-style-type: none"> • Students can identify and move at least 4 body parts correctly • Students respond to teacher cues 	C- 60	<ul style="list-style-type: none"> • Song audio/video • Flashcards (body parts) • Mirror
	Steps to be Taught <ul style="list-style-type: none"> • Stretch arms wide • Clap hands (4 counts) • Wave hands side to side • Stomp feet (right–left) • March forward (4 steps) • March backward (4 steps) 	Warm-up <ul style="list-style-type: none"> • Play “Head, Shoulders, Knees, and Toes” and have students follow along. Exploration Activity <ul style="list-style-type: none"> • Call out different body parts and have students move them creatively. 	<ul style="list-style-type: none"> • Break movements into small parts <ul style="list-style-type: none"> • Use counting (1–8 beats) • Pair/group practice • Repeat with music 	<ul style="list-style-type: none"> • Improve coordination and rhythm • Learn movement sequencing 	<ul style="list-style-type: none"> • Students perform 6–8 steps in sequence <ul style="list-style-type: none"> • Students move in rhythm with music 	C- 60	<ul style="list-style-type: none"> • Music player <ul style="list-style-type: none"> • Floor markers for spacing

		<ul style="list-style-type: none"> • Play “Freeze Dance” where they stop moving when the music pauses and touch the called-out body part. <p>Guided Dance Routine</p> <ul style="list-style-type: none"> • Teach a movement sequence where each part of the body moves separately (e.g., clap hands, stomp feet, wiggle hips). <p>Cool Down</p> <ul style="list-style-type: none"> • Gentle stretching while listening to a soft instrumental song. 					
	<p>Steps to be Taught</p> <ul style="list-style-type: none"> • Jump (2 times) • Turn around (360°) • Freeze pose • Facial expressions (happy, excited) • Combine all previous steps into one routine 	<p>Warm-up</p> <ul style="list-style-type: none"> • Play “If You’re Happy and You Know It”, but change actions based on different emotions (e.g., “If you’re sad and you know it, hug yourself”). <p>Exploration Activity</p> <ul style="list-style-type: none"> • Show emotion flashcards (happy, sad, excited, tired) and let students act them out through movement. • Play music and ask students to change their movements when a different emotion is called out. <p>Guided Dance Routine</p> <ul style="list-style-type: none"> • Create a short routine where students act out different emotions (e.g., excited = jumping, sad = slow walking). <p>Cool Down</p> <ul style="list-style-type: none"> • Students lie on the floor, take deep breaths, and listen to calming music. 	<ul style="list-style-type: none"> • Full demonstration <ul style="list-style-type: none"> • Practice in small groups • Encourage creativity (add own move) • Continuous repetition 	<ul style="list-style-type: none"> • Perform complete dance sequence <ul style="list-style-type: none"> • Express emotions through movement 	<ul style="list-style-type: none"> • Students perform the full routine with confidence • Students show facial expressions while dancing 	C- 60	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> • Mirror • Optional props (scarves/ribbons)
	<p>Steps to be Taught</p> <ul style="list-style-type: none"> • Smooth transitions between steps • Timing with music • Final pose (“This is me”) • Full routine practice 	<p>Recollect last week's performances. Discuss key steps, expression , and transition to refine.</p>	<ul style="list-style-type: none"> • Rehearsal and practice <ul style="list-style-type: none"> • Peer observation • Positive reinforcement • Performance-based learning 	<ul style="list-style-type: none"> • Build confidence in performing <ul style="list-style-type: none"> • Improve timing and coordination 	<ul style="list-style-type: none"> • Students perform the dance with correct sequence and timing • Students show confidence in group/individual performance 	C- 61	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> • Performance space • Simple props/costume



MAY- MY FAMILY MY HOME

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVE S</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
	https://youtu.be/b62Da8KQGzk?si=fH4u7wTkgM7ws Steps to be Taught <ul style="list-style-type: none"> • Point to self (“This is me”) • Show father (strong pose / hand up) • Show mother (soft hand wave) • Show brother (jump once) • Show sister (clap twice) 	https://youtu.be/NVEzzia8Yo?si=xzSINtoN_ubvjShu Warm-up <ul style="list-style-type: none"> • Play the song “We Are Family” and encourage students to move freely, warming up their bodies. Exploration Activity <ul style="list-style-type: none"> • Discuss different family members (e.g., mother, father, siblings). • Assign a movement to each family member (e.g., mother = gentle sway, father = strong march). Guided Dance Routine <ul style="list-style-type: none"> • Create a simple dance sequence incorporating the assigned movements for each family member. Cool Down <ul style="list-style-type: none"> • Students sit in a circle, take deep breaths, and share one movement they enjoyed. 	<ul style="list-style-type: none"> • Demonstration and imitation <ul style="list-style-type: none"> • Teach one family member at a time • Use call & response (“Show me father”, “Show me mother”) • Practice slowly first, then with music 	<ul style="list-style-type: none"> • Identify main family members <ul style="list-style-type: none"> • Respond to music using simple actions 	<ul style="list-style-type: none"> • Students can show father, mother, brother, sister and me using actions • Students follow teacher instructions correctly 	C- 60	<ul style="list-style-type: none"> • Song audio/video • Family flashcards (father, mother, sister, brother) • Chart showing family members
	Steps to be Taught <ul style="list-style-type: none"> • Walking step (to show family walking together) • Holding hands 	Warm-up <ul style="list-style-type: none"> • Play “The Family Song” and encourage students to follow along with simple 	<ul style="list-style-type: none"> • Break movements into 4-count steps • Repeat actions 	<ul style="list-style-type: none"> • Improve coordination and rhythm • Learn simple 	<ul style="list-style-type: none"> • Students perform 6–8 steps continuously • Students move in rhythm with music 	C- 60	<ul style="list-style-type: none"> • Music player • Floor markers (for space and movement)

	<p>movement (side-to-side swing)</p> <ul style="list-style-type: none"> • Clap + step (right-left) • Turn around slowly • Combine Week 1 + Week 2 movements 	<p>movements.</p> <p>Exploration Activity</p> <ul style="list-style-type: none"> • Discuss common actions family members perform (e.g., cooking, reading). • Students create movements representing these actions. <p>Guided Dance Routine</p> <ul style="list-style-type: none"> • Combine the movements into a dance that tells the story of a family's day. <p>Cool Down</p> <ul style="list-style-type: none"> • Gentle stretching while discussing their favorite family activities. 	<p>with counting</p> <ul style="list-style-type: none"> • Practice in pairs (family movement together) 	<p>dance sequences</p>			
	<p>Steps to be Taught</p> <ul style="list-style-type: none"> • Jump (happy family moment) • Turn + clap • Freeze pose (family pose) • Facial expressions (happy / excited) • Full dance routine practice 	<p>Warm-up</p> <ul style="list-style-type: none"> • Play “If You’re Happy and You Know It”, but change actions based on different emotions (e.g., “If you’re sad and you know it, hug yourself”). <p>Exploration Activity</p> <ul style="list-style-type: none"> • Show emotion flashcards (happy, sad, excited, tired) and let students act them out through movement. • Play music and ask students to change their movements when a different emotion is called out. <p>Guided Dance Routine</p> <ul style="list-style-type: none"> • Create a short routine where students act out different emotions (e.g., excited = jumping, sad = slow walking). <p>Cool Down</p> <ul style="list-style-type: none"> • Students lie on the floor, take deep breaths, and listen to calming music. 	<ul style="list-style-type: none"> • Full demonstration • Practice in small groups • Encourage expression while dancing • Continuous repetition 	<ul style="list-style-type: none"> • Perform full dance sequence • Express happiness through movement 	<ul style="list-style-type: none"> • Students perform the full dance with correct order • Students show facial expression while dancing 	C- 60	<ul style="list-style-type: none"> • Music • Mirror (optional) • Simple props (scarves or ribbons)
	<p>Steps to be Taught</p> <ul style="list-style-type: none"> • Smooth transitions between movements • Timing with music • Final family pose • Full dance performance 	<p>Recollect last week's performances. Discuss key steps, expression , and transition to refine.</p>	<ul style="list-style-type: none"> • Rehearsal method • Peer observation • Positive reinforcement • Practice with full music 	<ul style="list-style-type: none"> • Build confidence in performance • Improve timing and coordination 	<ul style="list-style-type: none"> • Students perform the dance confidently in groups • Students remember the full sequence of steps 	C- 61	<ul style="list-style-type: none"> • Music • Performance space • Simple costume/props



JULY / AUGUST- MY SCHOOL MY CLASSROOM

<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/GSMzRYJly94?si=pUCKfy8tLb2PDb-B Steps to be Taught <ul style="list-style-type: none"> • Stand straight (ready position) • Clap hands (2-4 counts) • Tap shoulders (right & left) • Tap knees (right & left) • Step side to side 	https://youtu.be/2UcZWXvgMZE?si=rVM1R-eYVL5Xy3wyWarm-up <ul style="list-style-type: none"> • Play the song “The Freeze Dance” and encourage students to move freely around the classroom, stopping when the music pauses. Exploration Activity <ul style="list-style-type: none"> • Guide students to explore different areas of the classroom through movement (e.g., walking to the reading corner, skipping to the art station). Introduce movements that represent classroom activities (e.g., pretending to write, paint, or read). Guided Dance Routine <ul style="list-style-type: none"> • Create a simple dance sequence that 	<ul style="list-style-type: none"> • Demonstration and imitation <ul style="list-style-type: none"> • Use slow tempo first • Repeat each step multiple times • Use verbal cues (“Clap! Tap shoulders!”) 	<ul style="list-style-type: none"> • Develop basic motor skills <ul style="list-style-type: none"> • Follow simple rhythm and instructions 	<ul style="list-style-type: none"> • Students perform 4-5 simple actions correctly <ul style="list-style-type: none"> • Students follow teacher instructions with music 	C- 60	<ul style="list-style-type: none"> • Song audio/video <ul style="list-style-type: none"> • Open space for movement • Visual demonstration

		incorporates movements representing various classroom activities. Cool Down • Students sit in a circle, take deep breaths, and share their favorite classroom activity.					
	Steps to be Taught <ul style="list-style-type: none"> • March in place (4 counts) • Walk forward (4 steps) • Walk backward (4 steps) • Hands up & down (action with music) • Turn slowly (half turn) 	Warm-up <ul style="list-style-type: none"> • Play “If You’re Happy and You Know It”, encouraging students to clap, stomp, and jump along. Exploration Activity <ul style="list-style-type: none"> • Discuss different roles in the school (e.g., teacher, principal, janitor). • Assign a movement to each role (e.g., teacher = writing, janitor = sweeping). Guided Dance Routine <ul style="list-style-type: none"> • Combine the movements into a dance that represents various school helpers performing their duties. Cool Down <ul style="list-style-type: none"> • Gentle stretching while students share which school helper they would like to be and why. 	<ul style="list-style-type: none"> • Break steps into small sequences • Use counting (1–8 beats) in lines or groups • Repeat with music 	<ul style="list-style-type: none"> • Improve coordination and balance • Understand movement sequencing 	<ul style="list-style-type: none"> • Students perform 6–7 movements in sequence • Students move with rhythm 	C- 60	<ul style="list-style-type: none"> • Music • Floor markers • Teacher demonstration
	Steps to be Taught <ul style="list-style-type: none"> • Jump (2 times) • Full turn (360°) • Clap + 	Warm-up <ul style="list-style-type: none"> • Play “The Wheels on the Bus”, encouraging students to perform actions corresponding to the 	<ul style="list-style-type: none"> • Full demonstration of choreography • Practice in small groups 	<ul style="list-style-type: none"> • Perform complete dance sequence • Express feelings through movement 	<ul style="list-style-type: none"> • Students perform the full routine confidently • Students show expression while dancing 	C- 60	<ul style="list-style-type: none"> • Music • Props (optional: ribbons/scarves)

	<p>step combination</p> <ul style="list-style-type: none"> • Add facial expressions (happy/excited) • Combine all previous steps into full routine 	<p>lyrics.</p> <p>Exploration Activity</p> <ul style="list-style-type: none"> • Guide students to move in different pathways (straight, curved, zigzag) as they imagine traveling to various parts of the school (e.g., cafeteria, library). <p>Guided Dance Routine</p> <ul style="list-style-type: none"> • Create a dance sequence that represents moving through the school using different pathways and directions. <p>Cool Down</p> <ul style="list-style-type: none"> • Students sit in a circle, take deep breaths, and visualize their favorite place in the school. 	<p>Encourage expressive movements</p> <ul style="list-style-type: none"> • Continuous repetition 				
	<p>Steps to be Taught</p> <ul style="list-style-type: none"> • Smooth transitions between steps • Timing with music • Final pose (freeze or fun pose) • Full routine practice 	<p>Recollect last week's performances.</p> <p>Discuss key steps, expression, and transition to refine.</p>	<ul style="list-style-type: none"> • Rehearsal method <ul style="list-style-type: none"> • Peer observation • Positive feedback • Performance practice 	<ul style="list-style-type: none"> • Build confidence in performance <ul style="list-style-type: none"> • Improve timing and coordination 	<ul style="list-style-type: none"> • Students perform the dance correctly with music <ul style="list-style-type: none"> • Students show confidence individually or in groups 	C- 61	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> • Performance space • Simple props/costume



SEPTEMBER- FRUITS

<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/VPcTQ85V9BQ?si=eAVHgqh80txq3fT3 Steps to be Taught 1. Stand in “ready position” 2. Clap hands to the beat 3. Touch head (thinking about fruit) 4. Point to eyes (look) 5. Walk in place 6. Slow swaying side to side	https://youtu.be/gN3pn_alymA?si=RTok2PpzDgC34N5MMain Activity: Apple Dance: Move to music by pretending to be apples rolling, bouncing, and swaying.	<ul style="list-style-type: none"> • Demonstrate each step first • Use call & response • Link each movement with a fruit word • Repeat movements without music first, then with music 	<ul style="list-style-type: none"> • Recognize basic movement patterns • Connect simple body movements to fruit theme • Follow teacher cues 	<ul style="list-style-type: none"> • Students can perform 5 basic movement actions • Students respond to cues consistently 	C- 60	<ul style="list-style-type: none"> • Song video/audio • Open space for movement • Visual flashcards of fruits
	Steps to be Taught 1. “Apple” – reach up high & pretend picking 2. “Banana” – bend sideways 3. “Orange” – circle arms (like round fruit) 4. “Grapes” – small quick hand taps 5. Walk forward while naming fruits	Banana Bunch: Group together, linking arms, moving side to side like a bunch of bananas.	<ul style="list-style-type: none"> • Break down actions by fruit shape • Use visual fruit cards • Do group repetition • Model slowly, then gradually add music 	<ul style="list-style-type: none"> • Associate specific movements with fruit names • Increase coordination and rhythm • Build confidence in movement variety 	<ul style="list-style-type: none"> • Students correctly perform 5 fruit actions • Students can name fruits while moving 	C- 60	<ul style="list-style-type: none"> • Fruit flashcards • Music • Space markers
	Steps to be Taught 1. Start position & clap	Citrus Twist: Twirl and spin,	<ul style="list-style-type: none"> • Full demonstration of the sequence 	<ul style="list-style-type: none"> • Connect individual steps into a sequence 	<ul style="list-style-type: none"> • <i>Students perform a complete dance</i> 	C- 60	<ul style="list-style-type: none"> • Music • Flashcards for

	<ul style="list-style-type: none"> 2. Apple 3. Banana 4. Orange 5. Grapes 6. Walk forward/backward rhythmically 7. Finish pose (big smile & hands up) 	mimicking the zest and energy of citrus fruits.	<ul style="list-style-type: none"> • Practice in small groups • Use counting (1–8 beats) • Repeat with music still slow → regular speed 	<ul style="list-style-type: none"> • Maintain rhythm throughout the routine • Express excitement through movement 	<i>sequence (apple → banana → orange → grapes → walk → pose)</i> <ul style="list-style-type: none"> • Students keep time with music and steps 		cues during practice <ul style="list-style-type: none"> • Mirror (optional)
	Steps to be Taught <ul style="list-style-type: none"> 1. Full routine 2. Smooth transitions 3. Timing + expression 4. Performance pose (finish strong) 	Recollect last week's performances. Discuss key steps, expression, and transition to refine	<ul style="list-style-type: none"> • Rehearse whole routine • Peer support & encouragement • Mark out performance spots on floor • Give constructive feedback 	<ul style="list-style-type: none"> • Master the dance routine with confidence • Perform coordinated and expressive 	<ul style="list-style-type: none"> • Students can perform the fruit dance accurately and with confidence • Students show engagement and enjoyment 	C- 61	<ul style="list-style-type: none"> • Music • Performance space • Simple props (fruit cut-outs, ribbons, scarves – optional)



OCTOBER- VEGETABLES

<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/RE5tvaveVak?si=rNgzWmisvsDoACCI Steps to be Taught 1. Ready stance (feet shoulder- width apart) 2. March in place 3. Clap on the beat 4. Side step left/right 5. Head nod (up/down)	https://youtu.be/T3D7dlXry7s?si=voXOW3rd9yFA5yIQ Warm-up • Play the song “Mr. Farmer’s Vegetables” and encourage students to move freely, imitating the growth of vegetables from seeds to full plants. Introduction to Vegetables • Show real or plastic vegetables (e.g., carrot, potato, cabbage, onion, pumpkin, corn, radish, lettuce) and discuss their names and characteristics. Movement Exploration • Assign each vegetable a specific movement (e.g., stretching tall like corn, rolling like a potato) and have students practice these movements. Cool Down • Students sit in a circle, share their favorite vegetable, and discuss how they represented it	<ul style="list-style-type: none"> • Teacher demonstrates movement first • Use call- and- response (“March... march... march!”) • Start with slow tempo, then increase • Repeat each move 3 times before next 	<ul style="list-style-type: none"> • Recognize basic gross motor movement • Follow movement cues with music • Develop rhythm awareness 	<ul style="list-style-type: none"> • Students perform 5 basic movement steps • Students follow rhythm and teacher cues 	C- 60	<ul style="list-style-type: none"> • Song audio/video • Open space • Simple floor markers

		through movement.					
	<p>Steps to be Taught</p> <ol style="list-style-type: none"> 1. Carrot – reach up high (like picking) 2. Tomato – make big circle with arms 3. Cabbage – hug yourself (round shape) 4. Potato – squat low (grounded) 5. Walk forward/backward rhythmically 	<p>Warm-up</p> <ul style="list-style-type: none"> • Play “The Garden Song” and encourage students to mimic planting seeds and watering plants. <p>. Movement Activity</p> <ul style="list-style-type: none"> • Guide students to create movements representing each growth stage (e.g., curling up as seeds, slowly stretching as sprouts). <p>. Cool Down</p> <ul style="list-style-type: none"> • Gentle stretching while discussing what they learned about vegetable growth. 	<ul style="list-style-type: none"> • Link each movement with the vegetable shape/idea • Use flashcards to prompt actions • Break action into parts then combine • Practice slowly with verbal cues 	<ul style="list-style-type: none"> • Associate movement with vegetable vocabulary • Improve coordination and motor skills 	<ul style="list-style-type: none"> • Students correctly perform vegetable- based actions • Students can name vegetables while dancing 	C- 60	<ul style="list-style-type: none"> • Vegetable flashcards • Music • Space markers
	<p>Steps to be Taught</p> <ol style="list-style-type: none"> 1. Ready stance + clap 2. Carrot action 3. Tomato action 4. Cabbage action 5. Potato action 6. Side walk + forward/back walk 7. Finish pose (big smile & hands up) 	<p>Warm-up</p> <ul style="list-style-type: none"> • Play “Stir It Up” and encourage students to mimic cooking actions like stirring and chopping. <p>Discussion on Cooking with Vegetables</p> <ul style="list-style-type: none"> • Talk about different ways to prepare vegetables (e.g., salads, soups) and the steps involved. <p>Choreography Session</p> <p>, create a dance that sequences the steps of a simple vegetable recipe, incorporating movements like chopping, mixing, and tasting.</p> <p>Cool Down</p> <ul style="list-style-type: none"> • Discuss the importance of vegetables in our diet 	<ul style="list-style-type: none"> • Full demonstration of the complete sequence • Small group practice • Use counting (1–8) for timing • Repeat sequence with music at two speeds 	<ul style="list-style-type: none"> • Perform a multi- step dance sequence • Maintain rhythm and transitions between actions 	<ul style="list-style-type: none"> • Students perform the full vegetable dance routine • Students remember step order and keep rhythm 	C- 60	<ul style="list-style-type: none"> • Music • Flashcards used as cues • Mirror (optional)

		and reflect on the dance activity.					
	Steps to be Taught 1. Practice full routine 2. Smooth transitions between moves 3. Timing with music 4. Final pose (freeze or signature vegetable pose)	Recollect last week's performances. Discuss key steps, expression, and transition to refine.	<ul style="list-style-type: none"> • Rehearse full routine multiple times <ul style="list-style-type: none"> • Give positive feedback + encouragement • Practice performance spacing • Let students support each other 	<ul style="list-style-type: none"> • Master the complete dance <ul style="list-style-type: none"> • Perform with confidence and expression 	<ul style="list-style-type: none"> • Students perform the vegetable dance accurately • Students demonstrate confidence and coordination 	C- 61	<ul style="list-style-type: none"> • Music <ul style="list-style-type: none"> • Defined performance area • Props (optional: real/soft toy vegetables)



NOVEMBER / DECEMBER- FOOD WE EAT

<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/ZmKjnSqzioM?si=FKvah3SDQBTxE8Be Steps to Be Taught 1. Ready stance (feet apart, hands by side) 2. March in place 3. Clap on beat 4. Touch shoulders 5. Step side to side 6. Head nod	https://youtu.be/6HM28d04LQk?si=9eLqgo309HCVz8LN Warm-up • Play the song “It’s Fun to Eat Fruits and Veggies” and encourage students to dance freely, expressing how different fruits and vegetables might move. Display images of various fruits and vegetables, discussing their names and colors. Movement Exploration • Assign each fruit or vegetable a specific movement (e.g., stretching tall like a carrot, rolling like a tomato) and have students practice these movements.	• Model and imitate: Teacher demonstrates each step • Call & response: Teacher says step, students follow • Use slow music → normal tempo	• Develop basic gross motor coordination • Follow simple movement instructions • Begin connecting gestures with food theme	• Students can perform 6 basic movements • Students follow rhythmic cues with music	C- 60	• Song audio/video • Open space • Visual demonstration by teacher
	Steps to Be Taught 1. Apple – reach up high (pretend picking) 2. Bread – rub tummy (yummy!) 3. Rice – small tap hands (tiny grains) 4. Milk – pretend to sip a glass	Warm-up • Play “The Mango Song” and encourage students to mimic actions related to fruits mentioned in the song. Movement Activity • Students create movements based on the colors of fruits and	• Link actions to foods: Each movement represents a food • Use flashcards to introduce food words • Practice each movement separately before adding music	• Associate movement with food words • Improve coordination for varied movement patterns	• Students correctly perform food- based actions • Students can name foods while doing gestures	C- 60	• • Fo od flashcards • • Mu sic • • Sp ace markers

	<p>5. Vegetables – big arm circles</p> <p>6. March forward & backward</p>	<p>vegetables (e.g., flowing movements for green leafy vegetables, bouncing for round fruits).</p>					<p>for safe movement</p>
	<p>Steps to Be Taught</p> <p>1. Ready stance + clap</p> <p>2. Apple action</p> <p>3. Bread action</p> <p>4. Rice action</p> <p>5. Milk action</p> <p>6. Vegetable action</p> <p>7. Forward & backward march</p> <p>8. Final pose (hands up with big smile)</p>	<p>Warm-up</p> <ul style="list-style-type: none"> • Play “The Farmer’s Vegetables” song and have students imitate planting and growing actions. <p>Movement Exploration : Guide students to create movements representing the growth stages: seed planting, sprouting, growing, and harvesting.</p> <p>COOL DOWN</p> <ul style="list-style-type: none"> • Discuss the importance of plants in our diet while doing gentle stretches. 	<ul style="list-style-type: none"> • Demonstrate complete routine once <ul style="list-style-type: none"> • Practice in small groups • Use counting (1–8) to help timing • Repeat sequence with music 	<ul style="list-style-type: none"> • Integrate individual steps into a continuous routine <ul style="list-style-type: none"> • Stay on beat with music 	<ul style="list-style-type: none"> • Students perform full dance sequence <ul style="list-style-type: none"> • Students keep rhythm and remember steps 	<p>C- 60</p>	<ul style="list-style-type: none"> • Music • Flashcards used to cue movements • Mirror (optional)
	<p>Steps to Be Taught</p> <p>1. Practice full routine</p> <p>2. Smooth transitions between moves</p> <p>3. Timing with music</p> <p>4. Final pose (freeze or signature pose)</p>	<p>Recollect last week's performances. Discuss key steps, expression , and transition to refine</p>	<ul style="list-style-type: none"> • Rehearse multiple times with music <ul style="list-style-type: none"> • Provide positive feedback • Let students support one another • Work on performance spacing and confidence 	<ul style="list-style-type: none"> • Master the complete dance <ul style="list-style-type: none"> • Perform with confidence and expression 	<ul style="list-style-type: none"> • Students perform the dance accurately with music <ul style="list-style-type: none"> • Students show confidence and coordination 	<p>C- 61</p>	<ul style="list-style-type: none"> • Music • Performance area • Props (optional food cut- outs or scarves)



JANUARY- INDIA

<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/sv5-9wiXjVvk?si=qBC56DH7w4VzEqiN Steps to Be Taught 1. Ready stance (feet shoulder- width apart) 2. Shoulder rolls 3. Head nod (up & down) 4. Step side to side 5. Clap to the beat 6. Simple arm wave	https://youtu.be/XBir2iV4ekc?si=JzIRWcl7TnqUsec4 Warm-Up: Engage in gentle stretching, including neck turns, shoulder rolls, and breathing exercises to prepare the body for movement. • Movement Focus: Marching in place, clapping to the beat. • Activities: Teach students to march in place, emphasizing rhythm and coordination. Incorporate clapping exercises to engage them with the song's tempo.	• Teacher models each movement and students imitate • Use call & response (teacher says step, students follow) • Slow <i>music first → regular tempo</i> • Repeat each step several times	• Introduce students to theme of India through movement • Develop basic coordination and rhythm • Get students comfortable with teacher cues	• Students perform 6 basic movements correctly • Students follow rhythm and instructions	C- 60	• Song video/audio • Open movement space • Teacher demonstrations
	Steps to Be Taught 1. Namaste gesture (hands together) 2. Circle arms like sun / festival lights 3. Step & sway (folk dance feel) 4. Hand wave forward/backward 5. Finger clicks	Warm-Up: Participate in a fun "Mirror Game," where students mimic each other's movements to enhance focus and flexibility. • Movement Focus: Simple arm gestures, waving flags. • Activities: Introduce basic arm movements that complement the song,	• Link movements to Indian culture ideas (greetings, colors, festivals) • Use picture prompts (e.g., flag, dandiya sticks, Rangoli) • Add cultural note before movement (simple explanation) • Practice	• Recognize symbolic gestures and movements • Associate movement with cultural ideas • Increase motor control and sequencing	• Students perform culturally inspired actions • Students can say the gesture name while moving	C- 60	• India themed flashcards (flag, festival, dance images) • Music • Ma

	6. March forward & backward	such as waving motions. Provide small flags for students to wave, enhancing the patriotic feel.	each move with and without music				Markers for movement spacing
	Steps to Be Taught 1. Ready stance + Namaste 2. Shoulder rolls + head nod 3. Circle arms (sun) 4. Step & sway step 5. Finger clicks 6. March forward/backward 7. Big finish pose (hands up with smile)	Warm-Up: Play “Cone Race,” where students placed around the room, promoting agility. • Movement Focus: Walking in different directions, following the leader. • Activities: Encourage students to walk in various directions (forward, backward, sideways) while singing along, promoting listening skills and coordination.	• Demonstrate full dance sequence once • Break into sections for practice • Use counting (1–8) for timing • Practice in pairs or small groups • Gradually increase music tempo	• Integrate individual steps into a continuous routine • Maintain rhythm and timing with music	• Students perform the complete dance routine • Students remember sequence and timing	C- 60	• Music • Flashcards used as cues • Mirror (optional)
	Steps to Be Taught 1. Practice full routine 2. Smooth transitions between moves 3. Expression while dancing 4. Final pose (signature India pose)	Recollect last week's performances. Discuss key steps, expression, and transition to refine	• Rehearse full dance multiple times • Use peer observation feedback • Positive reinforcement • Improve synchronization and expression	• Master the complete dance routine • Perform with confidence and cultural expression	• Students perform the dance accurately with timing • Students show confidence and expressive movement	C- 61	• Music • Performance space • Props (optional: paper flags, scarves)



FEBRUARY/ MARCH - WATER

<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/ofEE2F7iyIo?si=G7RblCI6pQb2NNSe Steps to be Taught 1. Ready stance (stand straight) 2. Clap hands slowly (like water drops) 3. Finger tapping (rain drops) 4. Head sway (flowing water) 5. Step side to side 6. Hand wave (like water flowing)	https://youtu.be/3eh7NpjiQUo?si=9FnsaLSGG8tLgyFG Introduce the concept of water and its importance in daily life. • Teach basic dance movements such as stretching, bending, and swaying, simulating the flow of water. • Encourage students to express how water moves using their bodies.	• Demonstration and imitation • Use sound imitation (“drip drip”, “splash”) • Start without music → then add music • Repeat each step slowly	• Understand water concept through movement • Develop rhythm and body control • Follow simple dance instructions	• Students perform 5–6 basic movements • Students respond to rhythm and cues	C- 60	• Song audio/video • Open space • Visual cues (teacher demonstration)
	Steps to be Taught 1. Rain – finger tapping from top to bottom 2. River – wave hands side to side 3. Ocean – big arm swings 4. Drinking water – pretend to sip 5. Splash – jump and clap 6. Walk forward & backward	Create movements that represent each form, such as flowing motions for liquid, sharp movements for ice, and light, airy movements for vapor.	• Link each movement with water forms (rain, river, ocean) • Use action words while teaching • Break steps into small parts • Practice with repetition	• Associate movements with water types • Improve coordination and sequencing	• Students perform water-based actions correctly • Students understand different forms of water	C- 60	• • Flashed cards (rain, river, ocean, drinking water) • • Music • • Space markers

	<p>Steps to be Taught</p> <ol style="list-style-type: none"> 1. Ready stance + clap 2. Rain action 3. River action 4. Ocean action 5. Drinking action 6. Splash jump 7. Walk forward/backward 8. Final pose (hands up like waves) 	<p>Underwater Movements: Guide children through movements that simulate exploring underwater environments, such as diving and floating.</p>	<ul style="list-style-type: none"> • Demonstrate full choreography • Use counting (1–8 beats) • Practice in small groups • Repeat with music (slow → full speed) 	<ul style="list-style-type: none"> • Perform a sequence of movements • Maintain rhythm with music 	<ul style="list-style-type: none"> • Students perform the complete dance routine • Students remember sequence and timing 	<p>C- 60</p>	<ul style="list-style-type: none"> • Music • Flashcards for cues • Mirror (optional)
	<p>Steps to be Taught</p> <ol style="list-style-type: none"> 1. Full routine practice 2. Smooth transitions 3. Add facial expressions (happy, excited) 4. Final freeze pose (water wave pose) 	<p>Recollect last week's performances. Discuss key steps, expression , and transition to refine</p>	<ul style="list-style-type: none"> • Rehearsal method • Peer observation • Positive reinforcement • Practice performance formation 	<ul style="list-style-type: none"> • Build confidence in performing • Improve timing and coordination 	<ul style="list-style-type: none"> • Students perform the dance accurately with music • Students show confidence and expressive movement 	<p>C- 61</p>	<ul style="list-style-type: none"> • Music • Performance space • Optional props (blue scarves for water effect)