

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Explore different ways to move body parts.

Lesson Plan

- **Warm up: Wake up**
- **Introduction Activity:** Move your body. Ask the children to form a circle as a class. Pick one body part to ask children to dance with, e.g. their knees. Play some music and ask the children to experiment with different ways they can dance with their knees whilst in the circle. Stop the music and as a class discuss and demonstrate the different ways in which they could move their body part in time to the music, e.g. bend, twist, wiggle.
- Allow children to experiment again using ideas discussed with the class.
- Repeat, changing the body part in which they must dance with, to cover as many as possible.
- **Main Activity:** In pairs children stand facing one another. Label the children A and B. As' are the 'leader' and Bs' are the 'mirror'.
- Play music and call out different body parts. As' move to the music using the body part that has been called. Bs' must copy. Swap over roles once they have experimented with a few body parts.
- Repeat, giving the children more than one body part to move at the same time, e.g. Head and elbow.
- **Plenary:** Discuss which body parts are most difficult to move on their own or at the same time. Why?
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier children can stand behind their partner so they can directly copy their movements
- To make it easier children can continue to only move one body part
- To make it harder the children can move more than one body part. E.g. Use three body parts simultaneously.

Vocabulary & Questions

- **Which** different ways can you move your (insert body part)? (Bend/twist/wobble/wiggle/stretch.)
- **Which** body part can you move in the most ways?
- **How** can you keep the rest of your body still while moving just one body part?
- **What** do you need to do to make sure you're following your partner? (Keep watching them, stay focused.)
- **Why** is it important that we swap roles in the mirroring task? (So that everyone has a turn and understands what it feels like to lead and to follow.)

Learning Points and Success Criteria

- Choose a body part
- Move a chosen body part
- Move body parts in different ways (e.g. Twist, shake, wobble)
- Work with a partner

Resources, Pictures and Music

Current chart music (radio edit versions)

OVERALL UNIT LEARNING OBJECTIVES:

Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Explore moving different body parts in contrasting ways, in relation to stimuli.

Lesson Plan

- **Warm up: *Wake up***
- **Introduction activity: *Shapes*.** Play game adding a condition to each travelling movement, e.g. walking like a jerky robot, tip toeing on prickly thorns.
- **Main activity:** Gather children in a circle and explore different ways the children can move their body parts, e.g. move knees soft like a feather, move your elbows like a wobbly jelly, move your feet like a strong giant.
- Progress to move two body parts using the same characteristic, e.g. Soft.
- Split the class into four groups. Give each group a picture (Soft, strong, wobbly, jerky). Children choose movement that represent the given picture.
- Each group performs their movement to the rest of the class. Children attempt to guess which picture the groups were given.
- Discuss how the children moved their bodies. Repeat by giving groups different pictures.
- **Plenary/cool down:** Discuss the movements group used to represent their stimuli. Highlight groups that used creative ways of using their bodies to show the characteristics of given stimuli.

Differentiation

- To make it harder, move two different body parts simultaneously using different movement characteristics.
- To make it harder, combine two different movements.

Vocabulary & Questions

- **What** does the picture make you think of?
- **Which** body parts could you move?
- **How** could you move your body to show the characteristics of the image?
- **Can** you correctly guess which image the group had to represent? What did the group do to make it clear?
- **How** did your group choose which movement to perform to suit your picture?

Learning Points and Success Criteria

- Identify the stimuli (picture)
- Decide on characteristics to represent the picture/word
- Move body parts using the characteristics

Resources, Pictures and Music

Current chart music (radio edit versions)
Picture cards: Strong, soft, wobbly, jerky

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LESSON OBJECTIVE: Create a simple dance sequence using movements inspired by specific characteristics.

Lesson Plan

- **Warm up: Wake up**
- **Introduction activity:** Recap the different characteristics of movement from the previous lesson. (soft, strong, wobbly, jerky)
- **Main Activity:** As a class, children pick a characteristic of movement (e.g. Strong) to create a short dance sequence with the teacher to include: A travelling movement, a movement using the upper body and a lower body movement. (This can be linked to a specific theme if required)
- Recap each movement as it is added on, encouraging the children to count with you. For example:
 - 8 marches
 - 8 marches – shoulder shrugs (8 counts)
 - 8 marches – shoulder shrugs – Knee bends (8 counts)
 - Practise sequences and perform as a group
- Repeat exercise using a contrasting characteristic of movement, e.g. soft. Perform them consecutively to highlight the difference between the movements. Repeat for other characteristics (e.g. wobbly and jerky)
- **Plenary/cool down:** Discuss which movements worked well? How were the children able to emphasise the difference between the characteristics of movement despite using the same dance sequence.

Differentiation

- To make it easier, move one body part at a time to enable the children to focus on moving their body to the 8-count beat.
- To make it harder, add arm movements to the travelling movements.
- To make it harder, perform all four sequences consecutively with no break.

Vocabulary & Questions

- **Which** different travelling movements could you suggest?
- **Which** parts of your upper body can you move? Which parts of your lower body can you move?
- **How** do you show strength in a movement? (Sharp, clear shapes.) How can you perform a movement in a soft way? (Slowly, gently.)
- **Did** you notice the change in the way your body moved to show the different characteristics?
- **When** we practice as a group, how can we make sure we're all dancing together? (Use counts, keep focused on task.)

Learning Points and Success Criteria

- Select characteristics of movement (e.g. soft)
- Apply characteristics to movements (e.g. slow, gentle)
- Perform movements using characteristics
- Perform movements changing characteristics

Resources, Pictures and Music

Current chart music (radio edit versions)
Picture cards: Strong, soft, wobbly, jerky

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Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Explore gesture using a variety of body parts.

Lesson Plan

- **Warm up: Wake up** using different gestures e.g. Waving hello, yawning.
- **Introduction activity.** In a circle, the teacher demonstrates some basic actions for children to guess how the teacher is feeling or trying to convey.
- e.g. Rubbing stomach (I'm hungry), stretch and yawn (I'm tired). Explain that a gesture is a movement of part of the body to express an idea or feeling.
- Allow the children to take the teachers role and choose which action for the rest of the class to guess.
- **Main activity:** Explain that we use gestures along with our other actions/movements to help tell a story in dance.
- Link gestures with travelling movements to tell a story.
- Ask the children to think of an event such as going shopping.
- Ask the children to travel however they want from one side of the room to the other for 8 counts, e.g. skipping.
- The children pick a gesture to perform on the spot for 8 counts after their travelling movement. The gesture needs to
- help the children tell a story. E.g. they have skipped to the shops and they appear closed so they stop to check the time
- on their watch.
- 8 skips – 8 taps on their watch
- Continue this process to create 4 or 5 consecutive movements, making sure that a story is being built.
- Practise and perform in two halves to allow children to see what they have created as a group.
- **Plenary/cool down:** Discuss the gestures chosen. How did the children know what was happening in the story? How can they make the gestures clearer?

Differentiation

- To make it easier repeat the same movement and gesture
- To make it harder, add arms to the travelling movements and build a story to link the movements and gestures in small groups.

Vocabulary & Questions

- **What** is a gesture? (A movement of part of the body to express an idea or feeling.) Why do we use gestures in a dance? (To help tell a story).
- **How** do you know that I am hungry/tired/happy etc.? (Rubbing stomach, yawning/stretching/rubbing eyes/smiling)
- **Which** body part will you move to show a specific idea/feeling?
- **How** can you use your face to help tell the story?
- **Is** the gesture big enough for everyone to see?

Learning Points and Success Criteria

- Demonstrate a gesture to show an idea/feeling
- Choose a story or action to demonstrate
- Link travelling movements and gestures together
- Use facial expressions

Resources, Pictures and Music

Current chart music (radio edit versions)

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Children move confidently and safely in their own and general space whilst exploring basic actions, e.g. travelling, jumping and balancing. They create and repeat a variety of short dances inspired by a range of stimuli.

LESSON OBJECTIVE: Use gestures and movement to convey a character.

Lesson Plan

- **Warm up: Wake up** using different gestures from the previous lesson. E.g. Waving hello, yawning.
- **Introduction activity.** Teacher chooses a traditional tale/story, for example; Jack and the Beanstalk. Introduce the four characters and pick a suitable gesture and movement (a motif) to represent each of them.
Jack, Giant, Mother and beanstalk.
 - Jack – climbing (4 counts) – hand to head to search for the giant (4 counts)
 - Giant – stamping (4 counts) – holding nose to stop smelling (4 counts)
 - Mother – wagging finger to tell off Jack (4 counts) – Use arms to chop the tree down (4 counts)
 - Bean stalk – grow up tall (4 counts) followed by a contrasting drop to the floor (4 counts)
- Practise the motif for each character.
- **Main Activity:** Divide the class into four, one group for each character and allow them to recap their character's movement and gesture.
- Additionally, ask the children to create a still position for their character to hold.
- Teacher calls out different characters in a random order. Groups respond to the teacher's command by performing their character motif when it is their turn.
- Teacher now tells the story. Children must begin in their character still positions and remain in these positions until they hear their character name mentioned in the story. Every time they hear their character name, they must demonstrate the movement and gesture.
- **Plenary:** Discuss which was their favourite character in the story? Why? Which movements were the most difficult? How did you make the gestures and movements show your character?
- **Cool down: Growing.** Ask the children to be as big they can be so that they are covering as much space as possible standing up. Encourage them to stand with their feet and arms as wide apart as they can. How much space can they cover? Beginning from a small crouch on the floor, give the children 16 counts/beats to grow as big as they can. Using 16 counts again, repeat to melt back into the crouch position. Repeat using 8 counts to make it quicker. Encourage the children to count with you. Use every count of the beat so that you are always moving.

Differentiation

- To make it harder, use facial expressions with the gestures
- To make it easier, perform the motifs together as a class
- To make it harder, groups hold their character position while they wait for their character to be called out.
- To make it harder, groups change to a different statue position every time a movement and gesture is demonstrated.

Vocabulary & Questions

- **In** which different ways can you express a character to the audience? (Movement, gesture, stillness)
- **Which** words would you use to describe the character?
- **How** does that character move? Which gesture could you use to help tell the character's story?
- **How** does your group think your character would look if they were frozen? (To help encourage a still position.)
- **What** do you need to do to ensure you correctly react to your character's cue during the story telling? (Listen, focus, make movements clear, perform only for 4 counts.)

Learning Points and Success Criteria

- Choose a character
- Use an appropriate gesture
- Use appropriate movement
- Use stillness to hold a character position

Resources, Pictures and Music

Current chart music (radio edit versions)
Pictures of your chosen traditional tale characters
Music for the story e.g. Edvard Grieg – In the Hall of the mountain

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LESSON OBJECTIVE: Create a dance sequence, using a character as a stimulus.

Lesson Plan

- **Warm up:** Recap the Jack and the Beanstalk theme from the previous lesson, including gestures.
- Using the same theme as the previous session, divide the children between the four characters and recap the character's motifs.
- **Main Activity:** Children discuss, create and add an extra 4 count movement to the motif that is consistent with the story.
For example, Jack:
 - Climb (the beanstalk): 4 counts MOVEMENT
 - Hand to head (searching for the Giant): 4 counts GESTURE
 - Tip toes (so not to wake up the Giant): 4 counts ADDED MOVEMENT
- Tell the story. Children must remain in their still character positions until they hear their character name mentioned in the story. They must demonstrate the movement and gesture, adding in their new movement.
- **Plenary:** Discuss how the movements and gestures used within the sequence helped to tell the story and added detail to the characters.
- **Cool down:** Ask the children to lie down on the floor and close their eyes. Ask them to tense each part of their body and then relax. Go through the entire body so that they can recognise moving each body part in isolation.

Differentiation

- To make it easier, repeat first movement for 4 counts.
- To make it harder, use a variety of body parts and facial expressions.
- To make it harder add different additional movements related to different parts of the story.

Vocabulary & Questions

- **How** will your additional movement reflect your character and help tell the story?
- **In** which order will your group perform the movements in your sequence?
- **Why** is it important to remain still whilst your character isn't moving? (So other groups can focus, to help make the story clearer.)
- **Did** you find it more difficult to perform your 8 counts rather than 4 counts in the story? Why?
- **How** much energy did you need to show your character?

Learning Points and Success Criteria**Character**

- Movement
- Gesture
- Sequence

Dance sequence

- Movement (4 counts)
- Gesture (4 counts)
- Additional movement (4 counts)

Resources, Pictures and Music

Current chart music (radio edit versions)
Pictures of your chosen traditional tale characters.