

OVERALL UNIT LEARNING OBJECTIVES:

To explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Children compose and perform dances and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas.

LESSON OBJECTIVE: Explore jumping and gesture to create a spring day dance sequence.

Lesson Plan

- **Warm up: Seasons**
- Discuss 'Spring' When does Spring occur? Events during Spring? (Flowers start to grow, lambs are born, Easter. Spring weather (rain and sun.)
- **Introduction activity: Move Master** Play using Spring related commands. For example: Rain: mime putting up an umbrella
Puddles: jump into a puddle; Wind to the left: children run to the left as though they are blown by the wind; flowers: Children crouch to the floor and grow upwards into a flower.
- **Main activity:** Ask the children to find a space in the room.
- On a rainy day, there are lots of puddles. Explain you are taking the children on a journey 'through the garden', during Spring time so may face some obstacles and you don't want to get anything wet. Using different jumps to take them on this journey:
- You are in the garden you come to a puddle that is so large you need to leap over it (leap 1 foot to the other).
- Then you come across a shallow puddle with some rocks that you can use to balance on using your tip toes to get across.
- However, you realise you have your wellies on so can jump into a huge puddle. Bend knees and jump (two foot to two feet)
- It turns out one of your wellies had a hole in, so now you must take it off and hop back to the house. (Hop on one foot)
- Discuss the different types of jumps used when travelling through the garden.
- Explain that in Spring there are lots of rainy days, what do you need when walking in the rain? (an umbrella, a raincoat, a rain hat)
- Teach the children a basic dance phrase using gestures and jumps:
 - Hands out to the side, one-by-one to check for rain. Each hand for 4 counts.
 - Mime putting up your umbrella – 8 counts
 - Sway to the left with your umbrella in the air – 4 counts
 - Sway to the right with your umbrella in the air – 4 counts
 - Bend – 4 counts
 - Jump with two feet into a puddle – 4 counts
 - Mime brushing off the water from the splash of the puddle – 8 counts
 - Hop off to the side – 8 counts
- Build the sequence by each set of movements, going back to the beginning to recap with the children as each movement is added.
- Perform the sequence in two halves for peer observation and feedback
- **Plenary:** Discuss the different types of jumps and gestures that the children used.
- **Cool down: Wellbeing wind down.**

Differentiation

- To make it easier, keep the same travelling movement between gestures.
- To make it harder, use different body parts for different gestures.
- To make it harder, create their own sequence.

Vocabulary & Questions

- **What** is a gesture? (A movement or position of the hand arm, body head or face that is expressive of an idea, opinion, emotion or meaning.) Which gestures showed the weather was wet/sunny?
- **Which** different jumps did we use?
- **Which** jumps did you find the most difficult to perform?
- **How** much space in your group do you need to perform the spring dance? Will this change during the dance?
- **What** did the group do well in their performance of the spring dance?

Learning Points and Success Criteria**Jumping**

- Understand the scenario and type of jump required (e.g. hop, leap)
- Take off and land on one or two feet
- Balance on landing
- Use of arms

Gestures

- Understand the scenario and use a gesture appropriately
- Use of different body parts
- Scale of movement

Resources, Pictures and Music

Chart music (radio edit versions)
Spring Pictures

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LESSON OBJECTIVE: Develop basic gestures to create a summer dance sequence.

Lesson Plan

- **Warm up: Seasons**
- Recap the 'Spring dance sequence from lesson 1
- Discuss Summer. What happens during summer? What is the weather like? Where do you go on your summer holidays? What activities are there to do?
- **Introduction activity: Move Master.** Play using Summer related gestures. Examples include: Sun bathing: hands behind head; Swimming: Mime front crawl action; Ice cream: Licking an Imaginary lolly.
- **Main activity:** Discuss different activities the children do on holidays. In pairs choose an activity that you might do on holiday. E.g. Swimming, building sand castles, playing ball, applying sunscreen, sun bathing.
- Using gestures, ask the children to create a movement sequence that includes a travelling movement, a turn and a jump. Give them an example.
E.g. Applying Sunscreen
 - Gesture:** Apply sun cream on their arms for 8 counts
 - Turn** around to pass the sun cream to their partner– 8 counts
 - Skip** down to the sea – 8 counts
 - Jump** into the sea – bend for 4 counts and jump for 4 counts
- Perform in two halves. Ask the children to guess which activity the pair have chosen.
- **Plenary:** As a group, discuss performances focusing on how clear the gestures were. Are the movements big enough?
- **Cool down: Wellbeing wind down.**

Differentiation

- To make it easier, give children an order of actions in sequence (e.g. gesture, turn, travel, jump).
- To make it harder, add levels and change of direction to different movements.

Vocabulary & Questions

- **What** activities could you do during summer?
- **Why** is it good to include different body parts when gesturing?
- **How** did you decide which gestures and movements to use in your group?
- **Which** gestures and movements did you see in the group's performance of their summer sequence?
- **How** could you/they use facial expressions to enhance your gesture and help the audience to understand the sequence?

Learning Points and Success Criteria**Gestures**

- Summer related activities
- Use of different body parts
- Scale of movement
- Facial expressions

Resources, Pictures and Music

Chart music (radio edit versions)
Summer pictures

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LESSON OBJECTIVE: Create and perform two linked dance sequences.

Lesson Plan

- **Warm up: Seasons**
- In pairs, recap the Summer activity dance sequence.
- **Main activity:** Join pairs together to create groups of four.
- Allow the children to watch the Summer dance sequence of their new partners and select one to use.
- Recap the Spring activity dance sequence.
- Groups combine Spring dance sequence with the selected summer dance sequence to create one dance.
- Give the children time to practice their dance, making any changes as they see fit.
- Children choose a movement, gesture or movement of stillness to link the Spring dance to the Summer dance.
- Give the children time to practice their new linked sequences.
- Children perform their new dances to the class.
- **Plenary:** Discuss:
What did groups use to link their sequences together?
What gestures, movements, jumps and turns did they use in their sequences?
Which choreographic devices did they use? (levels, directions, formation)
- **Cool down: Wellbeing wind down.**

Differentiation

- To make it easier, groups perform one sequence after the other with no break in between
- To make it harder, add a sequence of movements to link the seasons. Use of choreographic devices (levels, direction, formation).
- To make it harder, include a start and finish position.

Vocabulary & Questions

- **Which** summer/spring sequence will you use? Why? Could you use movements from each sequence?
- **As** a group, how could you link the two sequences together? Are there any changes you will make to either sequence?
- **How** does it feel to perform your whole group's dance?
- **Which** gestures did you see other groups use in their dances?
- **What** did you enjoy about the other group's performance? Could improvements be made?

Learning Points and Success Criteria**Link dance sequences**

- Spring sequence
- Link movement, gesture, stillness
- Select preferred Summer sequence

Resources, Pictures and Music

Chart music (radio edit versions)
Spring and Summer pictures

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LESSON OBJECTIVE: Explore turning and movement qualities. Create an Autumn wind dance sequence.

Lesson Plan

- **Warm up: Seasons**

- Show the children some pictures of the Autumn season. Ask the children to identify which season it is and discuss what the weather is like during Autumn (windy – different directions, twisting and turning; rain; leaves fall from the trees).
- **Introduction activity:** Pair the children up and split them between each side of the room. Using some wind related music to help them (e.g. Peter Hawk - Autumn Wind), ask one side at a time to travel over to their partner using their own wind twisting and turning movements. (Imagery: Leaves being carried by the wind). Swap over.
- Discuss the qualities of the children's wind based travelling movements. Speed, pathway, levels, turns, sharp/smooth, light/heavy. Encourage the children to identify own movement qualities.
- Repeat the activity to allow children to include different movement qualities.
- **Main activity:** Teach the children some basic wind actions and build them up to create a sequence (using swaying movements, flowing arms, turning in the breeze, leaping.)
- Pairs add in their own turns to the sequence, giving the children the time to practise.
- Split the children in half and assign each pair a different pair to observe. Perform and swap roles.
- **Plenary:** As a class, discuss how successful pairs were at including turns into their dance sequences and encourage children to describe the movement qualities that they observed.
- **Cool down: Wellbeing wind down.**

Differentiation

- To make it easier, include one type of turn while travelling
- To make it harder, take an indirect pathway to get to the other side,
- To make it harder, use varied levels.
- To make it easier, repeat the same turn twice at the end of the sequence
- To make it harder add a level to each turn.

Vocabulary & Questions

- **What** pathway did you take to cross the room? (Straight, zigzag, curved.)
- **How** could you lift and lower your arms to portray the wind? (Soft and floaty or sharp and strong?)
- **What** types of turn could you include in your sequence?
- **Which** levels can you and your partner/s use when performing each turn and movement in your sequence?
- **Which** movement qualities did the other group use well to show the wind?

Learning Points and Success Criteria**Turning**

- Speed
- Levels
- Direction/pathways

Autumn sequence

- Perform in the role of the wind
- Gestures, turns, movements
- Vary levels and direction
- Use pathways to travel

Resources, Pictures and Music

Chart music (radio edit versions)
Autumn music e.g. Peter Hawk – Autumn Wind

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LESSON OBJECTIVE: Explore and create moments of stillness. Use movement qualities associated with Ice.

Lesson Plan

- **Warm up: Seasons**
- Recap the Autumn wind dance from the previous lesson.
- Show the children some pictures of the Winter season. Ask the children to identify which season it is and discuss the Weather during Winter (cold, snow, ice)
- Focus on what happens to water when it gets cold (becomes ice/icicle). Discuss what ice looks and feels like, and what happened when it heats up (melts).
- **Introduction activity: Icicles:** Play to help children understand the contrast between stillness and movement.
- **Main activity:** Discuss the movement qualities used during *Icicles*. How could we move to melt? (Slowly, softly and smoothly) How could we move when the ice broke? (Sharp, jagged and pointy.)
- In pairs, children choose two different still positions to create an ice motif.
- Children hold the first position for 8 counts, then slowly melt to the floor for 8 counts. Use a music track to create an atmosphere and help the children hear an 8-count beat. *E.g. Vivaldi Winter from The Four Seasons Movement No 1. Allegro non molto.*
- Children practice their second still position and add it the end of the melting movement linking them together. (Hold first position for 8 counts – melt to the floor 8 counts – hold second position 8 counts.)
- Partners join with another pair to demonstrate their ice motifs.
- **Plenary:** Discuss the difference/contrast between the frozen position and the melting movement?
- How can the pairs make it better? Are they completely still for 8 counts? Did they use all of the counts to melt?
- **Cool down: Wellbeing wind down.**

Differentiation

- To make it easier, repeat the still position either side of the melting movement.
- To make it harder, use balances in their frozen positions.
- To make it harder, create four different frozen positions. Repeat the melting movements between each of the four positions.
- To make it harder, change levels between positions.

Vocabulary & Questions

- **What** does an icicle look like? (Pointy, spikey, sharp, and jagged.) Which movement qualities would you associate with ice melting?
- **How** can you use your body and/or facial expressions to symbolise an icicle?
- **How** long should you hold each still position for?
- **Will** you hold the same position as your partner? Do your positions connect?
- **Could** you recognise the ice-like qualities in the other groups' movements? Was the contrast clear?

Learning Points and Success Criteria**Stillness**

- Represent an image (ice/icicles)
- Hold a position for 8 counts
- Use of body and facial expression to enhance image.

Ice movement qualities

- Contrasting (melting/icicles)
- Slow/sharp
- Soft/jagged

Resources, Pictures and Music

Chart music (radio edit versions)
Winter music e.g. Vivaldi – Winter
(The Four Seasons)

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LESSON OBJECTIVE: Link and adapt dance sequences. Create a dance sequence using contrasting movement qualities.

Lesson Plan

- **Warm up: Seasons**
- **Introduction activity: Icicles.** Play game to recap the ice movement qualities and help with spacing.
- In their pairs, recap the ice motif from lesson 5. Give the children time to practice.
- **Main activity: Recap** the Autumn wind dance sequence from session 4.
- Pairs join with another pair to **link** together the Ice motif to the Autumn wind dance sequence.
- Encourage the groups to adapt movements when linking sequences together and to change where group members stand during the dance sequence.
- Give the children time to practise.
- Groups perform to one another, receiving feedback on the movement qualities displayed and linking movement/stillness used.
- Discuss the contrast between the Winter and Autumn sequences and whether this could be made clearer (e.g. make the ice positions sharper and the Autumn movements softer).
- Give the children time to make improvements to their sequences.
- Perform in groups to the class.
- **Plenary:** Discuss dances focusing on:
 - Autumn and winter sequences, and the contrast between them.
 - Movement and stillness qualities
 - Method used to link the two sequences together.
- **Cool down: Wellbeing wind down.**

Differentiation

- To make it easier, use one type of turn in the Autumn wind sequence.
- To make it easier, repeat the still position either side of the melting movement in the Winter sequence.
- To make it harder, change levels and add movements to link Autumn and Winter sequences.
- To make it harder, create start and finish positions.

Vocabulary & Questions

- **What** are the different qualities of movement for ice and wind?
- **Have** your group used different levels in your sequence? Where do you need to stand in your group to best show these levels?
- **What** did you find difficult when linking the sequences?
- **What** did the group use to link the two sequences together?
- **Has** the group emphasised the differences between the two sequences? How?

Learning Points and Success Criteria
Link sequences

- Select Autumn wind sequence
- Link movement, gesture, stillness (for sequence)
- Select Winter Ice motif

Contrasting movement qualities

- Speed (fast/slow)
- Flow (smooth/jagged)
- Movement
- Stillness

Resources, Pictures and Music

Chart music (radio edit versions)
All 'seasonal' music used throughout the unit