

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 changes of speed and level using shapes and actions.

Lesson Plan

- **Warm up:** *Let's get ready*
- **Introduction Activity: Bubbles.** Play to remind the children about making choices about their use of space and working with other children.
- **Main Activity:** Explain that today we will be visiting the park. However, all the play equipment has gone so we are going to have to create it ourselves. Ask the children what they can play on at the park? (Seesaw, slide, roundabout, swings, tunnel.)
- Ask the children to try and create them using their bodies.
- Discuss with the class how a seesaw works (the weight on one end pushes the other end of the seesaw up to a high level).
- Pair the children up and ask them to imitate a seesaw. Label the children A and B.
- Child A will be the weighted end of the seesaw and therefore will crouch at a low level. Child B will be standing at a high level to represent the other end of the seesaw.
- When child B bends their knees to crouch, child A will stand up from the crouch position at the same time, creating a seesaw effect.
- Allow children time to practice the seesaw.
- Move on to explore the roundabout. In groups of four, ask children to make a circle holding hands.
- Starting slowly, and gradually speed up indicating to the children what speed they should be going at by moving your hand higher in the air to increase the speed.
- Move on to explore a tunnel. In groups of 4-6, line the children up to create a tunnel using their bodies.
- Allow the children to experiment the best way to make their tunnel, eg. holding hands in the air creating an arch.
- Recap all the playground equipment they have created.
- Using current chart music, call out some basic travelling actions, and at any point call out a piece of playground equipment. The children have 10 seconds to form that piece of equipment, playing with levels and speed.
- **Plenary:** Discuss how different levels and speeds were used when the children created different playground activities. Which activities worked best at which speeds/levels?
- **Cool down:** *Bedtime.*

Differentiation

- Change the size of the area and movement style.
- To make it easier, use pictures and given movements for each piece of playground equipment.
- To make it easier, give the children just one piece of equipment to create.
- To make it harder, work in larger groups

Vocabulary & Questions

- **What** is a level? (The height in the space where the dancer is moving e.g. high, medium and low.)
- **In** the seesaw, when one child is low, at what level should the other child be? How do you use your knees?
- **How** can you work with your group to create a roundabout/tunnel?
- **What** do you notice happens to the roundabout when the group change its speed or direction?
- **How** can you form your playground objects safely and quickly? (Use eye contact, keep the same positions.)

Learning Points and Success Criteria**Explore**

- Speed (fast, slow). Change the speed of a movement
- Level (high low). Change the level of a movement
- Shapes (seesaw, slide, roundabout, swings, tunnel)

Resources, Pictures and Music

Current chart music (radio edit versions): One up tempo track and one slower tempo for **Bedtime**
Picture cards of the playground equipment

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LESSON OBJECTIVE: Create the beginning of a dance sequence.

Lesson Plan

- **Warm up:** *Let's get ready*
- **Introduction Activity: *What shape can you make?*** Use this activity to encourage teamwork amongst the children by making shapes with their bodies in their groups.
- **Main Activity:** Recap the playground equipment that the children created in the previous lesson.
- Explain to the children that we are going to create a dance sequence about a brilliant day at the park, however all dances require a beginning so ask the children where did they begin their day? In their bed. Ask children to imitate getting into bed to begin the dance. The dance beginning requires stillness so that it is clear the audience know the dance is about to start.
- Park dance beginning:
 - Hold still pose in bed – 8 counts
 - Using 8 counts for each movement or gesture, begin to build a sequence, e.g. waking up and yawning for 8 counts.
 - Using ideas from the warm up, get the children to put their hand up to pick a movement that they do in the mornings, e.g. brushing teeth.
 - Build up the sequence, allowing the children to recap after adding each new movement.
 - Waking up and yawning for 8 counts.
 - Waking up and yawning for 8 counts. Walking on the spot to the bathroom for 8 counts.
 - Waking up and yawning for 8 counts. Walking on the spot to the bathroom for 8 counts. Brushing teeth for 8 counts
 - Make sure there is variation between movements. Encourage the use of travelling movements between each gesture to create a clear narrative, e.g. Skipping to get to the park. Develop the sequence to arrive at the park.
 - Using two pieces of playground equipment from the previous week (Seesaw, slide, roundabout, swings, tunnel), encourage the children to create a middle sequence for the dance (e.g. beginning – tunnel – roundabout) using a suggested 8-16 counts for each piece.
 - Practise the whole dance sequence
 - **Plenary:** Discuss the beginning of the dance including where the dance begins and why it is important for dances to have a clear beginning.
 - **Cool down:** *Bedtime*

Differentiation

- To make it easier, use only one shape to continue sequence
- To make it harder, children create all different items of playground equipment.
- To make it harder, include their own movements within the beginning and create more/different shapes and actions for playground equipment.

Vocabulary & Questions

- **Why** should the sequence start with stillness? (To show the audience the dance is about to begin.)
- **How** can you use gestures to show the audience where you are or what you are doing?
- **Which** travelling movement can you use to get to the park.
- **Is** each gesture/movement clear? Are there any changes that could improve the flow of the dance?
- **How** many counts did your group need to create the playground equipment? Can it be done more quickly?

Learning Points and Success

- Stillness to indicate the beginning of a dance
- Use of gesture and movement
- Movement or gesture to last for 8 counts

Resources, Pictures and Music

Current chart music (radio edit versions)
Picture cards of playground equipment

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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: Create a dance sequence with a clear beginning, middle and end.

Lesson Plan

- **Warm up: *Let's get ready***
- **Introduction Activity:** Recap the dance sequence from the previous lesson, making sure all the actions are being performed to an 8-count beat.
- **Main Activity:** Explain to the class that we have created a beginning and a middle to our dance sequence. We now need to create an ending to show the audience that the dance has finished.
- Give the children time to finish off the middle of their dances that they started to create in the previous session (this will involve 2 shapes from session 1, e.g. tunnel and roundabout).
- Ask the children how/where could they end their dance? Where do they normally finish their day?
- As a class, children decide how to finish their dance sequence. (This could involve using movements and gestures that have been used in the *Bedtime* cool down.)
- Encourage the use of 8 counts per movement.
- Practise the sequence and then perform in two halves.
- **Plenary/Cool down:** Discuss with the children the story that they have created through their movement and gestures. What did do during different parts of the dance? Why is it important to have moments of stillness at the very beginning and at the end of a dance?

Differentiation

- To make it easier, repeat one shape twice during the middle section.
- To make it harder, add changes of levels and direction to their movements.
- To make it harder, create their own ending in small groups with different levels and directions.

Vocabulary & Questions

- **Why** are dancers still at the beginning and the end of a dance? (To show the audience the dance is about to start, or it has finished.)
- **How** did you work with others to create and perform the dance?
- **What** are the three stages of the dance?
- **Which** part of the dance needs the most energy?
- **What** gestures/equipment did you see in the group's performance? Which were the clearest? Could you suggest any improvements?

Learning Points and Success Criteria**Dance sequence**

- Beginning, middle and end
- Use gestures and movement in a sequence
- Stillness to show beginning and end of the dance

Resources, Pictures and Music

Current chart music (radio edit versions)
Picture cards of playground equipment

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: Identify qualities of movement and apply them to portray a (toy) character.

Lesson Plan

- **Warm up: Remote control.**
- **Introduction Activity:** Ask the children to suggest some of their favourite toys and demonstrate how they move. Children move around the room and the teacher calls out different toys that have been mentioned. Encourage the children to move around the room as those toys.
- Discuss the different ways the children moved as those toys. E.g. A Toy soldier has sharp and strong movements and a Rag doll has slow, soft and floppy movements.
- **Main Activity:** Picking a handful of toys, let the children create different ways for the toys to move using 8 counts for each.
For example:
 - Toy soldier: Sharp and Strong – 8 marches with sharp arm movements (individually)
 - Rag doll: Soft and floppy – 8 soft and floppy skips (individually)
 - Train: Continuous and slow – Perform 8 sliding steps and circular chugging arms (groups of 3)
 - Jack in the box: Strong and explosive – Crouch for 6 counts and star jump for 2 counts (groups of 4-5)
- Recap all the toys that they have created.
- Now get the children to imagine that they are toys in a toy box. When they hear the name of a toy, the children must become that toy and demonstrate the related movement, however if they hear the phrase 'Toys sleep' they must freeze. Repeat allowing them to have a few turns demonstrating the different toy movements
- **Plenary:** Discuss the different qualities associated with each of the toys and the movements used to demonstrate them
- **Cool down:** Using *Bedtime*, adapt it so that the children become toys of their own choice, getting ready to be put back in the toy box.

Differentiation

- To make it easier do not add any arm movements. Simplify the travelling movements i.e. by using walking instead of skipping.
- To make it harder, create a Jack in the box and Train as a group
- To make it harder, move around the area in character.

Vocabulary & Questions

- **Is** your toy strong or soft? (E.g. rag doll is very floppy, soldier is very strong.)
- **How** can you show the correct movement quality with your body?
- **How** fast does your toy move? Does it always move at the same speed? (Train and Jack in the box start slowly but can speed up.)
- **For** the class to perform together, how many counts should each movement last for? (8 counts.)
- **Which** character (toy) was the most believable?

Learning Points and Success Criteria

- Speed (fast/slow)
- Energy (strong/soft)
- Flow (smooth/sharp)
- Move to 8 counts

Resources, Pictures and Music

Current chart music (radio edit versions)
Picture cards of Toys

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: Create a dance sequence focusing on movement qualities.

Lesson Plan

- **Warm up: *Move Master***, using toy themed movements
- **Main Activity:** Explain to the children that they are going to create a dance sequence using the toys and their movements. This dance must include:
 - Beginning, middle and an end
 - Appropriate movement qualities
 - Stillness, movement, gestures
 - Use of 8 counts
- Toy dance beginning: Discuss with the class where toys are kept (in the toy box) children decide on their own starting position of toy soldiers in a toy box.
- Hold beginning position for 8 counts.
- Allow 8 counts for toys to wake up/get switched on.
- Discuss with the class which toy they want to impersonate for the first part of the dance, e.g. rag doll.
 - Use the Rag doll movement for 8 counts.
 - Beginning position – 8 counts
 - Beginning position – 8 counts. Wake up toys – 8 counts
 - Beginning position – 8 counts. Wake up toys – 8 counts. Rag doll skips - 8 counts.
- Keep building on movements allowing the children to select the next toy to include until you have created a basic sequence that links together.
 - Beginning position - Wake up toys -Rag doll skips -Soldier marches -Jack in the box - Soldier marches to get to the train -Train back to toy box
- Make sure you keep going back to practise the sequence after adding new movements.
- Allow children to choose their ending position when they are back in the toy box to finish the dance.
- Practise the sequence, including working as a group to create the Jack in the box and Train characters.
- **Plenary:** Discuss the contrasting movement qualities of the different toys. Children identify the similarities and differences between how the different toys move.
- **Cool down:** Using *Bedtime*, adapt so that the children become toys of their choice getting ready to be put back into the toy box.

Differentiation

- To make it harder, children get into larger groups to create the Jack in the Box and the Train.
- To make it easier, repeat movements of one character. perform movements on your own. Use the same beginning and end.
- To make it harder, vary the levels and shapes used.

Vocabulary & Questions

- **Why** do dancers remain still at the beginning and the end of a dance? (To show the audience it is about to start, or it has finished.)
- **Which** gestures/movements could you add to suit your character?
- **How** many counts does each movement last for?
- **Why** is it helpful to practice in groups? (Check timing of movements, share ideas, help each other.)
- **Are** you using the correct movement quality for each character? How could you make it clearer?

Learning Points and Success Criteria**Character**

- Beginning, middle and end
- Use gestures and movement in a sequence
- Use appropriate movement qualities

Resources, Pictures and Music

Current chart music (radio edit versions)
Pictures of toys

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LESSON OBJECTIVE: Perform a dance sequence in a group, using changes of speed.

Lesson Plan

- **Warm up:** Play *Move master* using a toy theme.
- **Introduction Activity:** Recap the dance sequence from the previous lesson. Give the children plenty of time to go through each movement to make sure they are using a clear quality of movement to represent the toy that they have become. For example: soft and floppy rag doll in contrast to a jerky robot.
- **Main Activity:** Discuss how the speed of our movements can be changed to make the dance more exciting. For example:
 - Jack in the box: 4 fast jumps (instead of 1 jump using 4 counts)
 - Rag doll: 4 slow motion floppy skips to 8 counts (instead of 8 eight floppy skips to 8 counts)
- Practise the dance sequence using the changes of speed.
- Split the class in half. Each half perform to the rest of the class.
- **Plenary/Cool down:** Discuss the sequences performed. How were the changes of speed used to make the sequence more interesting?
How were the dances structured? Using a clear beginning, middle and end.
How different characters/toys were portrayed through movement qualities and the use of gestures, movements and stillness.

Differentiation

- To make it easier, two jumps for each 2 counts
- To make it harder, use arms during the travelling movements
- To make it harder increase the speed of the train and the soldier march. Link two toy movements together one after another.

Vocabulary & Questions

- **How** can you use stillness and gestures to show character?
- **How** can we change the speed of our movements to suit each toy?
- **Did** your group successfully include all the elements in your dance? (A beginning, middle, end, correct movement quality for chosen character/s, change of speed.)
- **What** did the other group do well in their performance?
- **How** could the group improve their performance?

Learning Points and Success Criteria**Perform dance sequence**

- Beginning, middle and end
- Changes of speed
- Appropriate movement qualities
- Movement, stillness and gesture

Resources, Pictures and Music

Current chart music (radio edit versions)
Pictures of toys