

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To respond to stimuli with a range of actions Copy and explore basic body actions Practise and repeat movements and perform them in a controlled way Move confidently and safely in their own and others space, using a change of speed, level and direction Know where the heart is and why it beats faster during exercise Talk about their dances using simple dance vocabulary 	<p>NCPE PoS / Links:</p> <p>KS1 1a, b, 2b, 3b, 4a 6a, b</p> <p>QCA Yr 1 Core Task 1</p>	<p>Vocabulary:</p> <p>Stimulus, clown, clown-like, act mischievously, clumsy, fun, circus, audience, action, movement, body parts, speed, level, direction, travel, walk, get ready, repeat, controlled, imagine, facial expressions.</p>
<p>Warm up:</p> <p><u>CD Players-</u> 🎵🎵 Children travel around space in different ways (walking to start, then progress to skipping, hopping, etc) and respond to different commands. This can either be verbally, visually or both. ▶ Play- Movement around space, ▶▶ Fast Forward- perform movement with grater speed, ◀◀ Skip back- Movement backwards, Pause-Balance still for four seconds, ■ Stop- stop, ▲ Eject- jump up.</p> <p>Can children find their heart? Where is the heart? Help the children to describe what happens to the heart during dance activity and when they are standing still.</p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Use different movements- high knees, side ways movements-cross overs.</p> <p>Change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space.</p> <p><i>KUFH: Using the scale, describe: how fast your heart is beating, how hard your heart is beating, what will happen to your heartbeat when you are active?</i></p>
<p>Exploration:</p> <p><u>Clowns:</u> <i>Get ready, walk, balance, fall, throw.</i></p> <p>Discuss the characteristics of clowns. Show pictures of clowns and use clown stimulus- e.g. clothes, visits to circus, video extracts etc. Where do clowns come from? What do they do? Make a list of ideas. Discuss outcomes of the lesson and ideas for the next lessons.</p> <p>1) <u>Get ready-</u> What do clowns do first? Yes they get ready. Use costume as a stimulus for movement ideas. Everybody find a space. Put on your clown clothes e.g. trousers, T-shirt, braces, socks, shoes, hat, make up, gloves. Ask questions during imagery to explore the clothes. E.g. What kind of trousers do they wear? How could we show that they are baggy? Try to show this in your actions (without words). Repeat from start, children can either copy your actions or choose their own. You could choose to play music here to help strengthen and add movement ideas.</p> <p>2) <u>Walk-</u> Now we are all ready in our clown clothes, what do you think we should do next? Travel. Be clown-like in your movements- act mischievously. You have big shoes on. How will you walk? Allow children to <u>explore</u> and use good demonstrations to show ideas. Walk on your heels and on your toes. A tight rope walk. Clowns can sometimes be clumsy. What does this mean? Try to add a clumsy part in your walking.</p> <p>3) What other actions (gestures) could a clown do? E.g. Wave to the audience, mock bump. Can you think of any more?</p>		<p>Write the ideas as a word web. They can be revisited at times during the lessons.</p> <p>If children have visited a circus they may have pictures that they could share. Allow children to dress up in clown clothes to allow for visual and first hand experiences.</p> <p>Try to use dance vocabulary as much as possible. Talk about changes in levels; low medium, high, changes in speed and direction. The use of facial expressions.</p> <p>Look for clearly performed walking, changes in speed and direction, contrasts, happy and sad movements, use of expression and control.</p> <p>Changes in speed should be controlled and maintain the quality of movement and safety.</p> <p>Gesture- the use of body to communicate feeling, mood or instruction.</p>

<p>Selection, Composition and Development: <u>Get ready and walk-</u> Choose two different walks. Link these together with a gesture. Can you repeat your actions/movements so they are the same each time? What direction will you travel in? Finish your dance with a still shape. You could choose to play music here to help strengthen and add movement ideas.</p>	<p>Always demonstrate an idea. Reassure the less confident by allowing them to copy your movements. Use verbal cues to help the child remember their sequence. Have visual pictures to show movement or gesture. Have these clearly visible where children can see them. STEP- Extension- allow children to work in partners, extend sequence to three movements and two gestures.</p>
<p>Perform, Appreciation and Evaluation: Join together with a partner. Watch your partner perform their movements. The performers are the circus clowns their partners are the audience. Use the music. Discuss- What should we look for? Allow the children (with guidance from you) to choose criteria. E.g. Should be ‘clown-like’; funny, facial expressions. Ask the children to tell their partner what was good about their dance and then discuss with the whole class. Swap over. Perform the whole dance as a class, starting with <i>Get ready</i> and then straight into their <i>walk/travel</i>, to the music. Remind the children to hold their movements still at the end until everyone has finished.</p>	<p>Help the children to be positive about each other. Show the children how to do this and discuss why it’s good practise.</p> <p>The whole dance could be extended to create class formations. E.g. All start together with <i>Get ready</i> then half the class perform <i>walk/travel</i> travelling to the middle, perform gesture and travel out to freeze. Then the second half perform their movements and freeze. The dance finishes with a clown class wave.</p>
<p>Cool Down: <u>Follow the leader-</u> Remain in your still shape. When this boy/girl taps you on the shoulder follow on behind by joining the back of their line. Finish with a line at the door.</p>	<p>Allow for calming down time. Make the movements slow and quiet. Use calming music.</p> <ul style="list-style-type: none"> • Norah Jones • Enya • Clannad
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Stimulus for clowns- pictures, video extract, clothes. Visual pictures for warm up, dance actions/movements and gestures. Music suggestions-</p> <ul style="list-style-type: none"> • Barnum Track 1 & 22 • Popular Overtures Rondo Classics Disc 2 Track 7 Antonin Dvorak- Carnival Overture • Back to Titanic James Horner Track 3- Alexander’s Ragtime Band

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To respond to stimuli with a range of actions • Copy and explore basic body actions • Practise and repeat movements and perform them in a controlled way • Move confidently and safely in their own and others space, using a change of speed, level and direction • Talk about their dances using simple dance vocabulary 	<p>NCPE PoS / Links:</p> <p>KS1 1a, b, 2b, 3b, 4a 6a, b</p> <p>QCA Yr 1 Core Task 1</p>	<p>Vocabulary:</p> <p>Stimulus, clown, clown-like, act mischievously, clumsy, fun, circus, audience, action, movement, body parts, speed, level, direction, controlled, imagine, facial expressions, balance, fall, link smoothly, repeat.</p>
<p>Warm up: <u>CD players</u>- See Clowns 1. Appropriate stretches.</p>		<p>Teaching Points/Class Management/Differentiation (STEP) What, Where, How, with Whom Change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space.</p>
<p>Exploration: <u>Clowns: Get ready, walk, balance, fall, throw.</u> 1) <u>Get ready, walk.</u> Revise the dance ideas from Clowns 1. Can children remember their movement sequences? Explore their movements again briefly. Look back at the clown list (word web). What other ideas did we have for clowns? Explain that the focus of this lesson will be <i>fall</i> and <i>balance</i> and explain the outcomes by the end of the lesson. 2) <u>Balance</u> Look at different clown balances. Use pictures as a stimulus if you have them. Clowns do lots of balancing on one foot and suddenly stumble nearly falling down, then take little steps to recover. Can you show a balance on one foot? How many different balances can you find? Allow children to explore. Pick one balance. Hold the balance, stumble and fall out taking little steps to recover. How can you make it comical or clown-like? Use facial expressions or use gestures with your arms. 3) <u>Fall</u> Sometimes clowns do lose balance. Allow children to explore balances on the floor (as if they have just fallen). E.g. on the floor with legs in the air. Pick one balance, hold balance on floor then jump up quickly. Extension- create a fall to the floor. E.g. Mock bump going backwards sends you forwards into a roll, stumbling onto the floor, then balancing or a juggling walk and tripping over onto the balance.</p>		<p>Look For- Are the movement clear, are the actions effective, are the children able to repeat their movements, are the movements controlled?</p> <p>The balance and fall will allow for a change of level, but discuss this as a dance and why it is effective. Ask the children to have a change of speed within their dance. Demonstrate and show this. Allow the music to play in the background to contribute to quality of the movement for both <i>balance</i> and <i>fall</i>.</p> <p>Safety- Discuss the fall and safety implications. The fall should be danced and not acted. Their actions should be controlled.</p> <p>Use good demonstrations.</p>

<p>Selection, Composition and Development: <u>Balance and fall</u>- Link the two balances, one high and one low, together. Practise and repeat your sequence. Can you make it the same each time? Try to include a silly walk to link them together. High balance, Stumble, recover, Silly walk, Stumble/mock bump, fall, balance, jump up.</p>	<p>Always demonstrate an idea. Reassure the less confident by allowing them to copy your movements. Use verbal cues to help the child remember their sequence. Have visual pictures to show movement or gesture. Have these clearly visible where children can see them. STEP- Extension- allow children to work in partners, extend sequence to three movements and two gestures.</p>
<p>Perform, Appreciate and Evaluate: Repeat as Clowns 1. Join together with a partner. Watch your partner perform their movements. The performers are the circus clowns their partners are the audience. Use the music. Discuss- What should we look for? Allow the children (with guidance from you) to choose criteria. E.g. Should be ‘clown-like’; funny, facial expressions. Ask the children to tell their partner what was good about their dance and then discuss with the whole class. Swap over. If time allows allow the children to perform the whole dance as a class, starting with <i>Get ready, walk/travel, Balance and fall</i> to the music.</p>	<p>Again this could be performed as a whole class and look at group formations. Repeat the first section as Clowns 1. Then whole class as <i>balance and fall</i>, holding the low/floor balance and everyone jumping up at the same time or in rows at a time.</p>
<p>Cool Down: <u>Stretches</u>- Long stretch, wide stretch, small/curled stretch. Hold for at least six to ten seconds. <i>See top Dance handbook</i>. Finish lying on the floor. Relax arms, back, legs and head. Close eyes if you like. When you feel your toes being tapped line up by the door quietly and sensibly.</p>	<p>Allow children to have relaxing and calm time. Discuss why this is needed. To relax our minds and bodies, to allow our bodies to recover after activity.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Stimulus for clowns- pictures, video extract, clothes. Visual pictures for warm up, dance actions/movements and gestures. Music suggestions-</p> <ul style="list-style-type: none"> • Barnum Track 1 & 22 • Popular Overtures Rondo Classics Disc 2 Track 7 Antonin Dvorak- Carnival Overture • Back to Titanic James Horner Track 3- Alexander’s Ragtime Band

STEP Space, Task, Equipment, People

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<p>Warm up:</p> <p><u>Taps</u>- Tap eight times on your heads, try to keep an even beat. Move to your shoulders and tap for eight. Repeat this on hips, knees, ankles and toes. Repeat whole sequence again. Try with four beats, two beats and finally one beat. Appropriate stretches.</p> <p><i>KUFH: Revise what happens to the heart during dance activity. Help the children to recognise what happens to their breathing during dance activity and when they are standing still.</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>This can be changed into a variety of different movements. Use waving instead of tapping, move the body parts in different ways, take the beats on a journey around the hall. Try and keep to the rhythm of the music or accompaniment.</p>
<p>Exploration:</p> <p><u>Clowns:</u> <i>Get ready, walk, balance, fall, throw.</i></p> <p>1) <u>Get ready, walk, Balance, fall.</u> Revise the dance ideas from Clowns 2. Can children remember their movement sequences? Explore their movements again briefly. Look back at the clown list (word web). What other ideas did we have for clowns? Explain that the focus of this lesson will be <i>throw</i> and explain the outcomes by the end of the lesson.</p> <p>2) <u>Throw-</u> Clowns act mischievously by throwing custard pies or buckets of water over each other. Can you think of any other silly acts clowns might do? Look at photographs or pictures if you have them. Move around in your chosen silly walk. When you hear the bell tapping make a large throwing action and hold your shape.</p> <p>3) <u>Throw, dodge, throw-</u> What would we do if a custard pie or bucket of water came our way? Yes, we would try to dodge or avoid it. What actions could we use? Discuss and explore these actions. Use the bell again. Imagine you are in a photograph/freeze frame. Hold your image still. Pick one throw, followed by a dodge and either repeat your throw or choose another throw action.</p>		<p>Try different actions e.g. one flat hand for a custard pie or two hands at the side for a bucket of water. Change the level of your throws. Custard pies up high, and/or water buckets at various heights.</p> <p>Are the ‘photograph/freeze frame’ shapes clear? Are they still movements?</p>
<p>Perform, Appreciate and Evaluate:</p> <p>Choose pairs to demonstrate their motifs. Discuss as a class what makes their actions effective and discuss a difference in qualities of movement. Ask the children to talk about how they can be more expressive in their movements. Develop their movements so they have changes of levels, speeds and a good use of expression to make their movements clown-like.</p> <p>Perform movements as a whole class. Divide class into three clusters. Cluster 1 perform motif in pairs then freeze, cluster 2 then starts and freezes, followed by cluster 3.</p> <p>Perform whole dance <i>Get ready, walk, balance, fall, throw.</i></p>		<p>Allow the rest of the class to watch, draw their attention to levels, speeds, shapes and qualities. They are learning to look for things that make ‘two’ more interesting than one and discover/develop group/partner work without going straight into choreography without the skills.</p> <p>This is quite a lot to remember so use imagery and talk them through the whole dance before and during.</p>

Cool Down:

Help the children to recognise what happened to their breathing during the dance activity and when they were standing still. Repeat stretches from clowns 2.

Evaluation/Post Lesson Notes :**Accompaniment/Music/Equipment/Resources:**

Bell, stimulus for clowns- pictures, video extract, clothes.

Music suggestions-

- Barnum Track 1 & 22
- Popular Overtures Rondo Classics Disc 2 Track 7 Antonin Dvorak- Carnival Overture
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<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To explore movement ideas and respond imaginatively to a range of stimuli • To move confidently showing good body posture and clear body shapes and demonstrate good control, co-ordination, balance, poise, turning and stillness. • To practise, link and repeat movements and movement phrases, emphasising rhythmic and dynamic qualities • Explain how their body feels during dance activity, times of activity and times of stillness. • Use simple dance vocabulary to describe movement. 	<p>NCPE PoS / Links:</p> <p>KS1 1a, b, 2a, 3a, 4b 6a, b</p>	<p>Vocabulary:</p> <p>Levels, direction, speed, travel, turn, jump, gesture, stillness, control, balance, poise, repeat, practise, bubbles, journey, growing, floating, drifting, soaring, sinking, pop, burst, body parts, shapes, watch carefully, observe, describe.</p>
<p>Warm up:</p> <p><u>Shakes</u>- Find a space. Stand up in your space. Draw a circle around your space. Shake your hands high in the air, at your shoulders, hips, knees, feet. Walk around the edge of your circle; shake your hands as if you are sweeping away the dirt. Shake your shoulders, high, low to the side. Repeat with other body parts- hips/bottom, knees, feet. Shake your whole body around the room. Move in different directions and levels. Come back to your space. Shake slower to stop. Appropriate stretches.</p> <p><i>KUFH: Using the scale (see Tops cards), describe what will happen to your breathing when you are active.</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Play music or use a tambourine/shaker. Encourage the use of space. Move around without collisions- look where you are going. STEP- join a partner, follow and copy your partner.</p>
<p>Exploration:</p> <p><u>Bubbles</u>- <i>growing, floating, drifting, soaring, sinking, pop!</i></p> <p>1) A variety of actions arise from watching bubbles. Watch the bubbles being blown. Watch carefully how they fly and move. Ask the children to use descriptive words to describe the actions, movements and bubbles themselves on their bubble journey. Write the children’s ideas down. Use the list of ideas to create a dance phrase. Choose words that describe each part of the bubble’s journey and try to ensure that they are contrasting.</p> <p>2) Take each word separately and make actions/movements. What body parts will you use? What shapes will you make? Use dynamics within your dance from descriptive words. How are the bubbles floating? Yes, floating calmly. How can we show this in our dance? Repeat and explore for <i>growing, floating, drifting, soaring, sinking, pop!</i></p>		<p>It’s important to note here that the children are not bubbles. They are using the bubbles for observation of shape, method of travelling and quality of movement. The children then use these observations to explore and investigate their own movement potential. Failure to make this link leads to a misunderstanding of dance and poor quality. Dance that lacks quality fails to communicate.</p> <p>Safety- The bubble liquid can be slippy. Try to explore the bubbles where the children will not be dancing and clean up slippery surfaces.</p> <p>Bubbles have a magical feel about them. Look at the colours. Develop these in your movements. STEP- The words here are examples that you could use. You may wish to use fewer words to simplify the dance or allow children to repeat one action/motif for floating, drifting and soaring. They could perform this at different levels, directions or speeds.</p>

<p>Selection, Composition and Development:</p> <p><i>Growing, floating, drifting, soaring, sinking, pop!</i> – Allow the children time to explore the movements and pick one action for each of the words. Try to remember your action. Repeat it and practise the quality of the movement. Use demonstrations to show good dynamics, control, poise etc.</p> <p>Watch the bubbles again to remind the children of the actions/movements made.</p> <p>Movement examples;</p> <p><i>Growing</i>-start flat like the bubble liquid on the bubble blower. Grow slowly and bigger each time.</p> <p><i>Floating</i>- calmly floating, turning, spinning, feeling no weight. Some bubbles float up and down.</p> <p><i>Drifting</i>- drift off into space. You may follow someone else. Move a little quicker, straighten out and do big curves and turns.</p> <p>Soaring- increase your speed. Start low and move to a higher level as if the wind has just caught. Focus up in the air.</p> <p><i>Sinking</i>- Start from a high position. Allow your highest body parts to sink first e.g. hands, take your focus down, fall with no jerkiness, smoothly. Finish on the floor</p> <p><i>Pop!</i> - One quick movement, a jump. Could be a tiny jump or and arm or leg suddenly opening and closing quickly. Finish in your starting position, flat.</p>	<p>Create starting and finishing positions.</p> <p>Beginning, middle and ends to their dance phrase.</p> <p>Use your voice and remind the children of the movement vocabulary. Help them to remember their sequence.</p> <p>Allow background music so the children can practise along side it.</p> <p>STEP- help children to develop their sequence. They could copy your actions. Have a visual stimulus of action pictures on display so children can look to see what comes next.</p>
<p>Perform, Appreciate and Evaluate:</p> <p>Divide the class into two groups. Each group will perform at a time. Discuss the start of the dance- Do all bubbles start together? No. So we could start and finish at different times. Within each group, give a child a number 1 or 2. Start anywhere in the space in your starting positions. When I call your number begin your dance. Freeze your finishing position until everybody has finished. Swap, so each group has a chance to perform.</p>	<p>Allow children to improvise if needed. Some children could copy a partner’s movements, or copy yours.</p> <p>Talk the children through the movements by guided imagery.</p> <p>Look for- Do children have clear starting and finishing positions? Can they select an action/movement/motif for each part of their bubble’s journey? Are they in control of their movements? Have they changed level, speed, and direction? Is their evidence of dynamic qualities?</p> <p>Are the children watching and observing attentively? Can they talk about the dance- how it makes them feel, describe different actions using simple dance vocabulary?</p>
<p>Cool Down:</p> <p><i>Cats</i>- Sitting on the floor. <i>Proud cats</i>- sitting up straight, straight spines, <i>happy cats</i>- on hands and knees, head up, straight to hollow back, <i>angry cats</i>- on hands and knees, arched back (hackles up!), <i>stretching cats</i>- on hands and knees stretching one arm/leg out at a time, balance and hold for three to four seconds.</p>	<p>Play calming music, whisper.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources:</p> <p>Bubbles,</p> <p>Music suggestions :</p> <ul style="list-style-type: none"> • The Snowman – music by Howard Blake Track 4 • Or gentle music – Moods CD • Warm up: <i>shake your body down- disco mania.</i> • Cool down: Music from cats- Andrew Lloyd Webber.

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<p>Warm up:</p> <p><u>Traffic lights</u>- Use travelling actions e.g. skip, gallop, side step. On command red- stop still, amber- perform action on the spot, green- travel around the space.</p> <p><i>KUFH: Using the scale (see Tops cards), describe: how fast your heart is beating, how hard your heart is beating, what happens to your heartbeat when you are active?</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Move into spaces, avoiding other people. Look up.</p>
<p>Exploration:</p> <p><u>Elastic</u>- <i>Stretch, curl up, vibrate.</i></p> <p>Allow children to watch and explore elastic. Watch how it stretches and stretches further. What happens if you let it go? Pings back and curls up quickly. Watch the movements again. Which of the movements are fast or slow? What and where can you stretch the elastic? What other actions can the elastic do? Vibrate. Listen to the sound. What is the elastic doing? Shaking, shivering, quivering, fluttering etc.</p> <p><u>Stretch, curl up</u>-</p> <p>1) Call out a body part. The children stretch it as far as they can go, then a little further. Arm/s, foot, two feet, one foot and hand. Stretch out your toes and fingers too. Balance and stretch. Balance on one leg. Make different stretching shapes.</p> <p>2) What happened to the elastic when we let it go? Curls up, pings back. Make one of your stretching shapes, when I clap my hands, ping your shape back and curl it up quickly. Repeat with other shapes</p> <p>3) Take your shapes and stretches, travelling around the room. Allow the stretches to be pulled. Stretch and stride out your movements.</p> <p><u>Vibrate</u>- Watch the elastic vibrate again. Shake and vibrate different body parts. As I vibrate the elastic it vibrates along the elastic, moving along. Show this with your bodies. Watch the dynamics. Starts fast, then slows down.</p>		<p>Use your voice to exaggerate the movements e.g. s-t-r-e-t-c-h. This will help them to explore the movement through sound as well. Use two pieces of elastic. Sit in a circle and hold onto it. Explore stretching the elastic in different ways and with different body parts.</p> <p>Explore different body parts that can stretch- make a list. Explore the word curl. Can you find five different curl shapes?</p> <p>Music could be played here. Alternatively you could use percussion instruments or make some voice sounds that represent stretch, curl up and vibrate. Use these throughout the dance. Children could use their own voice sounds as their accompaniment.</p>
<p>Selection, Composition and Development:</p> <p>Pick two stretches with different body parts. Make each curl up. Create a dance phrase. Repeat the phrase but allow the stretch shapes to travel. Finish up in a circle or line/s.</p> <p>Make a stretch circle or line/s. Stretch one by one like the elastic. Use a canon effect. And the elastic breaks. All curl up. Let all the energy go. As I walk past stand up in a stretched position. Choose two other children to walk around. As they walk past, make your stretch vibrate.</p>		<p>STEP- Change the task to one stretched shape, allow it to travel.</p> <p>Extension- The children could move with the elastic, stretching and pulling, or join up with a partner and make stretching shapes.</p>

<p>Perform, Appreciate and Evaluate: Perform as a class dance and repeat the dance structure as above (selection and composition). Discuss and talk about the dance. What parts did the children enjoy? How did it make them feel?</p>	<p>If you choose to use voice sounds half the class could perform voice sounds as the accompaniment whilst the other half perform. Swap roles.</p>
<p>Cool Down: <i>Simon Says- use names of body parts. Simon says put your hands on your knees, shoulders, feet, hips, elbow etc.</i></p>	
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Elastic, Visual cards with action words.</p> <p>Music suggestions:</p> <ul style="list-style-type: none"> • Voice sounds to Stretch, curl up and vibrate • Percussion instruments • The Snowman – music by Howard Blake • Penguin Café Orchestra – Music from a new found harmonium – track 3.

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<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • To explore movement ideas and respond imaginatively to a range of stimuli • To move confidently showing good body posture and clear body shapes and demonstrate good control, co-ordination, balance, poise, turning and stillness. • To practise, link and repeat movements and movement phrases, emphasising rhythmic and dynamic qualities • Explain how their body feels during dance activity, times of activity and times of stillness. • Use simple dance vocabulary to describe movement. 	<p>NCPE PoS / Links:</p> <p>KS1 1a, b, 2a, 3a, 4b 6a, b</p>	<p>Vocabulary:</p> <p>Levels, direction, speed, travel, turn, jump, gesture, stillness, control, balance, poise, repeat, practise, body parts, shapes, watch carefully, observe, describe, ball, bounce, spin, roll, points, patches.</p>
<p>Warm up:</p> <p><u>Gears and levers-</u> Use the numbers 1, 2, and 3 to distinguish the speed and levels of movement. Speed 1= slow, 2= medium, 3= fast and levers 1= low, 2 = medium, 3= high. Use different travelling movements e.g. skip. Change the speed and level of the movement. Take your action into all spaces in the room.</p> <p><i>KUFH: Using the scale, describe: how hot you feel, how hot you will feel when you are active, how your partner looks and how this might change when they are active.</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Look where you are going. Try and look for good spaces to move into.</p>
<p>Exploration:</p> <p><u>Ball-</u> <i>Bounce. roll, spin.</i></p> <p><u>Bounce-</u> Explore and watch the ball carefully. Watch the ball as it bounces. Look at the dynamics of the bounce. How many ways can we bounce the ball? Low, medium, high, whilst turning. Use descriptive language to explain. Fast, then slow as it reaches the top of the bounce. Explore how your body can bounce. Fingers, hands, arms, legs, whole body. Include a jump and travel into your bouncing. Create a motif.</p> <p><u>Roll-</u> Roll the ball along the ground. Watch the ball as it travels. Use the role as slow motion. Roll slowly. What can your legs do as you roll? How many different body parts can you roll with?</p> <p>Spin- Spin the ball fast and stop it. Remind the children of patches and points. Find a good spin. E.g. Sitting on your bottom, spin with one leg in the air. Spin and stop with good control and balance. Hold a clear body shape.</p>		<p>You may wish to give each child a ball and explore the different movements it can do.</p> <p>Try to use the roll with the whole body action and slowly and the spin on a point or patch a little faster. Maintain quality of the spin. Ensure it is under control. This will give the children a change of speed in their dance phrase.</p> <p>Points and patches- points are small areas of the body e.g. hands, feet, knees, elbows and patches are larger body areas e.g. back, bottom, tummy.</p>
<p>Selection, Composition and Development:</p> <p>Create a motif for each of the action words. A bounce movement (include a jump and travel as you bounce), a roll movement and a spin movement. Create a movement phrase. E.g. bounce action, roll action, spin action. Practise and repeat your dance, improving it each time. Try to keep it the same each time you practise. Use background music. Create a beginning, middle and end to your dance.</p>		<p>The compositional structure of your dance could be made easier or harder. E.g. ABA- Where A= bounce motif and B= spin motif. Or harder ABACA. Where C = Roll. Discuss with the children the choices they could make.</p> <p>Extension- The children could move with the ball or join up with a partner and make a partner dance.</p>

<p>Perform, Appreciate and Evaluate: Allow half the class to perform their dance and half watch and appreciate. Swap over. Talk about what actions they saw. Focus on the control of the spin and roll. Who had good control? What body shape were they in? Did they spin on a point or a patch? Discuss how the dance made them feel. What happened to your heart? Breathing?</p>	<p>You could look for good quality performances and watch the dance again. Or pick two children's dance as compare them. Encourage the children to make positive comments and develop an awareness of sensitive concern over other's feelings when discussing their work.</p>
<p>Cool Down: <u>Kim's Game</u>- Stand in a circle. Explain a Mexican wave (canon effect). Start of with a movement/action. The action/movement needs to be copied in a canon effect around the circle. Start with a tall stretch. Add a movement to the previous one each time.</p>	<p><i>KUFH: A cool-down helps our bodies to recover after activity. Using the temperature and breathing scales, describe: how hot you feel and your breathing.</i></p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Ball/s, flip chart and pen.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> • Percussion instruments • Music with a strong beat such as basement Jaxx - Bingo Bango or Samba Magic

STEP Space, Task, Equipment, People

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<p>Warm up:</p> <p><i>Animal Zoo- The children take a visit to the zoo, exploring different animal movements. Elephant- Stamping with feet- heavy and slow, Rabbit- in crouch jump hands together then feet together, Crab- Back to the floor with hips raised walk on hands and feet move in different directions, Kangaroo- standing jumps.</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Links to Top Gymnastics- Time to travel- Visit to the zoo.</p> <p><i>KUFH: Using the scale, describe: how hot you feel, how hot you will feel when you are active, how your partner looks and how this might change when they are active.</i></p>
<p>Exploration:</p> <p><u>Sounds and shapes- <i>bang, shake, rip, crackle, click, stamp.</i></u></p> <p>Introduce a drum and tambourine. Allow the children to listen to the sounds. How do the instruments sound? What words describe each of the sounds? Make a list of words.</p> <p>1) <u>Bang</u>- The drum implies bold and strong shapes. Hold a shape for three to four seconds. On the beat of the drum make low, high and medium shapes. Take the shapes for a walk for four beats then change to a new shape. Allow shapes to be on points and patches. Explore these different body areas. How can we make the shapes loud, bold and strong? Use demonstration to show clear shapes and quality of movement.</p> <p>2) <u>Shake</u>- The tambourine implies medium to fast actions and travelling movements. Move in a space on the tambourine sound. Travel in different ways. How many can you find? Change your level and direction to make your movements more interesting.</p>		<p>This is also an opportunity to consider music from different cultures. Use instruments from different cultures and times e.g. African drum, steel drums, didgeridoo, rain stick, finger piano etc.</p> <p>Make a beat of the drum and a shake on the tambourine.</p> <p>Points and patches- points are small areas of the body e.g. hands, feet, knees, elbows and patches are larger body areas e.g. back, bottom, tummy.</p> <p>Travel- A movement from one point/place to another.</p> <p>Make sure the speed is controlled to maintain a quality of movement and safety.</p> <p>STEP- Extension -you could introduce spins and turns into the movements.</p>

<p>Selection, Composition and Development:</p> <p><i>Bang and shake-</i> Combine the still shapes and the different ways to travel. Ask the children to choose two still shapes and travel. On the drum beat choose your shape, on the tambourine choose your travel movement. Create a motif. Link the motifs to form a dance phrase. D T D T. This can be used to create a group dance that is improvised.</p> <p>The musical structure could be: D T D T D T D T D D D D T T T T D T D T</p> <p>D/ T D/ T D/T D/T Finale- split the class into half. One's and two's. Play the drum and tambourine at the same time. Ones make still shapes to the drum beat, whilst twos travel to the tambourine.</p> <p>The whole dance could finish with a canon effect of children holding their still shapes.</p>	<p>D = Drum T = Tambourine</p> <p>Use your voice to help the children count e.g. Sound drum (1) then count 2, 3, 4 and then play tambourine count 1,2,3,4.</p> <p>Motif – A gesture or action that is repeated often throughout a sequence.</p> <p>Phrase- Two or more motifs linked together form a phrase</p> <p>Canon- A movement in a group when a motif is repeated one after another like a Mexican Wave.</p> <p>STEP- Children can extend their motif to include two actions.</p> <p>Use imagery that evolves with the movement. A dramatic effect can be achieved if half the class are moving fast and the others slowly, simultaneously.</p>
<p>Perform, Appreciate and Evaluate:</p> <p>Half the class, making sure there is a mixture of Ones and Twos in each group. Allow half the class to perform and half the class to watch the whole dance. Swap roles. Allow the children to discuss the dance. How did the dance make them feel? Talk about the different body actions using simple dance vocabulary.</p>	
<p>Cool Down:</p> <p><u>Curl and stretch-</u> Walk around the hall covering every space. Try not to bump into anyone else. When I walk past you curl up into a small ball on the floor, when I tap your back make a long shape on the floor. Stay in your shapes until I ask you to sit up slowly.</p>	<p>Safety- make sure you are looking where you are going. Be aware that there will be children on the floor as well as walking around. Avoid any collisions.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources:</p> <p>Links to Top Dance- Body Talk</p> <p>Accompaniment : drum, tambourine OR instruments from different times and places.</p> <p>Music for cool down- Enya, Clannad, Moods.</p>

STEP Space, Task, Equipment, People

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<p>Warm up:</p> <p><u>Percussion Instruments-</u> <i>Use Sound and Shapes Section 1.</i> Listen to the percussion instruments. Think about their sounds. Use words to describe the sounds. How could we communicate those words through actions? Use the drum and tambourine from Section 1. Introduce a different instrument e.g. Bells. Move to the instruments. When the instruments stop you stop still in a shape. When the instruments are played travel around looking for spaces. <i>KUFH: When we dance we use lots of body parts. Energetic movements help to make our bones strong and help our bodies to develop and work well. Using the chart describe: Which body parts you will be using when you are dancing? Arms, legs, knees, elbows, ankles, shoulders, bones, muscles, joints, heart, lungs, back. Can children describe which body parts will be strong and will work well as a result of taking part in dance?</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Move into spaces without collisions.</p>
<p>Exploration:</p> <p><u>Sounds and shapes-</u> <i>bang, shake, rip, crackle, click, stamp.</i></p> <p>1) Introduce a piece of paper/newspaper. Give a sheet of paper to a pair of children. Briefly allow the children to explore what sounds can they make. Discuss and show ideas. Focus on rip and crackle (scrunching of the paper). Allow the children to listen to the sounds. What words describe each of the sounds? Make a list of words.</p> <p>2) <u>Rip-</u> As a class explore the sound and actions. Use the words and ideas from the list. How could we show this through actions? What body parts can we use? Is it a travelling sound? Try and change the level for at one of the movements. When might we hear the ripping of paper? What mood would we be in? Explore and find three different movements with different body parts.</p> <p>3) <u>Crackle-</u> Repeat the questions and explore as above.</p>		<p>Safety- be careful of paper cuts. Remind the children to take care of the sharp edges. The exploration of the paper could take place in the classroom before the lesson and drawn on again to remind children.</p> <p>Look at using different body parts. Hands, legs, head, whole body. Change the level- high to low. STEP- Extension- The ripping and scrunching up of paper is sometimes associated with excitement such as opening a present- ripping off the paper and scrunching it to the side OR tearing and scrunching up in frustration or disappointment (low confidence). Try and use this as the expression in their dance.</p>
<p>Selection, Composition and Development:</p> <p>Rip, crackle- Select three ripping movements and one crackle. Try and have a change of body parts and level. Repeat and practise your phrase so it is the same each time. Talk to the children about the full stops and capital letters of dance. A starting position and finishing position. Include a starting and finishing position that is held. In partners: one child provides the accompaniment- four rips followed by scrunching for four counts while the other performs their phrase. Swap roles.</p> <p><u>Bang, shake, rip, crackle-</u> Perform the whole dance through improvisation. Taking the dance structure from section 1 (<i>bang and shake</i>) and following with <i>rip</i> and <i>crackle</i>.</p>		<p>Look for- control and quality. Allow children to demonstrate and discuss quality and aesthetic appreciation. Encourage children to make positive comments about each other's work. Try to keep an even rhythm when using the percussion for your partner. If this is hard for the class divide the class in half, where half are performing and have using the percussion under your guidance.</p>

<p>Perform, Appreciate and Evaluate: Use of ICT. If possible video the class dance. Allow the children to watch the video. Talk about the dance. What they liked or disliked about it. How could they make it better? Use simple dance vocabulary to describe the movements of others. Make a list of these ideas to use in the next lesson.</p>	<p>The evaluation and improvement of children's dance should be continuous and take place throughout the whole of the lesson. However, give children opportunities to appreciate and observe each other. Children pick up and copy ideas or use ideas to develop an opposite response within their own work. Through observation children slowly develop a critical appreciation of dance</p>
<p>Cool Down: <u>Curl and stretch-</u> Walk around the hall covering every space. Try not to bump into anyone else. When I walk past you curl up into a small ball on the floor, when I tap your back make a long shape on the floor. Stay in your shapes until I ask you to sit up slowly.</p>	<p>Safety- make sure you are looking where you are going. Be aware that there will be children on the floor as well as walking around. Avoid any collisions.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Percussion instruments- drum, tambourine, bells, paper/newspaper, video recorder, T.V to watch recording. Music for cool down- Enya, Clannad, Moods.</p>

STEP Space, Task, Equipment, People

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli • Copy and explore body actions and simple movement patterns • Compose and link movement phrases to make simple dances with clear beginnings, middles and ends. • Practise and repeat their movement phrases, performing them in a controlled way • Recognise how their body feels when still and when exercising • Use simple dance vocabulary to describe movement 	<p>NCPE PoS / Links:</p> <p>KS1 1a, b, 2a, 3a, b, 4b, 6a, b</p>	<p>Vocabulary:</p> <p>Drum, tambourine, bells, action, movement, body parts, shape, speed, level, direction, motif, phrase, canon, expression, watch, copy, observe, stamp, click, message, Starting position, finishing position, beginning, middle, end, capital letter, full stop.</p>
<p>Warm up:</p> <p>Repeat warm up from Section 2- musical instruments. Revise section 1 and 2 dances. <i>KUFH: monitor feelings about activity: observe and describe expressions of their friends while they are dancing, describe their own feelings. Children write down the name of the activity beside the appropriate face on a scale (see Tops cards).</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p>
<p>Exploration:</p> <p><u>Sounds and shapes</u>- <i>bang, shake, rip, crackle, click, stamp.</i></p> <p>1) Explore different sounds that the body can make using different body parts e.g. hands: clap, rub, click tap slap or feet: stamp, shuffle, scrape, stomp. Pick one of each as a class. Explain the outcomes of the lesson- That we are going to communicate with each other through body sounds to create a dance. Messages with sound.</p> <p>2) <u>Stamp</u>- Ask the class to listen hard to the message. Send a message with your feet. Ask the children to send the message back, repeating it. E.g. stamp.....stamp.....stamp, stamp. Try new messages. Use four beats. Ask the children to send them back. Ask the children to design their own message. Use individual children’s messages and the whole class repeats them.</p>		<p>For this lesson we will focus on <i>click</i> and <i>stamp</i> as an example but any contrasting action could be used. Stamp could lead back to section 1 and cultural influences with the African drum and tribal dancing. Create rhythms with their feet- watch a video for stimulus.</p> <p>Make the movements as simple as you can to begin with. Watch and observe for those children who find it hard to copy. Can the children perform as a class?</p>
<p>Selection, Composition and Development:</p> <p><u>Click</u>- Use clicking as your sound. Make up a message. Try to keep to four beats. It could be one you copy or you could make up your own. Use demonstration. Add a turn into your routine. Either at the beginning or at the end. Practise and repeat your message. Join with a partner. Send your message to your partner. Your partner then copies your message. Swap roles. Make your messages into a dance. Have a capital letter and full stop to your dance. A starting position and finishing position.</p> <p><u>Click, stamp</u>- Link the two actions together. Individual pairs as a whole class perform their messages and freeze their finishing positions. The whole class stamp can then take place. You could take the stamps louder and quieter OR quieter to louder to finish.</p>		<p>Try not to talk at the same time. Listen to and watch your partner, then move and sound. Move one after the other.</p> <p>STEP- Easier -use only two actions (rather than four) to copy and repeat. Perform once high and then once low.</p>
<p>Perform, Appreciate and Evaluate:</p> <p><u>Click, stamp</u>- Divide the class into half. Half to watch and observe, half the class perform. Swap roles. Describe the dance actions using simple dance vocabulary. Can the children copy the movements accurately? Do they perform together in time? Is it clear who the leader is? Have they included a turn into their movements? Whose movement was interesting and why?</p>		<p>Remind the children of the video recording in section 2. What ideas and improvements were discussed to make a dance better? Look at the list. Try to think of the ideas to make your dance better.</p>

<p>Cool Down: <u>Follow the leader-</u> Remain in your still shape. When this boy/girl taps you on the shoulder follow on behind by joining the back of their line. Copy the movements or message. Finish with a line at the door.</p>	<p>Allow for calming down time. Make the movements slow and quiet. Use calming music.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Links to Top Dance- Body talk, percussion instruments- drum, tambourine, bells.</p>

STEP Space, Task, Equipment, People

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<p>Warm up:</p> <p><u>Shakes</u>- Find a space. Stand up in your space. Draw a circle around your space. Shake your hands high in the air, at your shoulders, hips, knees, feet. Shake for four counts. Shake your shoulders, high, low to the side. Repeat with other body parts- hips/bottom, knees, feet. Repeat and make a routine/sequence. Shake your whole body around the room. Move in different directions and levels. Come back to your space. Shake slower to stop.</p> <p>Appropriate stretches.</p> <p><i>KUFH: Can children - observe and describe expressions of their friends while they are dancing, describe their own feelings and write down the name of the activity beside the appropriate face on a scale.</i></p>	<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Play music or use a tambourine/shaker. Encourage the use of space. Move around without collisions- look where you are going. STEP- join a partner, follow and copy your partner.</p>	
<p>Exploration:</p> <p><u>Toys – The Toy Maker, Exploring Toys, The Toy Factory</u></p> <p><u>The Puppet Maker</u></p> <p>1) Read a story/poem or look at a picture about a toymaker. Look at all the different toys. How do you think the toys have been made? What tools would be used? Look in the picture to find ideas e.g. hammer, saw, file, screwdriver, pinning, stitching, painting, gluing etc.</p> <p>2) Explore the ideas one at a time. Look at the actions e.g. hammering, sawing etc.</p> <ul style="list-style-type: none"> • Explore the movements with different body parts- hands, arms, elbows, legs, feet etc. • Use different levels • Explore different speeds and weights- what actions would be fast, slow, light, heavy, delicate? • Explore different directions. 	<p>The Toymaker by Martin Waddell and Terry Milne has a lovely picture on the first page. Alternatively, link to Literacy and explore instructions to make a toy/puppet?</p>	
<p>Selection, Composition and Development:</p> <p>Link two or three actions through selected movement phrases. Practise and repeat the movement phrases to include a clear beginning, middle and end. Encourage the children to use/select different body parts, levels, directions, speeds to vary their dance.</p> <p>Think about how the toymaker would be feeling? Happy or sad? Try to communicate the feelings through gestures and facial expressions.</p> <p>Practise to the music. Encourage timing and counting e.g. each action lasting for eight counts.</p>	<p>STEP- You could use pictures or symbols to help the children remember their dance phrases e.g. include a picture/symbol of a hammer, saw, glue etc. The children select their picture/symbols and use it as a prompt for the next movement, use more or less actions, body parts, levels, speeds etc.</p> <p>Can the children explore and select appropriate movements? Can the children remember and link the actions together?</p>	

<p>Perform, Appreciate and Evaluate: Ask the children to form into pairs. Each partner takes it in turn to copy their partners dance actions. What did they like about their partners actions? What action did they enjoy the most?</p>	<p>Can the children perform dynamic qualities in their actions e.g. light, heavy, fast or slow? Are the actions performed clearly? Can the children perform with control? Do they use space confidently and safely when travelling on their own and with a partner?</p>
<p>Cool Down: <u>Relaxing lions</u>- Lie down on the floor with a long stretched out shape. Now try a stretched star shape and curved shape. Try these again feeling your body get longer. Relax your arms somewhere so they are comfortable; relax your shoulders, head, tummy, knees, feet. Close your eyes and relax like a sleeping lion. When I (the teacher) taps you on the foot slowly sit up and quietly line up by the door. Describe how their breathing rate, temperature and heart rate have changed after the cool down. <i>KUFH: A cool-down helps our bodies to recover after activity.</i> <i>Using the temperature and breathing scales, describe:</i></p> <ul style="list-style-type: none"> • <i>how hot you feel</i> • <i>your breathing.</i> 	<p>Use a soft voice. Hold and count the stretches for six seconds each. Look behind before you stretch out – make sure you are in a space.</p> <p>For Section 2 - <u>Exploring Toys</u> you will need a variety of toys to explore. This could be through pictures but the movement quality will be greater from firsthand experiences. Ask the children to bring in their favourite toy or use a loan from a museum/library.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Book: The Toymaker by Martin Waddell and Terry Milne, poetry of toys, picture/s, pictures/symbols of tools (e.g. hammer, saw, file, screwdriver, pinning, stitching, painting, gluing)</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> • Any light lively music • Toy Story CD

STEP Space, Task, Equipment, People

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<p>Warm up:</p> <p><u>Shakes</u>- Find a space. Stand up in your space. Draw a circle around your space. Shake your hands high in the air, at your shoulders, hips, knees, feet. Shake for four counts. Shake your shoulders, high, low to the side. Repeat with other body parts- hips/bottom, knees, feet. Repeat and make a routine/sequence. Shake your whole body around the room. Move in different directions and levels. Come back to your space. Shake slower to stop.</p> <p>Appropriate stretches.</p> <p><i>KUFH: Extend and discuss from section 1. Can children - observe and describe expressions of their friends while they are dancing, describe their own feelings and write down the name of the activity beside the appropriate face on a scale.</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Play music or use a tambourine/shaker.</p> <p>Encourage the use of space. Move around without collisions- look where you are going.</p> <p>STEP- join a partner, follow and copy your partner.</p>
<p>Exploration:</p> <p><u>Toys</u> – <i>The Toy Maker, Exploring Toys, The Toy Factory</i></p> <p><u>Exploring Toys</u></p> <p>1) Ask the children to show you their toys. Movement ideas could include a puppet on strings/marionette, toy soldier, jack in the box, teddy bear, robot, floppy rag doll, pull along toy, wind up toy- car or other.</p> <p>2) Observe the toys to evoke movement potential. Allow the children to see, feel, describe and draw them first. Experiment in partners or small groups where the children identify specific action words e.g. floppy, stiff, springy, smooth, jerky, bouncy etc. This could be matching words to the toys or thinking of their own words and writing them on show me boards. These can then be displayed for future use. (This could be done in class time). Alternatively, choose three toys to explore as a class and write words up on a flip chart. Choose toys with contrasting movements.</p> <p>3) Explore each toy and experiment with movements. Use the toy as a starting point e.g. look at the marionette. What can he do? He can jump up high in a star shape. Try jumping like this. Is he floppy or stiff?</p>		<p><u>Toys</u> - you will need a variety of toys to explore. This could be through pictures but the movement quality will be greater from firsthand experiences. Ask the children to bring in their favourite toy or use a loan from a museum/library. Try to select a variety of toys with different movement qualities.</p> <p>Link to History and explore old and new toys. Compare their movements and components used.</p>
<p>Selection, Composition and Development:</p> <p>Choose two or three contrasting toys. Compose and create dance phrases and link together.</p> <p>E.g. two of the toys could travel around whilst one stays on the spot and can only move up or down?</p> <p>Choose a clear starting and finishing position. Ask the children to think about how long each action will last for? How will they link the phrases together? What order is best?</p>		<p>Add music or accompaniment to the movements and practise to help develop quality.</p> <p>STEP- You could use pictures to help the children remember their dance phrases e.g. include a picture of the toy. The children select their pictures and use them as a prompt for the next movement, use more or less actions, body parts, levels, speeds etc.</p>

<p>Perform, Appreciate and Evaluate: Let the children observe each other and talk about what they see. Can they identify the toy? Talk about which toy's movements they liked the best of all and why. Ask them to describe the movements.</p> <p>Extension: Perform section 1 followed by section 2. The Toymaker then Exploring Toys. Find a partner. One is the toy maker and performs first around their partner - the toy who remains stationary. The Toy performs second and explores just one toy's movements whilst the toymaker watches.</p>	<p>Are the children able to show clarity in their movements? Can the children copy the movements accurately? Can the children use appropriate movements to express the intention of the toys? Are the literal movements made dance-like?</p>
<p>Cool Down: <u>Slower, lower and higher-</u> Start off in a high body stretch with arms above head and on tip toes. Slowly bring the stretch lower, on a count of ten, until curled on the floor. Outstretch on the floor and repeat by bringing the stretch into a curled tuck shape within ten counts. Keep tucked but onto toes, bring the shape back up to standing position within ten counts.</p>	<p>Control the body and try to stay balanced.</p>
<p>Evaluation/Post Lesson Notes :</p>	<p>Accompaniment/Music/Equipment/Resources: Book: The Toymaker by Martin Waddell and Terry Milne, poetry of toys, picture/s, selection and variety of toys e.g. puppet on strings/marionette, toy soldier, jack in the box, teddy bear, robot, floppy rag doll, pull along toy, wind up toy- car or other.</p> <p>Music Suggestions:</p> <ul style="list-style-type: none"> • Any light lively music • Toy Story CD • Percussion instruments

STEP Space, Task, Equipment, People

<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to stimuli • Move confidently and in safely, using changes of speed, level and direction • Compose and link movement phrases to make simple dances with clear beginnings, middles and ends • Describe how they feel when exercising • Copy, watch and describe dance movement. 	<p>NCPE PoS / Links:</p> <p>KS1 1a, 2a, 3b, 4b 6a, b.</p>	<p>Vocabulary:</p> <p>Action words: floppy, stiff, springy, smooth, jerky, bouncy; speeds, travel, level, direction, weight, feelings, control, balance.</p>
<p>Warm up:</p> <p><u>Musical Body Parts</u>- Children move around the room, when the music stops the children have to warm up which ever body part the teacher has called. The children copy your warm up ideas for each body part and/or then develop their own. Relate the travelling movements and actions to the toys explored in sections 1 and 2.</p> <p><i>KUFH: A warm-up helps to prepare our bodies and minds for dance.</i></p> <p><i>Using the temperature and breathing scales, describe: how hot you feel, your breathing. Can children explain when a warm-up should be performed? How should you feel after a warm-up? Can children recognise and describe warm-up activities?</i></p>		<p>Teaching Points/Class Management/Differentiation (STEP)</p> <p>What, Where, How, with Whom</p> <p>Start with walking movements and then develop more vigorous activity gradually.</p>
<p>Exploration:</p> <p><u>Toys – The Toy Maker, Exploring Toys, The Toy Factory</u></p> <p>Revise the toys explored in section 2. This could be included in the warm up.</p> <p><u>The Toy Factory</u></p> <ol style="list-style-type: none"> 1) Form into groups of two or three. Each child will represent a different toy. Give the children the choice of two/three toys. 2) Select and practise the movements of their toys. 3) Use the image of the toys waking up at midnight and playing together in the factory. On each stroke of midnight the toys could gradually come to life, and as their individual accompaniment plays so the toys go into action. 4) Find a signal which sends them all back to sleep in their boxes or on their shelves. 		<p>Choose the toys that the children found the most interesting and evoked the most movement quality from section 2.</p> <p>Revisit the toys and remind them of the movements selected.</p> <p>Use a cymbal for the clock, and select percussion instruments together that represent each toy.</p> <p>STEP- Limit the actions e.g. repeat one action/movement, encourage identification of the sound used or give the children a signal when to start and finish, allow the children time to practise and feel confident.</p>
<p>Selection, Composition and Development:</p> <p>Practise and repeat the dance. Look for individuals or groups who are doing well and let them demonstrate. Discuss their movement and what made them so good. Use the discussion to improve their work. Include a clear beginning, middle and end to the dance.</p>		<p>To make the dance more interesting- use different props. Experiment with boxes or cloths/material as the toys packaging/container/wrapping. How could this be used? What actions might we use?</p>
<p>Perform, Appreciate and Evaluate:</p> <p>Perform the dance with half the class at a time. Ask the observer to watch and appreciate the performance. Give them specific criteria to look for e.g. Can you tell which toy they are? Do they perform at the right time to their percussion instrument? Are their actions controlled?</p>		<p>Extension: Create a class dance and perform to another class or record the performance on a camcorder to watch back. Link sections 1, 2 and 3 together. This will need practise and teacher guidance. Use guided imagery and talk through the movements .</p>

Cool Down:

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Evaluation/Post Lesson Notes :**Accompaniment/Music/Equipment/Resources:**

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Music Suggestions:

- Any light lively music
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