### Learning Outcomes:
- Talk about stimuli as the starting point for creating dance
- Explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of movements
- Compose and perform short dances that communicate and express moods and feelings.
- Describe how their breathing rate, temperature and heart rate change when they are moving quickly and still.
- Show an understanding of mood and describe how a dance makes them feel.

### NCPE PoS / Links:
- KS1 1a, 2a, 3b, 4a
- 6d
- QCA Yr 2 Core Task 1

### Vocabulary:
- Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, anger, mysterious, scary, stamp, punch, push, kick, pounce, curl, leap, stretch, body parts, action, motif, levels, speed, direction, shape, observe, perform.

### Warm up:
**CD Players-**  
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.

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.

**KUFH: Can children describe what happens to their breathing when they are active?**

### Teaching Points/Class Management/Differentiation (STEP)
**What, Where, How, with Whom**
Use different movements- high knees, side ways movements-cross overs. Change directions and speed easily, whilst avoiding collisions- looking up, looking ahead, moving into space.

### Exploration:
**Colours- Black, blue, yellow, red, white**

#### Black
1) **Begin by making a large black dot.** What is it? A deep dark hole. What feelings do we think about? Scary, mysterious, anger. How do we get out of a hole? Stamp, punch, push, poking, kicking. Discuss the movements and consider the body parts you will use (feet, fists, elbows), what speed (slow, slow and fast, fast), energy/weight (strong, heavy, force), level. This can be talked about before briefly but also talk about this during the children’s exploration. Set an open ended task e.g. how many different ways can you think of getting out of your hole? Then discuss the movements found and practise them adding quality to the actions.

2) **Adding to the black dot, make a black cat.** How do cats move? Curl, stretch, stalk, pounce, leap, dash. Explore the words curl, stretch, pounce etc. Consider- body parts (spine, head, whole body, fingers, knees, toes), speed (slow, slow, slow, fast), weight/energy (careful), flow (smooth, sudden), levels.

#### Blue

This dance investigates movements suggested by colours and their associations over three lessons. Use colours with the children e.g. paints, interactive board- Fresco, dazzle, white board marker pens, chalk/pastels etc. Prepare a table with columns: colour, association (what it reminds me of), mood and feelings, action words.

The three dance sections provide ideas to consider but if the children have other ideas these can also be explored.
Selection, Composition and Development:
Choose a motif for each of the two black stimuli explored- hole and cat. Practise and repeat each motif so they are the same each time. Have a clear starting and finishing position for each motif.

For Jack Frost compose a motif for travelling and stationary. Again with a clear starting and finishing position. Practise and repeat so they are the same each time.

Choose a selected few to travel using their Jack Frost motif. The rest of the class is spaced around holding their starting position (still/frozen) shape (beginning of Jack Frost stationary shape). Create a powerful atmosphere where the travelling Jack Frost moves amongst the still shapes. If a travelling Jack Frost moves past you, perform your stationary motif and then freeze again in your starting still/frozen shape.

Perform, Appreciate and Evaluate:
Black and blue: Divide the class into half, where half perform and the other half observe. Swap roles. Ask the children who are observing to look for expression and mood within the dance. How does it make them feel when they are watching. Encourage them to use a range of appropriate language.

Structure- Black hole motif, freeze
  Black Cat motif, freeze
  Hold still/frozen shapes of stationary Jack Frost, selected few move amongst whilst other perform motif as they pass (as above).
  All freeze Jack Frost Shapes, melt to the floor.

Cool Down:
Cats: Sitting on the floor. Proud cats- sitting up straight, straight spines, happy cats- on hands and knees, head up, straight to hollow back, angry cats- on hands and knees, arched back (hackles up!), stretching cats- on hands and knees stretching one paw out at a time, balance and hold for three to four seconds.

Evaluation/Post Lesson Notes:

Accompaniment/Music/Equipment/Resources:
Stmuli- colours : Black, blue, paints/pens/interactive board/paper/display board/chalk/pastels, poems/stories about colours, material/fabrics.
Music suggestions:
  • Spirt of the canyon- track 8 Firefall
### Learning Outcomes:
- Talk about stimuli as the starting point for creating dance
- Explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of movements
- Compose and perform short dances that communicate and express moods and feelings.
- Describe how their breathing rate, temperature and heart rate change when they are moving quickly and still.
- Show an understanding of mood and describe how a dance makes them feel.

### NCPE PoS / Links:
- KS1 1a, 2a, 3b, 4a 6d
- QCA Yr 2 Core Task 1

### Vocabulary:
- Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, yellow, red, rise, fall, turn, spread, sink, happy, warm, energetic, flicker, dart, twist, shoot, writhe, body parts, action, motif, levels, speed, direction, shape, circle, repeat, perform.

### Warm up:
**Traffic lights**- 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.  
**KUFH:** Describe how their breathing rate, temperature and heart rate change when they are moving quickly and still. Discuss this throughout the lesson at different times when appropriate.

### Exploration:
**Colours**- Black, blue, **yellow**, red, white
- Revise the colours and dance from the last section.
- **Yellow**- Begin by using a yellow pen/paint and drawing the sun. What does the sun do? Rise, fall, turn, spread, sink. How does it make you feel? Warm, happy, energetic, happy. Choose a selection of the words the children suggest e.g. rise, turn, spread and sink. Explore the words one at a time through movement. Consider the body parts used (shoulders, head, arms and hands, feet), body shapes (stretched, sprawling, round), speed (slow, sustained), energy/weight (powerful, strong), direction and levels.
- **Red**- When the sun sets or rises what colour can sometimes show in the sky? Red. What else does red remind you of? How does red make you feel? Perhaps use partner response. One answer might be fire. Draw flames of a fire in red pen/paint. What movements are associated with flames? Flicker, dart, twist, shoot, writhe. Explore these action words considering body parts, body shapes, speed, energy/weight, direction and levels.

### Teaching Points/Class Management/Differentiation (STEP)
- **What, Where, How, with Whom**
- Move into spaces, avoiding other people. Look up.
- The three dance sections provide ideas to consider but if the children have other ideas these can also be explored.
- Help the children to express and communicate moods and feelings through their movements. Use demonstration and imagery.
- If the topic in Year Two is the Great Fire of London you could read extracts of diaries, stories or poems to create atmosphere or use some of the action words used.
### Selection, Composition and Development:

**Yellow** Compose an action for each rise, turn, spread and sink. Link together each action with control and co-ordination.

**Red** Perform Red as a whole class circle dance. Each child chooses an action either- flicker, dart, twist, shoot or writhe. Repeat and practise so it is the same each time. They will use this action/motif each time in the Red dance.

1) The teacher then directs the children when to perform their action/motif. Position the children into three circles a, b and c (see opposite- a being smaller than b, and c larger than a and b).

2) The children start crouched down. Circle a begins their action first, then b circle joins in, followed by c circle (this is to indicated the fire spreading/growing). The children keep repeating their action.

3) Circle a (using the same action but travelling) shoots through circle b and c and back into position. Circle b follows the shooting action (after a finishes) through c circle and back into place. Circle c shoot inwards and back out to finish the dance. This action represents the flickering of the flames.

### Perform, Appreciate and Evaluate:

Black, blue, yellow, red- perform as a whole class. The children may find it hard to remember black and blue (and you may also!) so use as much as they can remember. Talk through the dance as you go, use guided imagery. Use a video camera to capture the dance. Watch the dance back and evaluate it as a class. Discuss what the dance felt like when performing. What they liked and disliked about it.

### Cool Down:

Relaxing lions- 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.

### Accompaniment/Music/Equipment/Resources:

Stimuli- colours : Black, blue, yellow, red, book/pictures/poems/stories/diary extracts from the Great Fire of London, poems/stories about colours, paints/pens/interactive board/paper/display board/chalk/pastels, material/fabrics, crêpe paper/ribbons,

Music suggestions-
- Enya- A day without rain- track 10 One by one
- Its all gone Pete Tong CD1 Day Moroccan Blonde Mirage
### Learning Outcomes:
- Talk about stimuli as the starting point for creating dance
- Explore ideas, moods and feelings by experimenting with actions, dynamics, directions, levels and a growing range of movements
- Compose and perform short dances that communicate and express moods and feelings.
- Describe how their breathing rate, temperature and heart rate change when they are moving quickly and still.
- Show an understanding of mood and describe how a dance makes them feel.

### NCPE PoS / Links:
- KS1 1a, 2a, 3b, 4a
- 6d
- QCA Yr 2 Core Task 1

### Vocabulary:
- Travel, turn, jump, gesture, stillness, mood, feelings, freeze, colours- black, blue, yellow, red, white, rise, curl, float, drift, slow, light, fast, quick, steam, water vapour, body parts, action, motif, levels, speed, direction, shape, repeat, perform.

### Warm up:
**Taps** - 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.

**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.

### Exploration:
**Colours - Black, blue, yellow, red, white**
Revise the colours and dance from the last section.

**White** - In the last lesson we finished our dance with red and fire. What happens when we throw water on fire? Steam rises. Explore white and verbalise colour conceptions. Action words to describe steam could be rise, curl, float, drift, fast, slow, light. Select action words to explore and create movement images.

You could use first hand experiences and watch steam. The children could discuss what they see and watch the movement. **Safety** needs to be considered.

### Selection, Composition and Development:
Steam moves quickly and together and then drifts apart, moving slowly. Create this with a short dance. Allow each child to create a motif.

Form into partners. Teach (or copy) your motif to your partner. Link the two motifs together. Explore moving together quickly and then drift apart moving more slowly and light. Compose a partner dance with a starting and finishing position.

**STEP- easier, use one motif and repeat it changing the speed from fast to slow, extension, think carefully about steam what level, direction, energy does it travel at. Try to show this in your partner dance.**

### Perform, Appreciate and Evaluate:
If possible perform from **red** and the fire dance and then continue onto **white** and the steam partner dance. From the circles quickly disperse in pairs. Practise this with the whole class.

If time allows perform the whole colours theme- **black, blue, yellow, red, white**. Watch the video again from the last lesson. Discuss the parts the children liked and improvements that could be made.

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<tr>
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<td>Music suggestions-</td>
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<td></td>
<td>• Enya- A day without words -Track 1 A day without words</td>
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**STEP Space, Task, Equipment, People**
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<td>Action words; crinkly, wide, flat, long, twisted, jagged, floating, soaring, twisting down, falling, turning, hovering, gliding, flying, rolling, settling, resting, spinning, rolling, running, tossing and turning; speed, levels, directions, shapes, control, link, remember, counting, rhythm.</td>
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**Warm up:**

Shakes- 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.

**Teaching Points/Class Management/Differentiation (STEP)**

**What, Where, How, with Whom**

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.

**Exploration:**

**Seasons - Autumn, winter, spring**

**Autumn**

1) Discuss the different seasons with the children. Make a list of the differences that happen in each season. Look more closely at autumn and focus upon the changing colour and falling of the leaves.

2) Allow the children to explore different leaves. Look at the different shapes and patterns. *Crinkly, wide, flat, long, twisted, jagged.*

3) Explore leaf shapes with the whole body and different body parts.

4) Explore falling leaves. Let the children watch falling leaves. Choose words to describe the actions. *Floating, soaring, twisting down, falling, turning, hovering, gliding, flying, rolling, settling, resting.*

5) Explore the words through actions. Movement ideas:

   • Sitting, lift your hands to make a leaf shape. Lift your hands up high and gently allow them to fall to the floor, twisting, turning, hovering the rolling to settle.

   • This time rise up onto your knees, stretch your hands up higher, encourage your body to move with your hands, float down to the ground, roll over and stretch up again

   • Now try standing on tip toes. Stretch up with your hands in the air allow your hands to drift, float like before but use your whole body to twist and turn, roll and settle into your leaf shape.

6) Watch what happens to the leaf as it blown by the wind along the ground. *Spinning, rolling, running, tossing and turning.*

   Explore rolling along the ground. Use a percussion instrument e.g. rain stick. When you hear the sound- roll. Alternatively, use voice percussion by making blowing sounds.

7) Allow the wind to get stronger. Contrast movements with jumping and travelling actions.

**Bring in some leaves for the children to look at.**

**Observe the contrasts of speed, shapes levels and directions.** Encourage a variety of actions to explore each section.

Encourage movement with control, imaginative gestures and graceful hands.
### Selection, Composition and Development:
Create a dance phrase. Choose actions and practise linking the actions together.

Movement suggestions:
- Choose a leaf shape on a low level - this is your starting position - eight counts
- Lift your hands and allow them to fall - eight counts
- Repeat on knees - eight counts
- Repeat on tip toes encouraging whole body movements - eight counts
- Roll over for four counts and roll back for four counts
- Stand quickly to jump and travel - eight counts
- Fall to ground in a controlled way; finish in starting shape - this is your finishing position.

Allow the children time to practise either with the teacher/coach talking them through each action or on their own if they can remember the sequence.

### Perform, Appreciate and Evaluate:
Half the class performs while the other half observes or uses voice percussion if used. Discuss the performances. What did the children like or dislike about them. Which part did they particularly enjoy and why?

### Cool Down:
Arches - In pairs form arches by taking your arms above your heads and joining hands at the top. The teacher/coach chooses a child to be the leader. The leader moves and travels through the arches. When the last person of the line passes under your arch, follow on behind. The leader keeps going until everybody is in the line and then lines up by the door (or finishes in a circle etc).

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<tr>
<td>Leaves, information books, percussion instruments.</td>
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Musical suggestions:
- Vocal sounds
- Percussion instruments - drum, tambourine, rain stick
- Vivaldi Four Seasons Autumn (Allegro) Track 9
- Moods CD – The heart asks pleasure - Michael Nyman Track 6

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<td><strong>Vocabulary:</strong></td>
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<td>Ice, cold, snow, shapes, icicles, action words; sharp, smooth, slippery, twisting, turning, melt, shatter, jagged, sharp; levels, directions, speeds, partner, co-operate.</td>
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<td><strong>Winter</strong></td>
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<tr>
<td><strong>Ice</strong></td>
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<tr>
<td>1) Discuss the changes that happen in winter time. Make a list of the ideas used. Talk about the colder weather – snow, ice etc. Bring in some ice for the children to observe. Touch and feel the ice – how cold, wet, sharp, smooth and slippery it is. What other ice shapes do we find in winter?</td>
</tr>
<tr>
<td>2) Form into partners. Explore and experiment with different shapes you can make. These are icicles? Melt and recreate other shapes. Use twisting and turning to form new shapes. How many shapes can you find?</td>
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<tr>
<td>3) Observe the piece of ice. What happens if it is hit? It shatters. Experiment with your partner shattering into spiky and jagged shapes, by parting in quick jerky movements.</td>
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<tr>
<td><strong>Keeping warm</strong></td>
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<td>4) Discuss different actions people do to keep warm. Jumping up and down on the spot, wrapping their arms around their bodies, shivering etc. Explore some of the actions together.</td>
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<tr>
<td>5) What do we wear to keep warm – scarves, gloves and hats. Use these as a source of movement.</td>
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<tr>
<td>6) Extension: Explore dancing with a scarf. What movements could you do? How many different movements can you find? Use different directions, speeds and levels. Finish with the scarf wrapped around you all snug and warm.</td>
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<tr>
<td>Bring in pre-frozen ice shapes or cubes. Allow the children to watch what happens to the ice.</td>
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<tr>
<td>Use other stimulus like The Snow Queen by Hans Christian Andersen. Read extracts from different sections which are appropriate.</td>
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</table>
**Selection, Composition and Development:**
Create a winter dance with a partner.
- Choose two balancing shapes and repeat
- Part in quick jerky movements
- Choose two travelling movements
- Choose actions to represent dressing up and keeping warm.
Practise with music and encourage a sense of rhythm and timing to their dance.

Extension: add dancing with a scarf.

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<td>Allow pairs of children to perform. Discuss the movements used. Describe actions, simple dynamics and the way the space has been used in the dance. Encourage the children to use a range of appropriate language to describe their thoughts.</td>
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<td>Follow the leader- 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.</td>
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**KUFH: Can children recognise and describe cool-down activities? How should a cool-down be performed? How should you feel after a cool-down? Can children explain when a cool-down should be performed?**

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<td>Ice shapes/cubes, book: The Snow Queen by Hans Christian Andersen; scarves, hats and gloves.</td>
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Music suggestions:
- Vivaldi Four Seasons- Winter (Allegro Non Molto) Track 10
- Classic Chillout CD1- Paradise Unique- Smokebelch ll Track 7

**STEP Space, Task, Equipment, People**
### Learning Outcomes:
- To explore, remember, repeat and link a range of actions with coordination and control
- Choose and link actions to make short phrases that express an idea and reflect rhythmic qualities
- To recognise how different dance activities makes them feel
- To watch and describe dance phrases and use what they learn to improve their own work
- Say what they like and dislike giving reasons.

### NCPE PoS / Links:
KS1 1a, b, 3c, 4b 6a, b, c.

### Vocabulary:
- Seasons, growth, spring, levels, speeds, directions, copy.

### Warm up:
**Sweet Shop** - Children explore the different actions associated to different sweets. Bubble gum = Stretching into long thin shapes and blowing a bubble- round flat shapes which grow and burst. Curly Whirly = turning and twisting movements of different body parts. Chocolate bar = melting shapes from high to low, wide to narrow to end in a liquid on the floor. Rolo = Find two different ways to roll and link together. Children perform actions on command.

### Teaching Points/Class Management/Differentiation (STEP)
- **What, Where, How, with Whom**
  - Perform the actions as a whole class. Create a class warm up dance. Perform to music and create a repeating dance phrase. Start slow and build up the tempo.
  - Explore other sweets and their movement ideas.
  - These can be added each time.

### Exploration:
#### Seasons - Autumn, winter, spring

**Spring**
1) Discuss the changes that take place during spring. Make a list of the children’s ideas. Talk about the time for growth.
2) Look at pictures or if possible different stages of growth of a plant. Explore each stage and list action words and ideas for movement. Discuss levels and speeds. Take each stage and experiment with different movements/actions.

**Movement ideas:**
- Seed; still, small, curved- make shapes at a low level
- Root; long twisting, turning, downwards- use arms and legs to explore sprouting actions
- Shoot; upwards, straight, towards sunlight or twisting from side to side- use arms, elbows, shoulders, experiment with the focus of head
- Leaves; spreading out, widening- rise higher with body and widening actions
- Plant form; growing bigger and bigger- use of whole body
- Flowering; uncurling, opening – explore with different body parts
- Pollination; flower dying, seeds form- experiment with whole and body parts
- Scattering of the seeds; scattering actions with hands.

#### KUFH: monitor feelings about activity. Can children: observe and describe expressions of their friends while they are dancing, describe their own feelings, write down the name of the activity beside the appropriate face on a scale?

- The dance explores growth and life cycles of flowering plants. This is a good opportunity for cross curricular links. Growing plants in science. Use first hand experiences and observing growing plants.
- Look for clear shapes, good strong actions and clear gestures. Encourage control and rising without bumping.

### Selection, Composition and Development:
Choose an action for each stage of growth. Practise the actions through imagery. Teacher/coach to talk the children through each stage. Practise and repeat. Practise to music. Encourage the children to count out each stage lasting for four to eight counts/beats.

### STEP- copy the teacher’s actions, work with an adult.
**Perform, Appreciate and Evaluate:**
Form into pairs. Copy your partner’s actions whilst they perform. Focus on the chosen actions. Say what you liked about their performance and why. Swap roles.

- Have the children linked the actions together in a controlled way to perform phrases?
- Do their movements show changes in levels and speeds?
- Have the children made clear shapes?
- Have the children selected appropriate movements?

**Cool Down:**
Follow the leader- 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.

- Allow for calming down time. Make the movements slow and quiet. Use calming music.

**Evaluation/Post Lesson Notes:**

**Accompaniment/Music/Equipment/Resources:**
First hand experiences of observing a growing seed to plant, pictures of life cycles of flowering plants e.g. dandelion, sweet chestnut tree, information books.

Music suggestions:
- Vivaldi Four Seasons- spring (Allegro) Track 3

*STEP Space, Task, Equipment, People*
### Learning Outcomes:
- Talk about stimuli as the starting point for creating dance
- Explore actions in response to stimuli
- Explore, remember, repeat and link a range of actions with coordination and control
- Choose and link actions to make short phrases that express an idea, mood and reflect rhythmic qualities
- Talk about dance and why it is a healthy activity.
- Describe dances and say what they like or dislike, giving reasons.

### NCPE PoS / Links:
- KS1 1b, 2b, 3b, 4a
- 6a, b, d

### Vocabulary:
- Stimuli, action, movement, still shape, balance, travel, turn, jump, repeat, remember, link, mood, feeling, sea shell, texture, shape, smooth, rough, spiky, jagged, twisted, curved, spiral, long, sharp, heavy, light, delicate.

### Warm up:
**Musical Body Parts** - 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.

*KUFH: Describe how they feel through different stages of the dance e.g. happy, lively, calm, out of breath.*

### Exploration:
**The Seaside - Shells, Waves, Under the Sea**
- **Sea Shells** - see Top Dance: Shoreline

1) Look and study a variety of sea shells and explore language used to describe them. How do they feel, what can you see, what do they smell like. E.g. select words to describe texture and shape - spiky, rough, smooth, curved, spiral, jagged, twisted, long, round, pitted. Make a list of these words. What animals may have lived in the shells? How do the shells make you feel? What thoughts do you think of when you are looking at the shells? What are the shells like on the inside? Can you hear anything? Use the words, thoughts and feelings to create your movements.

2) Use the whole body and parts of the body to create still shapes. E.g. Explore the word spiky. Create a spiky shape. Can you hold your shape, so it is controlled? Try your shape with different body parts or on different levels. Explore different words.

3) Explore the words again through travel, turn and jump. Can you travel with your spiky shape? How could you move in a jagged, spiral, curved way? Change the level, direction and speed of the movements and give contrast by moving heavy, light, delicate, stiff.

**Take pictures using a digital camera. Use these as visual images when writing your list.**

**STEP**
- choose two/three words as a class where children explore each of the words into movement, alternatively children could choose their own three words linked to the shells and explore movements independently.

**Think here how the shells made you feel. Try to show this in your movements.**

**Use background music.**

**Use demonstrations to show good still shapes and movements. Discuss why it was good.**

**What do children like dislike about it? Copy actions of different children to stimulate ideas.**

### Selection, Composition and Development:
**Shells** - Create a short phrase of movement. Pick two still shapes and two movements. Link them together. Practise and perform so the dance is the same each time. Discuss the capital letters and full stops of dance. Include a starting position and finishing position in your dance phrase.

Discuss the mood and feeling within the dance. How can we show this in our dance phrase? Discuss open or closed movements.

**STEP**
- easier - simplify the task to one still shape but at different levels and the same travel movement to link together, work with the teacher in a small group explore a dance phrase together, harder - extend the dance phrase involving at least a jump and turn within the linking movements, and/or a change of direction.

### Perform, Appreciate and Evaluate:
Form into pairs. Watch each others’ dance phrase. Tell your partner what you liked about their dance and why. Discuss as a whole class. Try to encourage children to use dance vocabulary.

Have the children explored and selected appropriate movements to depict the dance idea? Have they created/shown a sense of mood or feeling through their dance?

**Encourage the children to make positive comments and develop an awareness of sensitive concern over other’s feelings when discussing their work.**

**Show the children how to do this and discuss why it’s good practise.**
| **Cool Down:**  
Follow the leader- 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.  
Seaside stretches- e.g. curl up like a small shell, as straight as a razor shell, make a twisted shape like a piece of drift wood. | Allow for calming down time. Make the movements slow and quiet. Use calming music.  
- Enya  
- Clannad  
- Moods |
| --- | --- |
| **Evaluation/Post Lesson Notes :** | **Accompaniment/Music/Equipment/Resources:**  
Top Dance- Shoreline, variety of sea shells, pictures or poems about sea shells, Book- The Spell Shell by Roderick Hunt, digital camera.  
Music suggestions  
- Moecheeba- Parts of the process track 1 The sea  
- Atmospheric music- seaside  
- Titanic James Horner Track 1 Never an Absolution  
- Moby –Play Track 3 Porcelain  
- Adiemus- songs of sanctuary Track 1 Adiemus |
| **STEP Space, Task, Equipment, People** | --- |
Year Group: 2  
Theme/Stimulus: The Seaside Section 2 Waves

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<td>• Explore actions in response to stimuli</td>
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<td>• Explore, remember, repeat and link a range of actions with co-ordination and control</td>
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<td>• Choose and link actions to make short phrases that express an idea, mood and reflect rhythmic qualities</td>
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<th>Vocabulary:</th>
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<td>Stimuli, action, movement, motif, balance, travel, turn, jump, repeat, remember, link, mood, feeling, mystical, atmosphere, travelling actions- forwards, backwards, up, down, rising, falling, breaking, rolling, draw back, hand gestures, strength- light, strong, powerful.</td>
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<th>Warm up:</th>
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<tr>
<td>Gears and levers- Use the numbers 1, 2, and 3 to distinguish the speed and levels of movement. Speed 1= slow, 2= medium, 3= fast. Levers 1= low, 2 = medium, 3= high. Use different travelling movements e.g. side step or skip. Change the speed and level of the movement. Take your action into all spaces in the room.</td>
</tr>
<tr>
<td>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?</td>
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<tr>
<td>What, Where, How, with Whom</td>
</tr>
<tr>
<td>Look where you are going. Try and look for good spaces to move into.</td>
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<th>Exploration:</th>
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<tr>
<td>The Seaside- Shells, Waves, Under the Sea- see Top Dance: Shoreline (section 1 ebb and flow) Revise last sessions work on shells. Remind the children of their still shapes and travelling actions.</td>
</tr>
<tr>
<td>Waves- Rising, sinking, breaking, rolling.</td>
</tr>
<tr>
<td>Rising and sinking – Explore the words with different body parts. Stress movement flow of the two actions. Allow the whole body to be involved. Create a motif. Discuss the movement of the sea- will each tiny droplet of water stay in the same place? What directions will it travel in? Include travelling into your motif. Perform as a class to create an atmosphere of the sea.</td>
</tr>
<tr>
<td>Breaking and rolling- Imagine the waves breaking and rolling onto the shore. Explore these words and movements with different body parts. How will you change your movements to create this? Discuss the powerfulness of the waves. How can this be shown in your dance? How will you change your movements to create this? Discuss the levels of the waves, what happens? Create a motif- rise, break and roll, draw back.</td>
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| Talk about the seaside with the class. How do they feel, what can they smell/taste and/or hear at the seaside? Use partner responses. This will need to be through imagery and child experience, unless a video clip/pictures are used. |
| The TOP Dance card- Shoreline- uses Asian Mudras symbols to explore hand gestures. These could be integrated into the rising and sinking movements. |
| You can use atmospheric music, alternatively the use of voice and/or and percussion instruments (e.g. rain stick) to accompany the dance fits very well. This can help strengthen the rhythm and quality of movement. Encourage the children to- make their sound fit their action, stop their sound when they stop. The sounds could be tape recorded and used. |
| Selection, Composition and Development: | Motif – A gesture or action that is repeated often throughout a sequence. Action and reaction- A pair or group- where the action/movement of one is followed by another. This is a good way to bridge the gap of egocentricity and collaboration. It allows the individual to perform the task at the same time but without the skills needed of working with a partner/group. The children perform independently in terms of their dance content but they begin to relate to each other in terms of space and pattern. STEP- easier- pair up children where one child copies another. |
| Waves- Rising, sinking, breaking, rolling. Practise and remember the two motifs so they are the same each time. 1) Rising and sinking 2) rising, breaking and rolling, draw back. Form into partners. Create your movement motifs using action and reaction (1-one rises and the other sinks, 2-one rises, breaks and roll whilst the other draws back.). Use four counts for each rise, fall, roll and break and draw back. Show and discuss this first with a demonstration. Use music or the voice/percussion as the accompaniment here. Practise this, talking the children through as a whole group. Structure: Four rises and falls each followed by four rises, breaking and rolling and draw backs. |

| Perform, Appreciate and Evaluate: | Perform, Appreciate and Evaluate: |
| The dance could be developed and performed as the whole class. A short dance of action and reaction directed and arranged by the teacher. Half the class rises and falls like a huge wave while the other half breaks and rolls. You could talk through the waves getting bigger and stronger and then softer and lighter. If time allows link the first two sections of the dance together- shells and waves. This is quite a lot to remember so talk the dance through before and during, try to use guided imagery. |
| You could choose to use props such as fabric material or ribbons to add effect. The material could be used to explore rising and sinking, whilst the ribbons to show the breaking of the waves. The options are endless and depend greatly on the time limit and number of sessions allocated. |

| Cool Down: | Cool Down: |
| Slower, lower and higher- 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. |
| Control the body and try to stay balanced. |

| Evaluation/Post Lesson Notes : | Accompaniment/Music/Equipment/Resources: |
| Motif – A gesture or action that is repeated often throughout a sequence. Action and reaction- A pair or group- where the action/movement of one is followed by another. This is a good way to bridge the gap of egocentricity and collaboration. It allows the individual to perform the task at the same time but without the skills needed of working with a partner/group. The children perform independently in terms of their dance content but they begin to relate to each other in terms of space and pattern. STEP- easier- pair up children where one child copies another. |
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<p>| Accompaniment/Music/Equipment/Resources: | Accompaniment/Music/Equipment/Resources: |
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| Stimulus-pictures, poems, video clip of the sea/waves, Top Dance- Shoreline, Top Dance Handbook (Pg. 42) - Indian hand gestures, props-fabric/ material, ribbons. Accompaniment- rain stick, voices, atmospheric music. Music suggestions |
| Moecheeba- Parts of the process track 1 The sea |
| Atmospheric music- seaside |
| Titanic James Horner Track 1 Never an Absolution |
| Moby –Play Track 3 Porcelain |
| Adiemus- songs of sanctuary Track 1 Adiemus |</p>
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<td>Gears and levers- Repeat warm up from section 2- Waves.</td>
<td>What, Where, How, with Whom</td>
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<td><strong>KUFH:</strong> Monitor participation. Dancing can help to keep us healthy. We dance in our PE lessons; there are also opportunities to dance in assemblies, performances and displays, at dance classes, in clubs, at home and at social events. Can children explain when and where they can take part in dance activities outside PE lessons?</td>
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<th>Also or alternatively use a video clip showing marine life e.g. The little mermaid, Nemo. It’s important to note here that the children do not become the animals e.g. pretend you are a fish! They are using the marine life for observation of shape, method of travelling and quality of movement. The children 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.</th>
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<td>The Seaside- Shells, Waves, Under the Sea</td>
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<td>Revise the last sessions on shells and waves. Remind the children of their two dance phrases.</td>
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<td>Under the Sea- Read the book Commotion in the Ocean- Giles Andreae and David Wojtowycz. Discus the marine life found under the sea. Compare and contrast different species. For example dolphins, as well as the click-whistle-squeak, they also dive, leap, twirl, dart etc. Whilst the whales glide, submerge slowly, heavy etc. Focus on the contrasts of the movements, shapes, moods and dynamics of a small selection of marine life. Discuss the personalities/moods of the animals (a crab is maybe thought of as a cheeky chap, a dolphin a happy, lively personality and a shark as mysterious, dark, dangerous character) Try to portray this within your own movements/motifs. Use dynamics within your dance from the descriptive words e.g. how do the whales submerge- slowly. Show this within your action.</td>
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<tr>
<td>Take a journey under the sea. Explore the latter actions/movements of different marine life. This could be through guided imagery or exploring different animals in turn.</td>
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<th>Selection, Composition and Development:</th>
<th>STEP- Easier- use one choice of marine life, but create two actions, repeat changing the speed or level, copy the teacher’s actions- remember, repeat and practise, extension- include all or a combination of a change of -level, speed, direction, mood within the dance phrase. Play music in the background to help add atmosphere.</th>
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<td>Pick two to three (depending on ability) different types of contrasting marine life. Create a motif for each.</td>
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<td>The teacher can decide whether to pick the animals and explore the words or allow the children to choose their own. Compose, remember and repeat the two motifs to form a short dance phrase. Have a clear starting and finishing position. Help and teach the children to express and communicate moods and dynamics through their dance. This can be through the actions as well as facial expressions and gestures.</td>
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**Perform, Appreciate and Evaluate:**
Use the poetry within the book as the start of the dance. Either the teacher or child could read. An example could be:

‘There’s a curious commotion at the bottom of the ocean,  
I think we ought to take a look.  
Miles below the surface where the waters dark and deep,  
Live the most amazing creatures that you could ever meet.  
There are fish of all descriptions,  
of every shape and size,  
some have giant pointy teeth,  
And some big bulbous eyes.  
There’s a curious commotion at the bottom of the ocean,  
I think we ought to go and take a look.’

*Taken (in parts) from Commotion in the Ocean by Giles Andreae and David Wojtowycz.*

The children then dance their phrases. The children could start at different times, or in pre-selected groups. Half the class perform whilst the other half observe. Can they name the marine life danced?

**Can the children observe each other’s movement phrases and describe the mood and feeling being created in the dance?**

**Cool Down:**
Simon Says- use names of body parts. Simon says put your hands on your knees, shoulders, feet, hips, elbow etc.

**Evaluation/Post Lesson Notes :**

**Accompaniment/Music/Equipment/Resources:**
Stmuli- Book : Commotion in the Ocean by Giles Andreae and David Wojtowycz, books/pictures of marine life, video clips: The Little Mermaid, Nemo. Resources from The Seaside previous sections 1 & 2- shells, waves.

Music suggestions
- Moecheeba- Parts of the process track 1 The sea
- Atmospheric music- seaside
- Titanic James Horner Track 1 Never an Absolution
- Moby –Play Track 3 Porcelain
- Adiemus- songs of sanctuary Track 1 Adiemus
- CD- music from Nemo, Sharks Tale Or The Little Mermaid
### Learning Outcomes:
- Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of the dance
- Explore different directions
- Compose and perform dance phrases and short dances, choosing and varying simple compositional ideas
- Understand the importance of warming up and cooling down
- To watch and describe dance phrases and dances, and use what they learn to improve their own work.

### NCPE PoS / Links:
KS1 1a, b, 2a, 3c, 4a 6a, b

### Vocabulary:
- Action words- travel, jump, turn, gesture, stillness, directions- left, right, forwards, backwards, up, down.

### Warm up:
**Alphabet soup** - Children move around in various directions and movements. On command they make the capital letter called out. Examples include X, V, Y, T, C, I, L, K. These can be explored individually and in partners/small groups. Hold each shape for three to six seconds.

**KUFH**: Teach the children some stretches they can use to warm up and cool down. Ask them why it is so important to warm up and cool down.

### Teaching Points/Class Management/Differentiation (STEP)
- What, Where, How, with Whom
- Start movements with light activity e.g. walk and develop gradually into more vigorous activity e.g. hopping.
- Use A4 sized letters to show as a visual stimulus.

### Exploration:
**Words in Action**  *Words, words, words! Signatures, Hello. Words, words, words!*
- Ask children to name action words. Make a list of the action words. These could be used in this section.
- Form into small groups 2’s or 3’s
- 1) Place a selection of action words in the centre of the hall (these could be a variety of words from the language of dance sheet). Each group collects an action word. E.g. curl. As a group, explore the word using different body parts and on different levels. How many different ways of curling can you find? Can you use different body parts? Can you change the level? Each group member tries to find a different way and the rest of the group copies. 2) Repeat with two/three other action words. Try to include a stillness and a travelling action.
- Use different coloured paper for each kind of action e.g. travel, jump, turn gesture and stillness (see attached stimulus sheets). The children pick a different colour each time.
- Allow sufficient time for the children to explore actions. Praise interesting features and provide demonstrations. Encourage the children to notice interesting use of body parts.

### Selection, Composition and Development:
Each group composes a short dance
- 1) As a small group, develop a motif using one movement from each of the action words e.g. Curl with hands, skip and pause. *This may need to be modelled by the teacher or talked through bit by bit e.g. you have 2/3 mins to choose your first movement. Repeat for each movement pattern. Allow 5 mins to join your movements together etc.*
- 2) Practise the motif so it is the same each time. *Each child may have a different action, which is fine, but discuss with the class what makes an effective group dance – timing, accuracy, the same actions, spatial pattern etc.*
- 3) Focus on directions. What different directions could we use? Right, left, forwards, backwards, up and down. As a group perform your motif three times each in a different direction.

### Teaching Points/Class Management/Differentiation (STEP)
- Easier - simplify the task to two action words, work with the teacher in a small group explore a dance phrase together, harder - extend the dance motif by adding up to five actions linking the movements, create movements with a change of speed and/or level.
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<td>Watch each other’s dances. Tell each other what you liked about their dance and why. Discuss as a whole class. Try to encourage children to use dance vocabulary.</td>
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<td>Cats- Sitting on the floor. Proud cats- sitting up straight, straight spines, happy cats- on hands and knees, head up, straight to hollow back, angry cats- on hands and knees, arched back (hackles up!), stretching cats- on hands and knees stretching one paw out at a time, balance and hold for three to four seconds.</td>
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<td>Action words, list of directions, flipchart / pen.</td>
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<tr>
<td>Music suggestions:</td>
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<tr>
<td>• Music with a good beat – Jamiroquai Travelling Without Moving</td>
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STEP Space, Task, Equipment, People
# Year Group: 2

## Theme/Stimulus: Words In Action Section 2

### Signatures

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<td>Action words- travel, jump, turn, gesture, stillness, directions- left, right, forwards, backwards, up, down, pathways.</td>
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<td>• To watch and describe dance phrases and dances, and use what they learn to improve their own work.</td>
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### Warm up:

**Alphabet soup**- Children move around in various directions and movements. On command they make the capital letter called out. Examples include X, V, Y, T, C, I, L, K. These can be explored individually and in partners/small groups. Hold each shape for three to six seconds.

Teach the children some stretches they can use to warm up and cool down. Ask them why it is so important to warm up and cool down.

**KUFH:** *Q. What is the difference between a warm up and a cool down? A. A warm up help prepare our bodies and minds for dance. The cool down helps our bodies recover after activity.*

### Teaching Points/Class Management/Differentiation (STEP)

**What, Where, How, with Whom**

Start movements with light activity e.g. walk and develop gradually into more vigorous activity e.g. hopping.

Use A4 sized letters to show as a visual stimulus.

### Exploration:

**Words in Action** *Words, words, words! Signatures, Hello.*

**Signatures** Talk to the children about a signature. What is it? When do we use it? Tell the children that they will be making a signature through movement. There are two different ways to sign your name- whole/part name and your initials. Explain each so children understand the language.

**1) Whole/Part Name**

- Using your first name draw the letter shapes in the air with your finger. If you have a long name e.g. Abigail you may wish to abbreviate it to make it shorter e.g. Abi. Repeat your name but make it larger - HUGE!
- Try this with different body parts- head, knee, leg, bottom. Try it fast, then slow. Try different levels.

**2) Initials**

- Take your initials. Draw the letters on the floor and walk along their pathway. Imagine your feet have paint on them and leave your foot prints.
- Repeat this but explore different travelling actions – skip, hop, gallop and different directions – left, right, forwards, backwards etc.

### Ribbons or ropes could be used to mark the floor pattern. Alternatively flat markers e.g. feet could be used.

Pathway- The floor pattern that is taken by the performer e.g. straight curved, angular, zig zag, spiral.
**Selection, Composition and Development:**

Compose a short dance.

1) Choose a body part to draw your whole/part name in the air. Consider what body part/s you will use, what level and at what speed. Practise the motif so it is the same each time.

2) Choose a travelling movement/s to draw your initials pathway. Consider the speed and direction you will travel in. Practise and repeat it so it’s the same each time.

Dance structure – ABA
- Drawing Motif
- Pathways Motif
- Drawing motif

Practise the short dance, creating a clear beginning, middle and ending. Have a clear starting and finishing position.

**Perform, Appreciate and Evaluate:**

Divide the class into three groups- 1, 2, 3.
- Group 1 -Perform their short dance.
- Group 2- Observes 1 looking for changes in speeds and levels
- Group 3- Observes 1 looking for changes in directions.

Swap roles.

**Cool Down:**

Mirrors- Form into partners. Number one and two. One leads, whilst stationary, with their hand/s and two (facing one) copies ones actions like facing a mirror. Use the hands, shoulders, head, legs, feet. Swap roles.

**Evaluation/Post Lesson Notes :**

- Extension- Link together words, words, words with signature. The dance could be called a letter of words!
- Encourage slow movements and stretching up and out with different body parts.
- Accompaniment/Music/Equipment/Resources:
  - Letter shapes- alphabet, ribbons, ropes, flat markers- feet.
  - Music suggestions:
    - Ladysmith Black Manbazo
    - Adiemus
    - Moods CD
<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
<th>NCPE PoS / Links:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of the dance</td>
<td>KS1 1a, b, 2a, 3c, 4a 6a, b</td>
<td>Action words- travel, jump, turn, gesture, stillness, directions- left, right, forwards, backwards, up, down, pathways.</td>
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<tr>
<td>• Explore different directions and pathways</td>
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<tr>
<td>• Compose and perform dance phrases and short dances, choosing and varying simple compositional ideas</td>
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<tr>
<td>• Understand the importance of warming up and cooling down</td>
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<tr>
<td>• To watch and describe dance phrases and dances, and use what they learn to improve their own work.</td>
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<table>
<thead>
<tr>
<th>Warm up:</th>
<th>Teaching Points/Class Management/Differentiation (STEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shapes and Lines- Draw large interesting shapes and lines. Ask the class decide how they will move for each symbol. This could be a class decision or individual. Children respond to the picture/s shown through movement.</td>
<td>What, Where, How, with Whom</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Exploration:</th>
<th>These are a selected few. Other languages could be used or alternatively the words could be from chosen from a theme or class topic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words in Action Words, words, words! Signatures, Hello.</td>
<td>The movements could be explored as a class or individually. Some children will find this difficult and may prefer to copy the teacher’s example or share ideas with a partner. Look for contrasts in levels, directions and pathways.</td>
</tr>
<tr>
<td>Hello Ask the children to explore hello in different languages. Write these on a flip chart or white board. Teach the children how to say the words. English - hello French – bonjour German- guten tag Italian- ciao Welsh – croeso</td>
<td></td>
</tr>
<tr>
<td>1) Take each ‘hello’ word at a time. Explore the pitch of voice, how it is said and the length of the word. Create a movement pattern for each word. E.g. Hello could represent a smooth hand gesture that is up and down. Bonjour = a drop of the body and a turn. Guten Tag = side to side sway and a forward step. Ciao = a stamp. Croeso = gallop and jump.</td>
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</tr>
<tr>
<td>2) Form into partners. Select different ways of travelling -meeting and parting. Can you find at least three different ways? Explore different directions and pathways.</td>
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</tbody>
</table>
**Selection, Composition and Development:**
In partners compose a small dance.

1) Choose a travelling movement pattern for meeting and parting - consider the timing of each. Will they last for 4 or 8 counts/beats?
2) Choose two/three of the ‘hello’ movements - again consider the timing. Will each movement pattern last for 4 or 8 counts/beats?
3) Link the actions together:
   - Meeting,
   - Followed by ‘Hello’ movement
   - Parting
   - Repeat three times

Select different pathways to meet and greet, and vary the dance by using different levels, speeds, and directions.

**Perform, Appreciate and Evaluate:**
Ask the children to join with another pair. Watch each other’s performance. Discuss together something they liked and one part they would improve.
As a class discuss the timing of the dance. Why is rhythm and timing so important when working with a partner, group or class?

**Cool Down:**
Mirrors: Form into partners. Number one and two. One leads, whilst stationary, with their hand/s and two (facing one) copies ones actions like facing a mirror. Use the hands, shoulders, head, legs, feet. Swap roles.
KUFH: Using the temperature and breathing scales describe: how hot you feel and your breathing. Can children recognise and describe cool-down activities? How should a cool-down be performed? How should you feel after a cool-down? Can children explain when a cool-down should be performed?

**Evaluation/Post Lesson Notes:**

**STEP Space, Task, Equipment, People**

**Accompaniment/Music/Equipment/Resources:**
Letter shapes- alphabet, ribbons, ropes, flat markers- feet.
Music suggestions:
- Percussion Instruments
- Voice sounds