

The Dance Lesson

The Primary School Curriculum says:-

Dance in education involves the child in **creating, performing and appreciating** movement as a means of expression and communication. Dance differs from the other aspects of the physical education programme in that the primary concern is with the expressive quality of movement and the enjoyment and appreciation of the aesthetic and artistic qualities of movement. (PE Curriculum page 3)

A good dance lesson should contain some or all of the following:-

A warm up

Walking – on the spot, in circles, fast and slow

Clapping in different directions and on different levels.

Jogging – on the spot, in circles, fast and slow.

Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg,

Rotating – arms in shoulder sockets, legs in hip sockets, head on neck

Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side.

Stretching – any yoga or sports stretches suitable for preparing body to move.

Exploration of space.

Directions – walking on spot, jumping facing front, back, right & left (colour coded walls)

Walking/jogging/hopping about the space with sharp direction changes on a cue eg. Drum, whistle, bell etc.

Exploration of movement elements.

Travelling, balancing, gesturing, swinging, turning, jumping, making shapes.

Move Cubes – Walk/jog for 8 Cube 1 for 4; Cube 2 for 4; Walk in a circle for 4; Cube 3 for 4; Cube 1 for 4; Move slowly to the floor; Cube 2 for 4 etc.

Teacher planned sequence eg. Walk 4 Crouch 2 Stretch 4 Hop 2 Turn left 4 Melt 4 Roll 4 Rise 2

Creating of movement phrases.

In groups or solo the children have time and structure in which to make their own dance phrases.

Board Game – See instructions.

Numberbody – using the Numberbody as a guide the children make a dance about:- the 4 times multiplication tables, or their phone number or a random 5 digit number they've made up.

Action Words – each group is given action words. They arrange the words in an order that they think will make an interesting sequence and then create the sequence.

Performing of movement phrases.

The children sit in groups while one group at a time performs the dance they have created. Alternatively 2 or 3 groups might sit and watch while 2 or 3 perform and then vice versa.

Appreciation of movement phrases

Emphasis is placed on being attentive to and respectful of the work people have made. When the pieces have been performed comments are invited on what was good about the dances. Possible improvements or extensions might be suggested by those viewing the works.

Cool Down

To finish off the session, having discussed each other's work it is desirable to bring everyone back together for a some gentle movement. This might be some mirror work as a class or in pairs. Some yoga balances and breathing exercises could round the lesson off nicely.

Here is a reminder of the elements we have to work with in dance.

DANCE RESOURCE CHART
Instrument
Whole Body and Body Parts
Head – Shoulders – Elbows – Arms Hands – Torso – Hips – Legs – Feet
Movement
Movement in place (axial) Shake – Gesture – Stretch – Contract – Bend – Turn – Twist - Balance
Movement through space (locomotor) Crawl – Roll – Walk – Run – Leap – Jump – Hop – Skip – Gallop - Slide

The Elements of Dance

Space	Energy	Time
Size Big Small	Force Strong Weak	Speed Slow Fast Accelerating Decelerating
Level High Medium Low	Weight Heavy Light	Rhythm Natural time Steady beat
Shape Curved Straight	Quality Smooth Sharp Swing	
Directions Forward Backward Sideways Diagonal	Stillness Active Passive	
Pathway Straight Curved Circular Zig-zag		
Relationships Near Apart		

WHAT TO WATCH FOR IN A DANCE

WHAT - Actions:

- Locomotor - walk skip jump roll crawl lie kneel slither
- Axial - gesture stretch twist turn

HOW: Smoothly, jerkily, slowly, sustained, intermittently

WHERE: High, low, right or left side, centre of space, in different parts of the room,

ASSESSMENT

QUESTIONS

What was the best bit? Why?
What could have been better?
Any bit you would like to 'steal' for your dance?
How would you change/improve it?

ENCOURAGE/GUIDE OBSERVATION

They had turns/balances/etc.
The dance started slow and then ...
Was everyone doing the same all the time?
How would you describe the way they moved?
Was there enough change/variety?

ELICIT COMMENT

Making the dance was easy/hard because we had to ...
The dance was good because ...
The dance might have been better if ...

Lesson Plan Week 1

Junior Classes

Warm Up
Walking – on the spot, in circles, fast and slow Clapping in different directions and on different levels. Jogging – on the spot, in circles, fast and slow. Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg, Rotating – arms in shoulder sockets, legs in hip sockets, head on neck Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side. Stretching – any yoga or sports stretches suitable for preparing body to move.
Exploration of space
Pretend to throw a ball. Do it very slowly. Do it lots of times quickly like there are lots of balls. Do it like it's a big heavy ball. Run towards the Green wall and throw the ball up high. Now run and throw it towards the Yellow wall. Now throw it towards the bottom of the Blue wall. Get a beanbag and put it on the floor. Stand beside it. A) When the music plays walk away from your spot. When the music stops get back to your beanbag as quickly as you can. B) When the music plays walk away from your spot and walk around other people's bean bags without touching them. When the music stops hop back to your spot. C) When the music plays walk on tip toe away from your spot and walk around other people's bean bags without touching them. When the music stops get down low near the floor and waddle back to your spot (like a duck)
Exploration of movement elements
Crouch down like a jack in the box inside its box. When I say your name jump in the air like someone has opened the lid of the box. Make a shape in the air and when you land stay still like a statue. Stay still until I tell you to relax and sit down. Watch the other children in the class doing their jumps. Who did an interesting jump? Show us again. Let's all try and do a jump and land like *****. Who else?
Creation of movement phrases
Get into groups of 3. I'm going to give you a word - TWIST – who can show me this word with their body? Can you and the people in your group show me the word together? Sit down on the ground in a small ball. When I play the music and say 'go' get up and show me your TWIST movement. Now I want you to show me the word REACH – what different ways do we reach for things? They can be high up, low down or out to the side. You decide which direction you want to reach in. Ready now 'reach'. How can you and your group do reach together? Now sit down again and when you get up I want you to do TWIST and then REACH . The last word we're going to do is PUSH . Pretend to be pushing something with the people in your group. Now I want you to do all the words one after the other. Get down in your small shape on the ground. When the music starts I will say 'go'. Then you get up and do your TWIST until I say REACH . Then do your reaching move until I say PUSH . Keep pushing until I say stop.
Performing of movement phrases
Now everyone sit on the floor. Which group would like to show us their TWIST, REACH, PUSH dance? Turn where you are on the floor and watch carefully. Remember which moves you like best.
Appreciating of movement phrases
Say which dances you liked. What was good about them? What did you like about your dance?

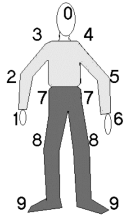
Lesson Plan Week 1

Senior classes

Warm Up
Walking – on the spot, in circles, fast and slow Clapping in different directions and on different levels. Jogging – on the spot, in circles, fast and slow. Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg, Rotating – arms in shoulder sockets, legs in hip sockets, head on neck Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side. Stretching – any yoga or sports stretches suitable for preparing body to move.
Exploration of space
Walk 8 Freeze 8 Walk 4 Freeze 4 Walk 4 Freeze 4 Walk 2 Freeze 2 (x4) Pretend to throw a ball. Do it very slowly. Do it lots of times quickly like there are lots of balls. Do it like it's a big heavy ball. Run towards the Green wall and throw the ball up high. Now run and throw it towards the Yellow wall. Now throw it towards the bottom of the Blue wall. Each direction should have Get a beanbag and put it on the floor. Stand beside it. a) When the music plays walk away from your spot. When the music stops get back to your beanbag as quickly as you can. b) When the music plays walk away from your spot and walk/weave in and around other people's bean bags without touching them. When the music stops hop back to your spot. c) When the music plays walk on tip toe away from your spot and walk around other people's bean bags without touching them. When the music stops get down low near the floor and waddle back to your spot (like a duck?) d) When the music plays walk away from your spot and touch a beanbag with an elbow, then another with a shoulder, then another with a knee. Make the movement down to the floor and back up as smooth and effortless looking as possible.
Exploration of movement elements
Use MoveCubes to create phrase for whole class eg. Walk/jog for 8 Cube 1 for 4; Cube 2 for 4; Walk in a circle for 4; Cube 3 for 4; Cube 1 for 4; Move slowly to the floor; Cube 2 for 4 etc.
Creation of movement phrases
Dance Board Game – see instructions
Performing of movement phrases
Now everyone sit on the floor. Which group(s) will show us their dance? Turn where you are on the floor and watch carefully. Remember which moves/shapes/patterns you like best.
Appreciating of movement phrases
Say which dances you liked. What was good about them? What could have been improved? What did you like about your dance?

Lesson Plan Week 2

Junior classes

Warm Up
Walking – on the spot, in circles, fast and slow Clapping in different directions and on different levels. Jogging – on the spot, in circles, fast and slow. Shaking – legs and arms separately and in combinations ie. Same arm and leg, opposite arm and leg, Rotating – arms in shoulder sockets, legs in hip sockets, head on neck Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side. Stretching – any yoga or sports stretches suitable for preparing body to move.
Exploration of space
Jigsaw – in pairs the children stand back to back/side to side. One is A and the other B. a) When the music plays A leave B and travel around the hall. When the music stops A go back and stand with B as smoothly and quickly as possible. Then B take a turn travelling around the space while A stands in place. Return when music stops. b) When the music plays A leave B and whenever you see a B person you circle around them (swirl) getting lower as you go. Try and swirl around 3 different people before the music stops. When the music stops return to your partner hopping from foot to foot. B takes a turn at this. c) When the music plays A travels and swirls around Bs going up on toes and down in crouch as they go. Go around at least 3 people. When the music stops return to your partner moving side to side like a speed skater <u>or</u> like an astronaut in space <u>or</u> stepping over stinging nettles.
Exploration of movement elements
Telephone Number (see the Numberbody sheets in crate) Dancers make movements using the body parts assigned to numbers. <u>Circle Square ZigZag</u> Class divided in groups each with a numberbody card. Teacher calls out a number “7” – class have to draw a circle using their hips. 9 draw a square with foot; “3” draw a ZigZag or Z with right shoulder.

Creation of movement phrases
Class in groups. Teacher throws 3 Move Cubes or picks 3 Action Words from wordbag. Groups decide on order of words and make a sequence.
Performing of movement phrases
Now everyone sit on the floor. Which group(s) will show us their dance? Turn where you are on the floor and watch carefully. Remember which moves/shapes/patterns you like best.
Appreciating of movement phrases
Say which dances you liked. What was good about them? What could have been improved? What did you like about your dance?

Lesson Plan Week 2

Senior Classes

Warm Up

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Swinging – arms one at a time, arms in same direction, arms in opposite directions, legs one at a time forward & back, side to side.

Stretching – any yoga or sports stretches suitable for preparing body to move.

Exploration of space

Jigsaw – in pairs the children stand back to back. One is A and the other B.

- When the music plays A leave B and travel around the hall. When the music stops A go back and stand with B as smoothly and quickly as possible. Then B take a turn travelling around the space while A stands in place. Return when music stops.
- When the music plays A leave B and whenever you see a B person you circle around them (swirl) getting lower as you go. Try and swirl around 3 different people before the music stops. When the music stops return to your partner hopping from foot to foot. B takes a turn at this.
- When the music plays A travels and swirls around Bs going up on toes and down in crouch as they go. When the music stops return to your partner moving side to side like a speed skater.

Exploration of movement elements

Telephone Number (see the Numberbody sheets in crate)

Dancers make movements using the body parts assigned to numbers.

Each group could make up a 4 digit number
or older children could try a telephone number.

The school number would go like this

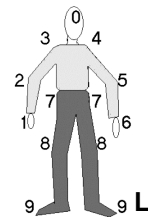
8325536 = knee, right shoulder, right elbow, left elbow, left elbow, right shoulder, left hand.

If the movements being created are uninspired and the dancers need more stimulus/ideas set out a sequence like circle, square, triangle.

This would mean then 8325536 = knee **circle**, right shoulder **triangle**, right elbow **square**, left elbow **circle**, left elbow **triangle**, right shoulder **square**, left hand **circle**.

Alternatively – take the 6 times multiplication tables and give one number sentence to a group of 3 children. They have to represent that sentence in movement using the numberbody.

$4 \times 6 = 24$ is left shoulder; left hand; right elbow; left shoulder. They can also make a movement or shape to represent the X and = signs.



Creation of movement phrases

Class in groups. Teacher throws 3 Move Cubes or picks 3 Action Words from wordbag. Groups decide on order of words and make a sequence.

Performing of movement phrases

Now everyone sit on the floor. Which group(s) will show us their dance? Turn where you are on the floor and watch carefully. Remember which moves/shapes/patterns you like best.

Appreciating of movement phrases

Say which dances you liked. What was good about them? What could have been improved? What did you like about your dance?