

SIMPLY DANCE SCHEME OF LEARNING

7 lessons for Year 1 (5-6 years)

In Dance, all actions are made up of four distinct elements: **Action** – what we do; **Space** – where we do it; **Dynamics** – how we do it; and **Relationships** – who we do it with. All elements are present all the time but this unit concentrates on the area of **actions** with spatial, dynamic and relationship qualities being referenced occasionally.

The following lesson plans guide the pupils to explore a range of action ideas that focus on the subject specific knowledge of dance which can be used as a standalone offer or to complement existing cross curricular resources. Alongside developing dance knowledge and understanding they will also progress their performance through developing the physical skills of balance, control, coordination, flexibility, stamina and strength as well as their expressive skills of projection, emphasis, focus, musicality and awareness of others through choreographing, performing and appreciating.

Each plan includes an optional PowerPoint and three choices of suggested music to support the teaching and learning. Since music can influence the mood and tone of a lesson each suggestion will offer a different flavour so you may wish to select from the suggestions or create your own playlist of suitable music.



SIMPLY DANCE

Lesson 1 - Actions **Year 1 (5-6 years)**

LESSON OBJECTIVES

In this lesson, all pupils will:

- Learn that **actions** are made up of **jump**, **turn**, **travel**, **gesture** and **stillness**
- Explore different ways of **travelling** through space
- Perform a variety of shapes using **stillness** with some accuracy and control

Some pupils will:

- Experiment with other **actions** (**turn**, **jump** and **gesture**)
- Explore the spatial elements of pathways, levels and direction and some dynamic qualities
- Use the physical skills of agility, flexibility, balance, control and strength
- Use the expressive skills of awareness of others and musicality

ACTIONS

What they do

Turn

Travel

Jump

Gesture

Stillness

SPACE

Where they do it

Levels

Directions

Pathways

Size

Formations

DYNAMICS

How they do it

Speed

Force

RELATIONSHIPS

Who they do it with

Unison

Canon

Mirroring

Question and Answer

Contrast

Complement

Contact

RESOURCES

The use of the associated PowerPoint is optional.

You may wish to use a selection of rubber spots on the floor during Creative Exploration 2.

SUGGESTED MUSIC

- *Malaya's Song* by Tokio Myers
- *The Phoenix Rises* by Kaya Project
- *The Hangar* by Vaal

WARM UP

Speed

Ask the pupils to find a space and introduce the rules of Musical Statues – when the music plays they **travel around the room and when the music pauses they remain **still**.**

Guide the pupils to **travel by... (example) wriggling... shuffling... reaching...**

You may need to give a definition or examples of each **action** word.

Add the music in short bursts for a total of 1-2 minutes of activity.

Allow sufficient time in the pauses for all the pupils to establish their still shape and demonstrate balance and control.

Where possible select some pupils to model their ideas, providing other pupils with different possibilities for movement.

The pupils may wish to select just one (e.g. wriggling) or to move between the different **actions** as they wish.

Continue to check that the pupils have sufficient space to move safely.

Repeat the process selecting three different ways of **travelling, e.g. slithering... bouncing... melting...**

Again give a definition or example (you could request the pupils demonstrate or model how they might interpret the word) before adding the music.

Allow another minute or 2 with the music being played in short bursts.

Look for how the pupils are moving in response to the music – are they able to show some awareness of the rhythm, tempo and/or style of the accompaniment?

Repeat the process once more with three further methods of **travel, e.g. gliding... strolling... jiggling...**

*You'll notice that the **travel** words selected above are open to interpretation – this is to encourage the pupils to think independently, creatively and to ensure inclusion. Many of such **travelling** words also suggest dynamic or spatial qualities too.*

*It may be more appropriate for your group to focus on **actions** such as walking... skipping... sliding – this will largely depend upon their prior experience, but the process of selecting three named **actions** and allowing time to explore them remains the same.*

*As a safety consideration and to ensure an effective warm up, start with low impact **actions** and gradually increase the physical demand.*

CONTEXT

Briefly outline that today's lesson will be focused on exploring and performing different **travelling** actions.

Travelling involves moving from one place to another.

We can also make parts of our body **travel**.

CREATIVE EXPLORATION 1

Travel and coordination

Ask the pupils to repeat Musical Statues (from the warm up) but they should now select how to **travel**.

It may help to recap and list the **travelling actions** from the warm up and display them on a whiteboard or PowerPoint. You could also ask the pupils for any other **travelling actions** they can name.

Add the music for a minute or two in short bursts.

Name the **travelling actions** you see the pupils performing to reinforce the names of the actions and prompt ideas in others.

Encourage the pupils to change their **travelling action** after each pause.

CREATIVE EXPLORATION 2

Balance and control

Ask the pupils to repeat the Musical Statues activity but now they should decide when to pause and be **still** (as well as deciding what **travelling actions** to perform).

Add the music (without any pauses) for 2 minutes or so.

Describe the **still** shapes that the pupils demonstrate and the skills they are using, e.g. 'Pip is balancing beautifully in a wide stretch' or 'TJ is showing excellent control holding a twisted, spikey shape'.

Continue to check that the pupils have sufficient space around them.

To scaffold the learning, some groups may benefit by placing a number of rubber spots on the floor to be used as locations where the pupils will stop. If you decide to use this strategy, ensure you have surplus rubber spots to the number of pupils present.

You are likely to find that the quality and range of the **travelling** deteriorates temporarily as they concentrate upon the **stillness**.

CREATIVE EXPLORATION 3

Travel and coordination

Ask the pupils to repeat Musical Statues once more where they are going to continue to decide when to be **still as well as deciding upon their **travelling actions**.**

Use targeted questioning to ask some pupils to name the **travelling actions they plan to use.**

After gathering a range of suggestions for **travelling actions** add the music for another 2 to 3 minutes and continue to describe their work. Again it may be helpful to display their ideas on a whiteboard or via the Power Point.

*By recapping the **travelling actions** in this way, the emphasis returns to this aspect and allows time for pupils to consolidate their understanding of the range of **actions** that involve **travel** and their ability to name them.*

CHOREOGRAPHY

Ordering and recall

Ask the pupils to pick three different **travelling actions.**

Ask the pupils to show you their first **travelling action... then their second... then their third.**

Allow sufficient time for each to be fully established before moving on to the next. You may need to recap this two or three times.

High attaining pupils may be able to recall their three **actions** in order, most pupils will be able to recall their three **actions** but the order may vary, some will make an approximation of their chosen **actions** (e.g. skipping may become marching) and others may continue to improvise.

Ask the pupils to perform **action one whilst the music plays – then pause the music and count from five to zero – during this time ask the pupils to make and hold a **still** shape. Then repeat the process for **travelling action 2**... and then **travelling action 3**.**

Add the music for 30 seconds or so for each **travelling action**, then fade it out so the pupils come to a controlled stop and hold their shape for the count down from five to zero.

Repeat this task if necessary to develop specific skills such as control (in holding the still shape) or movement memory.

PERFORMANCE

Recall, performing and describing

Split the class into two groups.

Ask one half to remain in the space – ready to show their work – and the other half to become the audience.

Select your high attaining pupils to perform in the latter group – this will offer support/ challenge through the amount of time they need to retain their **action** content.

You may wish to reduce the time you play the music to ensure the performance remains engaging for the audience. Continue to count the pause from five to zero (but you can count a little quicker if that feels appropriate as they should now be familiar with the instruction).

Guide the audience to applaud the performers upon completion.

Ask the audience to identify any of the **travelling actions they saw being performed.**

If possible ask the observing child to name the performer, their **action** and to add detail such as the dynamic or spatial elements of the work, e.g. 'they were moving very slowly' or 'they were really low to the ground'.

Change over roles and repeat the process.

COOL DOWN

Travelling and dynamics

Ask the pupils to find a space again.

Ask them to repeat Musical Statues (as at the start of the lesson where you gave three ways of **travelling to pick from).**

Select three calm, slow ways of **travelling**, e.g. drifting – curling – stretching.

Add the music quietly in short bursts and gradually increase the length of the pauses.

PLENARY

In this lesson...

You **travelled** around the room in many different ways.
You also showed control by holding your **still** shapes.

Questions for pupils:

- How did you **travel** around the room?
- How did you feel when you had to hold a still shape?

Scaffold the activity for pupils by including a choice of **travelling** actions within the questions, e.g. 'did you wriggle, slide or plod?'