

N.B. There are only four planned dance lessons in this unit to give you preparation time for the Christmas production.

✓ Before you commence this unit, the children will need to be familiar with the story 'Penguin Small'. Refer to Top Dance card for stimulus questions.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 |
|--|--|---|---|---|
| Warm Up | <p>q Teacher lead to the beat of the music: - A variety of stationary movements keeping to the beat of the music. For example, bouncing up and down on the spot, marching with high knee action, bobbing up and down, jumping forwards and backwards etc.</p> <p>KQ. Where is your heart? KQ. Is your heart beating quickly or slowly? Why?</p> <p>Track 1</p> | <p>q Teacher lead to the beat of the music: - A variety of stationary movements keeping to the beat of the music. For example, bouncing up and down on the spot, marching with high knee action, side stepping, jumping forwards and backwards, star jumps etc.</p> <p>Track 2</p> | <p>q Teacher lead to the beat of the music: - A variety of stationary movements keeping to the beat of the music. For example, bouncing up and down on the spot, marching with high knee action, side stepping, jumping forwards and backwards, star jumps etc.</p> <p>Track 3</p> | <p>q Teacher lead to the beat of the music: - A variety of stationary movements keeping to the beat of the music. For example, bouncing up and down on the spot, marching with high knee action, side stepping, jumping forwards and backwards, star jumps etc.</p> <p>Track 4</p> |
| Introductory Activity | <p>KQ. How does Penguin Small move? q Explore different penguin travelling movements such as waddling, stepping side to side, sliding on tummies, gliding, hovering.</p> <p>KQ. How do polar bears move? q Explore different travelling movements for a polar bear. For example, stretch, yawn, stamp, jump, big scary shape etc.</p> | <p>q In the same group of 4 as last week practice and refine the 'Polar Bear and Penguins' movement phrase firstly without music and then with the music.</p> <p>q Sit children down in their groups.</p> | <p>q Explore movement phrases based on Penguin Small's flying experience—soaring, diving, hovering, gliding, whizzing. Encourage children to use different pathways (curved, zigzag, straight) as well as different levels (high, low).</p> | <p>q In the same group of 4 as previous lessons, practice and refine the whole dance phrase without music.</p> |
| <p>Development N.B. Before starting the development section, first play the music to allow the children to create a picture in their minds.</p> | <p><u>Polar Bears and Penguins</u> q Divide children into groups of 4. q Teach whole class the following movement phrase without the music: - Waddle in a circle formation (penguin); - Yawn then stretch, make a big scary bear shape whilst travelling in a circular formation in the opposite direction (polar bear); - 2 children flap (penguin), 2 children stamp (polar bear) whilst standing still; - Everyone stops and makes a big scary bear shape. q Put the movement phrase to music.</p> <p>Track 5: Section 1</p> | <p>KQ. How did Penguin Small feel when he made some friends? KQ. What gestures could you do to show that you are fond of someone?</p> <p><u>Friendship Dance</u> q Teach the whole class the following circle dance phrase without music: - 8 steps to the right, shake hands with the person next to you for 8, link arms and skip with them for 8, end waving at them. - When mastered try with music.</p> <p>Track 5: Section 2</p> | <p><u>Flying/Home and Family</u> q In the same group of 4 as previous lessons, children are to choose 1 of their favourite flying actions and 1 pathway. q Direct the children to travel in a circular formation using their action and pathway to represent Penguin Small's flight. q Home again, groups huddle in the middle for a hug then stand still.</p> <p>Track 5: Section 3</p> | <p>q Divide the class into two groups. Group 'A' performs their dance phrase to the class whilst group 'B' watches. q Upon completion, reverse roles.</p> <p>N.B. You may like to video tape the children's dance so the children can see their performance at a later time.</p> <p>Track 5</p> |
| Conclusion | <p><u>Sleeping Lions</u> q Direct one group at a time to put their shoes and socks on and then lie down and pretend that they are a sleeping lion. Your task is to make the children laugh/move. q When they are woken up, they quietly sit down in a line at the door until the game is finished.</p> | <p><u>Cool Down</u> q Lie down, relax, and listen to the music. Slowly moving legs in and out to the beat of the music.</p> <p>Track 6</p> | <p>KQ. What movements did you use to show Penguin Small flying home?</p> <p><u>Cool Down</u> q Lie down, relax, and listen to the music. Slowly move up to a stretched shape at a high level.</p> <p>Track 7</p> | <p><u>Cool Down</u> q Lie down, relax and listen to the music.</p> <p>Track 8</p> |

*Year 1
Dance
Autumn 2nd Half*

Contents of the Dance Pack:

- q *'Penguin Small' by Mick Inkpen;*
- q *Year 1 Dance CD;*
- q *Top Dance Card-'Penguin Small Visits';*
- q *Top Dance Card-'Including Disabled People';*
- q *Short term unit plan.*

*Please return to your Year Team Leader
after use for safekeeping. Thank you.*

| | <i>Lesson 1</i> | <i>Lesson 2</i> | <i>Lesson 3</i> | <i>Lesson 4</i> | <i>Lesson 5</i> | <i>Lesson 6</i> |
|---|--|---|--|--|--|--|
| <i>Warm Up</i> | <p>KQ. Why is dance a healthy activity?</p> <p>q Teacher lead to the beat of the music: - A variety of travelling movements keeping to the beat of the music. For example, circling arms/legs, walking, jogging, bouncing and turning.</p> <p>Track: 1</p> | <p>q Teacher lead to the beat of the music: - A variety of travelling movements keeping to the beat of the music. For example, skipping, walking, jogging, bouncing and turning.</p> <p>Track: 2</p> | <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music. KQ: How has our body changed? KQ: Why is this so?</p> <p>Track: 3</p> | <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music. KQ: How has our body changed? KQ: Why is this so?</p> <p>Track: 4</p> | <p>KQ. Why is it important to warm up before dance activities?</p> <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music.</p> <p>Track: 5</p> | <p>KQ. Why is dance a healthy activity?</p> <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music.</p> <p>Track: 6</p> |
| <i>Introductory Activity</i> | <p>KQ. Can you think of where numbers are used? (Lotto, school, shopping.)</p> <p>q Roll the lottery number dice. Ask children to explore ways of representing the number using body parts. Articulate children's responses.</p> <p>q Repeat several times. Encourage the children to use high, low, forwards and backwards movements and curved and/or straight pathways to represent their numbers.</p> | <p>q As a class, explore actions of travelling, springing, circling, jumping. Focus on one at a time.</p> <p>q Ask children to combine actions to alternate curved and straight lines e.g. circle arms, dash in a straight line; jump up in a pin shape, land and make a still round number shape; circle hand, punch arm forward straight.</p> | <p>q In the same group as last lesson practise and refine the number motif dance phrase.</p> <p>q Explore shapes using gesture and stillness for =, +, -. Articulate responses.</p> <p>q Ask each group to create a sum phrase $2 + 1 = 3$.</p> <p>KQ. What numbers do you need to represent?</p> <p>q Invite 1 or 2 good examples to show to the class.</p> | <p>q In the same group as last lesson practise and refine the number motif dance phrase.</p> <p>q Ask each group to think of an + or - number sentence using 3 one digit numbers.</p> <p>Thought Waves:</p> <p>§ Are all group members going to represent each part of your number sentence?</p> <p>§ Will each of you perform a given part of your number sentence at the same time (unison) or one after the other (canon)?</p> | <p>q In the same group as last lesson practise and refine the number motif dance phrase and the sum phrase.</p> <p>q As a group, explore words used in the lottery: drop, tumble, spin, and still. Encourage children to use a variety of body actions to interpret each in turn as well as different levels and speeds. Articulate responses.</p> <p>q Ask each group to choose their favourite action to explore a variety of group relationships in turn: close, apart, line.</p> | <p>q In the same group as last lesson practise and refine the lottery 0-9 dance phrase.</p> |
| <i>Development</i> N.B. Before starting the development, play some of the chosen music to allow the children to create a picture in their minds. | <p>Number Motif</p> <p>KQ. What numbers are important to you? (Telephone, birth date etc)</p> <p>q Ask the children to choose a number from 0-9 that is important to them and create a simple motif performing their chosen number using the ideas taught in the introductory activity and repeat it 2/3 times to the music.</p> <p>Track 7: Section 1</p> | <p>Number Motif</p> <p>q Divide children into groups of 5/6. Inform children that they are going to create a number motif with one travelling action from the introductory activity that will be repeated 2/3 times. Tell ch'n they can either use their number from last week/think of a new number between 0-9.</p> <p>KQ. How can you and your group achieve this?</p> <p>Track 7: Section 1</p> | <p>Sum Phrase</p> <p>q Ask each group to refine their sum phrase showing changes of speed: fast; slow; and direction: up; down; backwards; forwards.</p> <p>N.B. It may need to be repeated 2/3 times.</p> <p>Track 7: Section 2</p> | <p>Sum Phrase</p> <p>q Ask each group to create a sum phrase for their number sentence showing changes of speed: fast; slow; and direction: up; down; backwards; forwards.</p> <p>Track 7: Section 2</p> | <p>Lottery 0-9</p> <p>q Ask each group to choose 2 lottery words and a group relationship repeated twice facing different directions.</p> <p>Track 7: Section 3</p> | <p>q Ask each group to practise and refine the whole dance structure focusing on clear movements and a good use of space.</p> <p>Track 7</p> |
| <i>Conclusion</i> | <p>q Divide children into pairs. 'A' performs their number motif to 'B'. At the end of the performance 'B' identifies the number used. Upon completion reverse roles.</p> <p>KQ. Did you identify the number that your partner used?</p> <p>KQ. How could we improve our number motif so our audience can clearly see the number that we've chosen?</p> | <p>q Half the class presents their work to their peers. Upon completion reverse roles. You may like to allocate groups for the audience to watch and to later evaluate.</p> <p>q After each performance ask the KQ. below:</p> <p>§ What number(s) were used in the dance phrase?</p> <p>§ Can you describe the travelling action used?</p> <p>§ Does the phrase have a clear beginning, middle and end?</p> | <p>KQ. Why is it important to cool down after dance activities?</p> <p>q Cool Down: Track 8 Lie down, relax, and listen to the music.</p> | <p>q Half the class presents their work for the first 2 sections to their peers. Upon completion reverse roles. You may like to allocate groups for the audience to watch and to later evaluate.</p> <p>q After each performance ask the KQs below:</p> <p>§ What number sentence was used?</p> <p>§ What is the answer?</p> <p>§ Are the actions linked together?</p> <p>§ How could their dance be improved?</p> | <p>KQ. Why is it important to cool down after dance activities?</p> <p>q Cool Down: Track 9. Lie down, relax, and listen to the music. Slowly move to a stretched shape at a high level.</p> | <p>q Half the class presents their work for the first 2 sections to their peers. Upon completion reverse roles.</p> <p>q After each performance ask the KQs from the top dance card.</p> <p>N.B. You may like to video tape the children's performances to later watch and evaluate.</p> |

| | Lesson 1 Having a Shadow | Lesson 2 Having a Shadow | Lesson 3 Playtime | Lesson 4 Losing the Shadow | Lesson 5 Losing the Shadow | Lesson 6 Performing the Dance |
|--|--|--|--|---|---|---|
| Warm Up | <p>q Teacher lead to the beat of the music: - A variety of travelling movements keeping to the beat of the music. For example, skipping, walking, jogging, bouncing and turning.</p> <p>Track: 1</p> | <p>q Teacher lead to the beat of the music: - A variety of travelling movements keeping to the beat of the music.</p> <p>KQ. How has your body changed after the warm up? Why is this so?</p> <p>Track: 1</p> | <p>KQ. Why do we need to warm up before dance activities?</p> <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music.</p> <p>Track: 2</p> | <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music.</p> <p>KQ. How has your body changed after the warm up? Why is this so?</p> <p>Track: 2</p> | <p>KQ. Why are dance activities good for our health?</p> <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music.</p> <p>Track: 3</p> | <p>KQ. Why do we need to warm up before dance activities?</p> <p>q Teacher lead to the beat of the music. - Aerobic style movements to the beat of the music.</p> <p>Track: 3</p> |
| Introductory Activity | <p>q Read 'The Shadow' to the class.</p> <p>KQ. What verbs were mentioned in the poem?</p> <p>q Using the verbs identified in the poem, ask children to explore ways to make each of them in turn: curled, stretched, long and thin, twisted, wide, turning. Articulate the children's responses.</p> | <p>KQ. Why do shadows mirror our movements?</p> <p>q Divide the children into pairs. 'A' makes body shapes and linking movements, wide, thin, flat, curved and twisted shapes at a variety of levels using different body parts and 'B' shadows their partner's actions. Reverse roles.</p> <p>q As above, but try movement in different planes—both upright, one upright and one lying flat.</p> | <p>q With the same partner as last week, practise and refine section 1 of the shadow dance.</p> <p>KQ. What is the girl in the poem doing?</p> <p>KQ. What do you like to do at playtime?</p> <p>q Choose 3 ideas that were brainstormed for the children to explore shadow movements for.</p> | <p>KQ. How did the girl in the poem try to lose her shadow?</p> <p>KQ. Did she succeed? Why/why not?</p> <p>q With the same partner as previous lessons ask the children to explore movements for dashing, darting, and hiding each in turn. Articulate children's responses.</p> | <p>q With the same partner as previous lessons, children are to practise and refine section 1 and 2 of their shadow dance.</p> | <p>KQ. What makes a good dance phrase?</p> <p>q With the same partner as previous lessons, children are to practise and refine section 3 of their shadow dance keeping the discussion suggestions in mind.</p> |
| Development N.B. Before starting the development, play some of the music to allow the children to create a picture in their minds. | <p>q Individually, children are to compose a dance sequence using 2 verbs from the poem and varying the level (high, low) and pathway (straight, curved, zigzag, circular) at least once.</p> <p>Track 4: Section 1</p> | <p>q With their partner, children are to compose a shadow shape sequence performed as a duet, in unison. Their sequence must incorporate 2 different pathways, 3 actions and use 1 plane.</p> <p>Track 4: Section 1</p> | <p>q With their partner, children are to compose a dance sequence that represents the child in the poem playing with her shadow. Their dance sequence must be performed in unison and use 3 playtime actions.</p> <p>Track 4: Section 2</p> | <p>q With their partner, children are to compose a dance sequence representing the child in the poem losing her shadow. Their dance sequence needs to demonstrate quick changes in direction and each movement action from the introductory activity.</p> <p>Track 4: Section 3</p> | <p>q With their partner, children are to use their dance sequence from last lesson (losing the shadow) but they are to perform it in canon (one after the other) and use contrasting activities to show a change of relationship as well as meeting and parting of the shadow.</p> <p>Track 4: Section 3</p> | <p>q With their partner, children are to practise and refine the whole dance phrase.</p> <p>q After the children have had a chance to practise 2/3 times, small groups perform their shadow dance whilst being video taped.</p> <p>Track 4</p> |
| Conclusion | <p>q Divide children into pairs. 'A' shows 'B' their dance sequence to the music. Upon completion, 'B' describes to 'A' what s/he did.</p> <p>q In their Health and Fitness books, ask children to record their dance sequence in pictorial form with brief notes.</p> | <p>q Half the class presents their work to their peers. Upon completion reverse roles. You may like to allocate groups for the spectators to watch and to later evaluate.</p> <p>q After each performance ask the KQ. below: § Is the shadow work in unison? § Can you describe the actions that were used? § What pathways were used? § How could their dance phrase be improved?</p> | <p>KQ: Why is it important to cool down after dance activities?</p> <p>q <u>Cool Down:</u> Track 5. Lie down and relax and imagine that you are in the playground playing with your shadow.</p> | <p>KQ: Why is it important to cool down after dance activities?</p> <p>q <u>Cool Down:</u> Lie on your backs and listen to the sounds around you. When you hear something wiggle your toes. Now listen to your breathing: try to make it a bigger breath in and a slower breath out.</p> | <p>KQ. What makes a good dance phrase? (Familiarisation with all movements, clear actions, smooth transitions between movements, and knowing the relationship between you and your partner (body/shadow).</p> <p>q <u>Cool Down:</u> Lie down, relax, listen to the music, and mentally perform your dance phrase using the discussed ideas. Track 6.</p> | <p>q Children are to watch their performance.</p> <p>q In their Health and Fitness books children are to record their shadow dance structure in pictorial form with brief notes and evaluate their dance using the focus questions below: § What was successful about my Shadow Dance? § How could my shadow dance be improved?</p> |