



Move up a level

PSSI Homepage

## Curriculum Objectives

## Venue

## Equipment

## Reference

## Strand Unit: Exploration, creation and performance of dance

- Explore the movements of different parts of the body.
- Explore different body shapes.
- Explore levels and directions in space.
- Create and perform a simple dance with teacher's guidance.
- Begin to work with a partner, watching each other and keeping time together.
- Move in space safely with others.
- Develop poise, balance and coordination while moving and stopping.

## Strand Unit: Understanding and appreciation of dance

- Continue to develop an awareness of the need for focus and concentration in dance.
- Hall or quiet outdoor space.
- CD player and music.
- Primary School Curriculum (1999) Physical Education, page 18-19.



## ACTIVITY

**1 Introduction****Switching on for dance**

Sit with the children, cross-legged, in a circle. Remind them to **switch on** for dance:

**Switch on**

- your ears
- your eyes
- your concentration
- your body.

**Warm up and stretching: Visit your warm up bank.**

**2 Lesson theme: Body shapes****Stage 1: Revision of the magic dust**

The children stand spaced apart (in their **space bubbles**), facing you.

Revise the stimulus of magic dust as used in Lesson 1, helping the children to:

- **wake up a variety of body parts**
- **explore their range of movement**
- **freeze when you blow the dust away.**

**Stage 2: Exploring body shapes using body parts**

Using the idea of **freezing** the body when the magic dust has left it, you now introduce the concept of body shape by drawing attention to the shapes the body can now make inside its space bubble:

*Now that I've blown away the magic dust your body is in a freeze and you're making a shape inside your space bubble. Let's look at all the kinds of shapes that we can make inside our bubbles. Every time I clap my hands I'd like you to make me a different shape. Ready...1, 2, 3 (clap) and freeze in your shape. Now can you make me another shape? 1, 2, 3 (clap) and freeze in your shape. And 1, 2, 3 ...*

**Stage 3: Exploring body shapes using levels and directions**

Continue exploring the range of shapes and now introduce the concepts of levels and directions:

*This time when you make your shape, can you stretch up high? Can you make a shape with your shoulder close to the floor? Can you make a shape that faces the back of the hall? Can you get your leg to face the side in this shape?*

## TEACHING POINTS

- Ensure that the circle is big enough to accommodate all of the children so that you can see each one.
- Check the children's posture to ensure correct alignment of the spine.
- Choose from Music Selection 1.
- Encourage the use of a variety of body parts:  
*Can you use a part of your body that you didn't use last week?  
Can you move your arm in a different way this week?*
- Challenge the children to remain completely still when the dust is **blown away**.
- Your observation and questioning skills are particularly important here in order to guide the children's exploration of the range of shapes they can make.
- Challenge them to use a range of body parts: *Can you make a shape with your elbows? What are you doing with your feet in this shape? I see a dancer using her knees in this shape ...*
- At this point you can ask the children to briefly look at one or two children who demonstrate good use of body parts, levels or directions in their shapes.

## ACTIVITY

### Stage 4: Making shapes to music

Introduce music and use voice to help the children to make their shapes in time to the music: *Instead of clapping I'm going to put on music now to help us make our shapes. I'm going to help you by telling you when to change your shape. Are you ready?*

- *Shape 2, 3, 4, 5, 6, 7, 8.*
- *Change shape 2, 3, 4, 5, 6, 7, 8.*
- *Low shape 2, 3, 4, 5, 6, 7, 8.*
- *Elbow shape 2, 3, 4, 5, 6, 7, 8.*

## 3 Conclusion

### (a) The magic dust shape dance

The children revisit the magic dust rhyme dance created at the end of last week's lesson, but now they must also include body shapes in the dance.

#### Stage 1: Revision of the magic dust dance

Revise the magic dust dance created in Lesson 1, using the rhyme:

*Magic dust lands on your body. It jumps from*

- *shoulder to shoulder*
- *elbow to elbow*
- *hand to hand*
- *and you catch the magic dust.*

*Blow it in the air and it sprinkles everywhere. And you dance, dance, dance your body ...  
Then whoosh, whoosh, whoosh, I blow the dust away!*

#### Stage 2: Introduction of body shape into the dance

Change the end of the poem to give the children the opportunity to include shape-making in the dance as follows:

*Blow it in the air and it sprinkles everywhere. And I make three shapes with my body*

- *Shape 1 (the children freeze in a shape).*
- *Shape 2 (the children freeze in a different shape).*
- *Shape 3 (the children freeze in another different shape).*

*Then whoosh, whoosh, whoosh, I blow the dust away!*

You **blow** away the dust and the children melt to the floor.

## TEACHING POINTS

- Choose from Music Selection 1.
- Use your voice to direct the activity while also giving the children the time to develop their own individual responses.
- Encourage the children to remain as still as possible in their shapes.
- Challenge them to create three different shapes.

## ACTIVITY

(b) **Cool down activity**

Repeat a sequence of **blowing** any remaining dust from different parts of the body as used in Lesson 1.

Again, encourage the children to also **brush** the dust off the arms, legs and the front and back of the body with their hands. Everyone stands still, inhaling and exhaling gently.

## TEACHING POINTS

- Use your voice to encourage the children to **blow** softly and brush lightly, in order to introduce a sense of calm and refocussing at the end of the lesson.
- Encourage the children to use this time to relax and to refocus as they get ready to return to the classroom.

## DEVELOPMENT

**Further development for Senior Infants, or if repeating this lesson with Junior Infants:**(a) **Dancing with a partner**

The children may perform the dance with a partner. They face each other and move the same sequence of body parts at the same time. When it comes to the shapes, the children make their own shapes while staying beside their partner.

(b) **Performing and watching**

Half the children may sit down and watch the other half perform the dance. Then change over.

- Emphasise the importance of watching your partner and keeping time together.
- As this is the children's first experience of being an audience in the dance lesson, it is important to emphasise that when we watch a performance we must be very quiet and respectful towards the performers.