



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Exploration, creation and performance of dance

- Explore strong and light movement.
- Move with an awareness of the body and the space it moves in.
- Move with sensitivity and imagination to the stimulus of a nursery rhyme.
- Show sensitivity to music when moving.
- Create and perform a dance with teacher's guidance.
- 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.
- Discuss the sections of the narrative dance created.

- Hall or quiet outdoor space.

- CD player, music and the nursery rhyme **Incy Wincy Spider**.

- Primary School Curriculum (1999) Physical Education, page 18-19.



ACTIVITY

1 Introduction

Switching on for dance

Sit, cross-legged, facing the children who are all spread out in their own spaces. 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: Strong and light movement

Stage 1: Dancing to strong and light music

Repeat the activity used in the conclusion of last week's lesson. Encourage the children to use a greater range of body actions as they try to emphasise the difference between the strong and light music.

3 Conclusion

(a) The **Incy Wincy Spider** dance

This dance provides the children with an opportunity to use their understanding of the qualities of strong and light movement in order to create a dance based on the nursery rhyme **Incy Wincy Spider**.

Stage 1: Creating Section 1 – The **Incy Wincy Spider** dance

Call all of the children together and sit in a circle and recite the **Incy Wincy Spider** rhyme with them. Most of the children will probably move their fingers to mimic the spider's legs as they recite the rhyme. You can use this to introduce the idea of dancing like a spider:

I noticed that a lot of you danced your fingers while we were saying the rhyme. Well, now instead of using our voices and our fingers to tell what happened to the little spider, we are going to use our bodies to make a dance about it.

Ask the children to leave the circle and find a space in the hall to begin moving. Guide the children through a journey that the little spider might take:

Now I'd like you to imagine that you are a tiny little spider fast asleep on your cobweb in a beautiful garden.

- *Show me a sleeping spider shape.*
- *Now wake up and stretch your legs.*
- *Let's go for a little walk around the garden.*
- *Can you move really lightly like an incy wincy spider?*

TEACHING POINTS

- Ensure that each child has enough space to be able to move safely and to be able to see you.
- Encourage each child to focus and concentrate as they begin this lesson.
- Choose from Music Selection 1.
- Choose from Music Selection 2. You may like to use two different pieces of music from the list suggested in last week's lesson.
- Before beginning, tell the children that they must listen closely to the story so that they know when to move and when to be still.
- It is important to be clear that we are not trying to get the children to **act out** the nursery rhyme. Instead we are using the story line to provide opportunities to challenge the children's movement responses. In this way we are trying to make a dance and not a mime. Therefore, use the story line to encourage the children's use of strong and light movement, as well as their use of body actions, shapes, levels, directions and speeds.

ACTIVITY

- *You might have to be a little stronger now because you have to climb over a big stone.*
- *Maybe you have to jump over a little puddle.*
- *Perhaps you slip on the wet grass and you have to roll a little bit.*
- *Keep moving and show me what direction you are going in – forwards, backwards, sideways...*
- *Some spiders are looking tired, they're moving very slowly...*

Continue with the story exploring:

- The journey up the waterspout.
- Getting caught in the river of rain.
- Falling out of the waterspout and rolling around the garden.
- Sunbathing in the warm sun and drying the body.
- Finally, freeze the moment of the spider about to go up the waterspout again.

Stage 2: Creating Section 2 – The rain cloud dance

As well as the spider's adventures, this simple little nursery rhyme also provides us with a wonderful opportunity to focus on the rain and sun as a means of further exploring the dynamic qualities of strong and light.

Arrange the children in pairs and continue to guide them with the following story line:

Where does the water in the spout come from? It comes from the rain, doesn't it? And the rain comes from a cloud... Well now I'd like you and your partner to make me a cloud in the sky... What shape is your cloud? You can sway very lightly high up in the sky.

After a while, your cloud begins to fill up with water...(The children may shake their cloud shape, or make it bigger.)

The children now leave their partner and dance by themselves:

Now your cloud has become heavy with rain and it's going to burst open and you and your partner are going to go away from each other and spread the rain very strongly all around the garden. Ready 1, 2, 3 Go... Spread the rain all around you, in front and behind you and at the sides of your body... Show me how strong the rain can be...

Then the rain falls into a puddle in the garden – show me the shape of your puddle.

This section concludes with all of the children lying on the ground in different shapes as **puddles**.

Stage 3: Creating Section 3 – The sun dance

Gather everyone into the middle of the hall so that they make a group around you:

Let's all come into the middle of the hall here. Leave enough space for everyone. Now we are like a big ball of sun. Lift your hands up high and move your fingers so I can see the rays of the sun.

Now I'd like you to move around the garden again, but this time you are a light and gentle sun ray. Spread the sun everywhere.

Now all the sun rays fall gently upon the grass to warm the earth.

TEACHING POINTS

- Guide with key words which continue to provide opportunities for the children to use strong and light movements as well as a range of body actions, shapes, levels, directions, and speeds.
- This section is planned for pairs but can be done as a class group if you think it better!
- Remind the children that they must listen closely to the story so that they know when to move and when to be still.
- Encourage the children to work quietly with their partner, watching each other closely so that they can move together.
- By now the children will be moving very quickly so remind them to keep a good space bubble around their bodies as they move so they do not bump into another raindrop. Also, as a further safety precaution you may call:
Freeze all the raindrops (the children stop).
Move all the raindrops (the children begin moving again).
- Remind the children to enhance the strong rain dance by using different body actions, moving in different directions, and at different levels.
- Remind the children that they must listen closely to the story so that they know when to move and when to be still.
- Encourage the children to bring out the light qualities of the sun by using appropriate body actions, moving at different levels and in different directions.

ACTIVITY

Stage 4: Performing the Incy Wincy Spider dance to music

Now that you have helped the children to create the three sections of the dance, guide them through a performance of each section, one after the other, to music.

Repeat the story line as outlined above to help the children to move from one section of the dance to the next.

The dance concludes at the end of Section 3., i.e. fade the music out when all the sun rays are lying on the floor.

(b) Cool down activity

Sit with the children in a circle and explain that this is the last dance lesson. Discuss briefly with the children the following two questions:

- *What did you like about dance?*
- *What did you learn in dance?*

Now lead the children through some stretches for the arms, legs and torso.

Conclude by catching hands and stretching joined hands up to the ceiling while saying

Now the time has come to fly so stretch up high and say good-bye!

Let go hands and shout *Hooray!*

TEACHING POINTS

- Remind the children that they must listen closely to the story so that they know when to move and when to be still.
- Choose from Music Selection 2. You may use a different track for each section of the dance, the spider, the rainy cloud and the sun. If so, try to ensure that the transition from one music track to the other does not interfere with the flow of the narration and the dance.
- You may wish to leave this discussion for the classroom in order to give you more time to allow each child to contribute to the discussion. Perhaps the children might be asked to represent their feelings about dance in a drawing.
- Visit you stretching bank.
- Choose from Music Selection 2.
- 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:

Repeat the dance as above but make more use of partner work, e.g.:

Section 1: The spider dance could be done in pairs as a follow-the-leader dance and/or

Section 3: The sun dance could also be done with a partner in the follow the leader format.