



Curriculum Objectives

Strand Unit: Exploration, creation and performance of dance

- Explore a greater range of movements of different body parts.
- Create and perform a partner dance.
- Move in space safely with others.
- Develop increased poise and coordination when moving and stopping.

Strand Unit: Understanding and appreciation of dance

- Continue to be aware of the need for focus and concentration in dance.
- Watch the dance of others with courtesy and respect.
- Identify different body parts used in the dances viewed.

Move up a level

Venue

- Hall or quiet outdoor space.

PSSI Homepage

Equipment

- CD player, stick figure illustration and music.

Reference

- Primary School Curriculum (1999) Physical Education, page 28-29.



ACTIVITY

1 Introduction

Switching on for dance

Sit with the children, cross-legged, in a circle.

Discuss the past experiences of dance they had in Infant classes.

Remind the children of the importance of concentration and listening in the dance lesson, and help them to recall the **switching on for dance** sequence introduced in the Infant Dance Programme:

Switch on your ears (tweak the ears).

Switch on your eyes (rub the eyes).

Switch on your concentration (pat the head).

Switch on your body (place both hands on top of the head and move them down along the outline of the body, tracing the shoulders, sides, legs and feet. Bring the hands to rest on the floor in front of the feet).

Remind the children of the concept of the **space bubble** introduced in the Infant Dance Programme. Encourage them to use their arms to trace the space bubble that surrounding their bodies as they sit in the circle.

Warm up and stretching: Visit your warm up bank.

2 Lesson theme: Moving body parts

Stage 1: Magic dust (This idea has already been introduced to the children in the Infant dance classes.)

Help the children to recall the use of **magic dust** as a stimulus for exploring how body parts can move one at a time, or two/three together.

Magic dust lands on a body part and wakes it up. Once your body part is awake, it starts to move and cannot stop until the dust is blown away.

The children must freeze all movement when the teacher blows the dust away.

Stage 2: The body jive

A body jive is a movement sequence created when a number of body parts are moved in sequence, one after the other, for eight counts, e.g.

- shoulder, shoulder (2 counts; 1, 2)
- hip, hip (2 counts; 3, 4)
- elbow, elbow (2 counts; 5, 6)
- knee, knee (2 counts; 7, 8).

Ask the children to name the different body parts they moved when using the magic dust. Now create a class body jive of eight counts using the children's suggestions.



TEACHING POINTS

- Ensure that the circle is big enough to accommodate all of the children so that you can see each one.
- Encourage correct spine alignment by directing the children to sit **tall** with back stretched and lower back long, rather than curved.
- Use the activity to remind the children that when we dance, as well as moving our bodies, we need to look, listen and concentrate.
- Encourage the children to explore the space in front of, behind and at the sides of the body.
- Choose from Music Selection 1.
- The magic dust is a fun way of helping the children to explore the ways in which the body parts can bend, stretch, twist, shake, rotate, etc.
- Direct the children to use a wide range of body parts, e.g. head, shoulders, wrists, hips, back, tummy, heels, thumbs etc.
- Begin by suggesting the parts of the body but then allow the children to choose themselves.
- Challenge them to move one body part at a time at first, but then ask them to move two or three body parts together!
- Encourage the children to think of a range of body parts. It is useful to have a poster with an illustration so that you can circle the different body parts that the children name. See the illustration provided at the end of this lesson.

ACTIVITY

Practice the class body jive together.

The children stand in their own spaces facing forward.

- Guide the children through the sequence of movements by calling out each body part in turn.
- Then use the voice to accompany the action by simply calling out the count (1, 2, 3, 4, etc.).
- Help the children to perform the body jive to music, using your voice to help them keep to the beat of the music.

3 Conclusion

(a) Partner body jive dance

In this dance the children create their own body jive.

Stage 1: Practicing the class body jive

Arrange the children in pairs. Ask them to practice the class body jive facing a partner. Thus they are using the format of a mirror dance by moving as a mirror of each other.

Stage 2: Creating the partner dance

Now ask the children to work with their partner to change the last two counts of the class body jive, i.e. counts 7 and 8, and find a new ending. The two partners must choose the same two body parts for counts 7 and 8. In this way they continue to dance as a mirror of each other.

Stage 3: Performing the partner dance

Having practiced the new ending with their partner a few times, all of the children now perform their partner body jive to music. One half of the children sits down and views the other half as they perform the partner body jive. Then reverse roles.

(b) Cool down activity

Call the children into a circle and lead them through some gentle movements to stretch the arms, torso and legs. Stand still for a few moments, inhaling and exhaling gently.

TEACHING POINTS

- Ensure that everyone starts the body jive together by giving the children a four-count introduction before they begin to move:
Everyone ready to begin? I'll count you in ... 5, 6, 7, 8 and – shoulder, shoulder ...
- Remind the children that they must move as a mirror of each other and keep time with their partner when moving the sequence of body parts.
- Help the children to recall the range of different body parts they can use by either getting them to quickly call them out, or by using the illustration at the end of this lesson.
- Encourage the audience to watch the dancers without talking.
- Ask the children to take note of the body parts that different dancers use in their endings.
- Encourage the children to use this time to relax and to refocus as they get ready to return to the classroom.
- Choose from Music Selection 2.

DEVELOPMENT

Further development for Second Class, or if repeating this lesson with First Class:

The children work with a partner to change the original class body jive as before. But now they are asked to change the last four counts of the class body jive, i.e. 5, 6, 7 and 8.

- Encourage the children to choose body parts from lower and upper parts of the body to answer this task, for example 5, 6, 7, 8 might be hand, hand, heel, heel.

ACTIVITY CARD – SAMPLE ILLUSTRATION

