



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Exploration, creation and performance of dance

- Explore a greater range of body shapes.
- Explore a greater range of levels and directions in space.
- 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 spatial levels used in the dances viewed.

- Hall or quiet outdoor space.

- CD player and music.

- 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. 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: Exploring body shapes

Help the children to recall the concept of body shapes introduced in the Infant Dance Programme by asking them to make different shapes inside their bubble:

Can you make a shape using your arms? Using your feet? Using your head and elbows? A shape that's very close to the ground? A shape that's as close as possible to the ceiling? A shape where your body is in the middle of your space bubble? A crooked shape? An upside-down shape? A shape that faces to the back of the hall?

Now introduce a count structure into the shape-making process. Ask the children to make a shape and hold still in this shape for eight counts, e.g.: Shape 2, 3, 4, 5, 6, 7, 8.

Continue this process, changing shape after every eight counts, e.g.:

- Shape 2, 3, 4, 5, 6, 7, 8.
- Elbow shape 2, 3, 4, 5, 6, 7, 8.
- Head 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.
- Face the back 2, 3, 4, 5, 6, 7, 8 etc.

TEACHING POINTS

- Ensure that the circle is big enough to accommodate all of the children so that you can see each one.
- Remind the children to sit correctly to ensure correct alignment of the spine.
- Choose from Music Selection 1.
- Ensure that all of the children are in a good space so that they can make their shapes safely.
- 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.
- Encourage the children to
 - use a good range of body parts in making the shapes
 - use a variety of levels, i.e. low, medium or high levels
 - face different directions, i.e. the front/back/side of the room.

ACTIVITY

Stage 2: Creating a shape sequence

Ask the children to create a sequence of two shapes using a different level for each shape.

Each shape must be held for eight counts. Demonstrate some examples:

- Shape 1 (low level) – Shape 2 (high level).
- Shape 1 (medium level) – Shape 2 (low level).
- Shape 1 (high level) – Shape 2 (medium level).

Help the children by using your voice to guide them in making their shape sequence.

Make a high, middle or low shape. Let's call that Shape 1. Now change from Shape 1 and make another shape on a different level. Let's call that Shape 2. Now let's practice our two shapes together – ready 5, 6, 7, 8, begin:

Shape 1 – 2, 3, 4, 5, 6, 7, 8.

Shape 2 – 2, 3, 4, 5, 6, 7, 8.

And shape 1 – 2, 3, 4, 5, 6, 7, 8.

And shape 2 – 2, 3, 4, 5, 6, 7, 8.

Ask the children perform their shape sequence to music a few times.





3 Conclusion**(a) Partner shape dance**

In this dance the children work in pairs to join their shape sequence together in order to create a partner shape dance.

Stage 1: Demonstrating the dance

Arrange the children in pairs. Ask them to observe while you guide one pair through the following partner dance.

Number 1 performs his/her shape sequence while **Number 2** mirrors. Then **Number 2** performs his/her shape sequence while **Number 1** mirrors. The complete dance will be structured as follows:

Shape 1		Number 1 leads
Shape 2		Number 2 mirrors
Shape 1		Number 2 leads
Shape 2		Number 1 mirrors

TEACHING POINTS

- Challenge the children to repeat the sequence of shapes accurately, i.e. once the children have created the two shapes, encourage them to repeat these two shapes each time. If they keep changing their minds, they may end up with vague and unfocused movement.
- Choose from Music Selection 1.
- Encourage the children to watch the demonstration closely.

ACTIVITY

Stage 2: Creating the dance

The children now create their own partner dance, using the structure above.

Stage 3: Performing the dance

One half of the children sits down and views the other half as they perform their partner dances. Then reverse roles.

(b) Cool down activity

Gather the children in a circle and lead them through three or four final shapes that stretch out arms, legs and torso. Stand still for a few moments, inhaling and exhaling gently.

TEACHING POINTS

- Guide the activity where necessary, while encouraging the partners to take responsibility for creating and practicing the dance independently of the teacher.
- Encourage accuracy in movement and good timing with the partner, especially when changing from one sequence of shapes to the other.
- Choose from Music Selection 1.
- Ask the audience to take note of the different levels used in the sequences they observe, and the accuracy and timing of mirror movement between pairs as they dance.
- Choose from Music Selection 2.
- Visit your stretching bank.
- 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 Second Class, or if repeating this lesson with First Class:

Repeat the shape sequence but the children are now asked to create a new sequence of shapes and to work with a new partner.