



Curriculum Objectives

Strand Unit: Exploration, creation and performance of dance

- Explore a greater range of body actions and body shapes.
- Move with an awareness of levels and directions in space.
- Create a meeting and parting dance with a partner.
- 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 actions used in the dances viewed.

Move up a level

Venue

- Hall or quiet outdoor space.

PSSI Homepage

Equipment

- CD player 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. 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 actions**Stage 1: Exploration of body actions**

Begin by reminding the children that they have already explored body actions in their **Infant Dance Programme**.

These included:

- Walking
- Running
- Hopping
- Skipping
- Jumping
- Travelling on the floor
- Turning.

Guide the children through an exploration of these body actions. Encourage them to vary their actions by reference to the following:

- Use of body parts to accompany an action (shrugging the shoulders/swinging the arms/twisting the waist while walking).
- Body shape (what shape does your body have while you move?).
- Levels (low, middle or high level).
- Directions (moving forwards/backwards/sideways).
- Speed (moving fast and slow).

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 keep a good space bubble as they move. Position yourself at the periphery in order to have a clear view of everyone.
- As you move from one task to the next call *freeze*. This gives the children a moment to rest and it helps them to focus on what you are saying.

ACTIVITY

Stage 2: Move for eight and freeze for eight

Having had a chance to explore a range of different body actions, the children are now asked to move for eight counts and then to freeze and hold a shape for eight counts. They are challenged to use a different way of travelling each time they move and to make a different shape each time they freeze.

Guide with your voice:

Move 2, 3, 4, 5, 6, 7, 8. Freeze 2, 3, 4, 5, 6, 7, 8.

3 Conclusion**(a) Meeting and parting dance**

In this dance the children work with a partner to create sequences of body actions which allow them to meet, and then part from, each other.

Stage 1: Demonstrating the dance

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

- No. 1 stands against the wall at one side of the hall, facing No. 2 who stands directly opposite at the other side of the hall e.g.:



- Ask the pair to find a body action that will bring them in to **meet** in the centre of the hall where they freeze in a shape.
- Then ask them to **part** and use another body action to move away from each other and return to their starting position against the wall.

Stage 2: Creating the dance

The children now explore meeting and parting using a variety of different body actions and shapes.

Guide with your voice: *Meet your partner. Make a shape. Leave you partner ...*

Having practised the activity through several times, continue to guide with your voice but now introduce a count structure for the children, e.g.:

Meet 2, 3, 4, 5, 6, 7, 8.

Shape 2, 3, 4, 5, 6, 7, 8.

Leave 2, 3, 4, 5, 6, 7, 8.

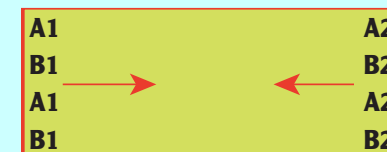
Finally, ask the children to create and practice two sequences of meet-shape-leave as their meeting and parting dance, both performing the same actions and shapes.

TEACHING POINTS

- Remind the children to vary body actions, shapes, levels, directions and speed as they move.

- Encourage the children to watch the demonstration closely.

- In the average school hall, and with the average size class, you will probably have to organise the children to take turns doing this activity, otherwise they may not have enough room to move safely or freely. So you may wish to organise the children as follows:



In this way the children take turns to dance, i.e. all the **As** go in to meet their partners while the **Bs** wait and vice versa.

ACTIVITY

Stage 3: Performing the dance

The children perform the dance in groups Guide them as follows:

Group A ready? Begin.

Meet 2, 3, 4, 5, 6, 7, 8.

Shape 2, 3, 4, 5, 6, 7, 8.

Leave 2, 3, 4, 5, 6, 7, 8.

Now Group B,

Meet 2, 3, 4 etc.

(b) Cool down activity

Stand with the children in a big circle.

Walk a few steps in towards the centre of the circle to **meet** and perform some gentle stretches of arms, legs and torso. Catch hands and stretch them up to the ceiling. Then let go and **part**, i.e. walk out of the circle to finish.

TEACHING POINTS

- Choose from Music Selection 1.
- 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:

Watching and discussing the meeting and parting sequences.

One pair from Group **A** perform their sequence twice through for the **B** pair, who stand beside them. When it is finished the **Bs** have to state one thing that they liked about the **As**' sequence.

Reverse roles.

- Encourage the children to perform the sequence in silence.
- Remind the audience of the need to respect the performers by watching without talking.