



Curriculum Objectives

Strand Unit: Exploration, creation and performance of dance

- Explore the curves and lines in shape outline.
- Move with an awareness of levels and directions in space.
- Create a partner dance.
- Move in space safely with others.
- Develop increased poise and coordination when moving and stopping.
- Respond imaginatively to the stimulus of letter shapes in creating dance.

Strand Unit: Understanding and appreciation of dance

- Continue to be aware of the need for focus and concentration in dance.

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 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: Shape outline

Stage 1: Exploring letter shapes through the body

Show the children five flash cards that have the letters of the word **dance** (in both lower and upper case) written on them, e.g.:



Discuss the shape of the letters with reference to the outline of each letter, i.e. curved and/or straight lines. Remind the children that some letter shapes change when we go from capital to small letters, e.g. **A** to **a**.

While others remain the same, e.g. **C** to **c**.

Guide the children through an exploration of body shape as a means of representing the letters of the word **dance**. Call this activity **body spelling**.

*Let's see how we can use body shapes to make the shape outline of capital **A**. So that letter has all straight lines.*

*Can you use your two fingers to make the point of the **A**?*

What about your arm?

Who can use another part of their body?

Arms and legs perhaps?

I like the way Jennifer is using her legs to make the two slanted lines of the letter and then she has her arm between her legs to make the line across. Can you do your letter shape while sitting, standing or lying down?

*Now let's see how many ways can we use our bodies to make a small letter **a**. In our small **a** we have a curve and a straight line. What parts of the body can you put together to show the curve and the straight line of small **a**?*

*Can you do your **a** facing the back/side of the room?*

TEACHING POINTS

- Ensure that each child has enough space to be able to move safely and to be able to see you.
- Remind the children to sit correctly to ensure correct alignment of the spine.
- Choose from Music Selection 1.

- This discussion should be short and to the point. The aim is to introduce the stimulus for the lesson and to ensure that the children understand what you mean by letter outline. It is important to get the children moving as soon as possible. Having just completed a warm up, it would be unwise to have them sitting down for a long time as this might undo the value of warming up.
- Challenge the children to use a range of body parts, and levels and to face different directions as they experiment with making the letter shapes with their bodies.

ACTIVITY

Stage 2: Creating the d-a-n-c-e dance

Ask the children to create a sequence of five letter shapes to spell the word **dance**.

Each letter shape must be created on a different level or facing a different direction.

Guide children as they work through their sequences:

Give me a d. The children move into their **d** shape and freeze.

Give me an a. Now they change into their **a** shape and freeze.

Give me an n. Now they change to their **n** shape and freeze.

Give me an c. Now they change to their **c** shape and freeze.

Give me an e. Now they change into their **e** shape and freeze.

What does it spell? The children stay in their final shape (i.e. the letter **e**) and shout *dance*.

Show me some dance. The children dance freely about the hall using different body actions and moving in different directions and on different levels.

3 Conclusion**(a) Partner d-a-n-c-e dance**

Now the children work in pairs, each copying the other's d-a-n-c-e movement sequence, in order to create a partner d-a-n-c-e 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** faces **Number 2** and performs his/her d-a-n-c-e dance while **Number 2** mirrors the movements. Continue to guide the action with your voice:

Give me a "d". Give me an a.

- When No. 1 has spelt his/her name, continue to guide with your voice:

What does it spell? Show me a dance. Now number 1 dances around the room while number 2 follows behind, copying his/her movements.

- Begin the sequence again, i.e. *Give me a ...*, and both children stop and face each other again. Now No. 2 leads and No. 1 copies.

TEACHING POINTS

- Challenge the children to find different ways of going from one letter shape to the next, e.g.:

'd' shape (low level)



Jump and lift hands above the head.



'a' shape (medium level)



Take one step to face the back.



'n' shape (high level)



Lower the body to the floor.



'c' shape (lying on your side)



Spin from side to knees.



'e' shape (facing the side).

In this way you are encouraging them to dance the sequence rather than performing a mechanical set of shape outlines.

- Encourage the children to watch the demonstration closely.

ACTIVITY

Stage 2: Creating the dance

The children work in pairs practising copying each other's d-a-n-c-e sequences.

Stage 3: Performing the dance to music

The children perform the dance to music while you guide with your voice as before.

(b) Cool down activity

Gather in a circle and guide the children through stretches for the arms, legs and torso.

Everyone catch hands and, breathing in gently, slowly raise the hands above the head. Now, breathing out gently, lower the hands back down and release them.

TEACHING POINTS

- Move between the children as they practice, helping out where necessary.
- Ask the children to take note of the different ways in which their partner makes each letter shape, as well as how s/he **dances** from one shape to the next.
- Encourage the children to watch their partner closely as they dance together

- Choose from Music Selection 2.

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- 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:

Revisit the spelling of d-a-n-c-e with the children as a class group.

Now ask the children to work in pairs to spell each letter of d-a-n-c-e **together**, i.e. they connect together to make the shape of each letter and they move together to go from one letter shape to the next.

- Instruct the children to be careful if supporting their partner's body weight in a shape.