



Curriculum Objectives

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.
- Show sensitivity to music when moving.
- 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.

Move up a level

Venue

- Hall or quiet outdoor space.

PSSI Homepage

Equipment

- CD player, music and bubbles or balloons.

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: Strong and light dynamics**Stage 1: Exploring strong and light movement**

Sit with the children in a circle and help them to recall the difference between strong and light by briefly repeating the two activities used in the Infant Dance Programme:

(a) Strong movement

Guide the children through an exploration of the feeling of strength /tension that occurs in the muscles when pushing or pulling the palms together/apart.

Now instruct the children to push and press other parts of the body against the floor.

(b) Light movement

Repeat the activity of blowing the bubbles while the children dance under/over/around the bubbles without bursting them. If the floor surface in your hall is not suited to using bubbles, i.e. tiled/wooden, replace the bubbles with a balloon, firstly getting the children to watch while you dance under/over/around a balloon and then giving them a balloon between two.

Stage 2: Moving to strong and light music

Repeat this exercise, introduced during the Infant Dance Programme:

Play two pieces of music; one that conveys strong dynamics, and a second that conveys light dynamics.

Ask the children to move to the music, changing from strong to light, and light to strong actions as appropriate.

Guide with voice where necessary:

Let me see what way your body dances when I play the first piece of music. Everyone is moving in a very strong way because the music is powerful and strong. Can you add a strong jump? What speed are you moving at? How do your arms move? Now the music changes and look – all the bodies are getting softer. I see some dancers are going on tiptoe, others are turning a lot ...

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
- Remind the children to perform each task carefully, especially when pushing down against the floor.
- Encourage the children to describe how the muscles felt when the pushing/pressing action was happening, e.g. tight, hard, strong, sore. The children may use different words than they used in their Infant programme as this is their second time doing this experiment
- Encourage the children not to crowd up and follow you, but to wait for the bubbles to drift around them.
- If using the balloons, ensure that you have them blown up before the lesson.
- Play two pieces of music that have obviously contrasting dynamics. For example:
 - Strong movement**
Yello, 'More' from *Pocket Universe*.
Jean Michel Jarre, 'Second rendezvous' from *Rendezvous*.
Afro Celt Sound System, 'Riding the waves' from *Volume 2: Release*.
 - Light movement**
Mike Oldfield, 'Sentinel' from *Instrumental Moods*.
Enya, 'Fairytale' from *The Celts*.
Ennio Morricone, 'Chi Mai' from *Moods 1*.

ACTIVITY

3 Conclusion**(a) Follow-the-leader dance**

In this dance the children work in pairs, one behind the other – the leader in front and the follower behind. The leader dances around the hall using different body actions, while the follower copies him/her. The children have already used this partner dance in the Infant Dance Programme.

Stage 1: Demonstrating the dance

Arrange the children in pairs and number them **1** and **2**.

Remind the children of the following rules of this partner dance.

For the leaders:

- Don't go too fast because your follower has to keep up with you in order to copy you.
- Take your partner into safe spaces so that you do not crash into any other dancers.
- Don't keep looking back at your partner because you won't be able to see where you're going.
- Try and make the journey an interesting one for your partner by using lots of different ways of moving. Try and use strong and light actions as you move.

For the followers:

- Keep a close eye on your leader and do your best to follow her/him exactly.
- Try and guess what s/he might do next.

TEACHING POINTS

- You will need to use either two tapes on a music system which has two tape decks or, if using CDs, you will need access to two CD systems. You should then play one track of music for a few seconds, then pause it.
- At the same time as pausing the first track, start to play the other track. You work in this way, alternating between the two tracks of music, so that they run one into the other, and the children are challenged to respond to the change of music.
- Remember that strong movement tends to be grounded and on a medium to low level while the focus in light movement is more upward and on a medium to high level.
- You may call out a few suggestions to help the leaders find ways of varying their strong and light movement, as during earlier exploration in the development stage of this lesson.

- Encourage the children to watch the demonstration closely.

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Stage 2: Creating the dance

The children stand one behind the other and begin the dance. Guide the activity calling out the child who is to lead, i.e. **Number 1** or **Number 2**. Give suggestions where necessary:

I wonder if the leaders could use different levels when they move. Could the leaders could go a little slower, try and repeat your movements a few times before changing to the next movement? Show me the difference between the strong and the light actions. It's number 2s turn to lead, let's change around ...

Stage 3: Performing the dance to music

Introduce music while the children continue to dance.

(b) Cool down activity

You now become the **leader** and the children stand in a line behind you with their partner beside them.

Lead the train slowly around the hall at a walking pace, emphasising the strong element of stretches for the arms, legs and torso movements, and the lightness felt when releasing from the stretch. The children copy you.

Gather the children in a circle and everyone lifts their arms above the head while taking a deep breath in. Release the arms to fall lightly to the sides and let the breath out gently.

Repeat three times to finish.

TEACHING POINTS

- As the children become more familiar with the activity you will be able to talk less and allow them to find their own ways of moving. You will, however, need to continue calling **Number 1** or **Number 2** to ensure that each child gets a fair amount of leading and copying.
- Emphasise the link between good concentration and good copying.
- If you have an uneven number of children you will have to have one group of three, one leader and two followers (one behind the other). Choose this group carefully as it can be very challenging for some children to lead two others.
- Alternate between the **strong** and **light** music suggested.
- 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:**(a) Strong or light music**

Repeat this activity and then ask the children to choose only one piece of music to move to, i.e. either strong or light. When their music is played they dance, and then when the other music is played they freeze in a shape.

(b) Follow the leader

Repeat as above but with a new partner.