



Curriculum Objectives

Strand Unit: Exploration, creation and performance of dance

- Explore more complex movements of different body parts.
- Create and perform a partner dance.
- Move in space safely with others.
- Develop increased poise, balance and coordination while moving and stopping.

Strand Unit: Understanding and appreciation of dance

- Develop an awareness of the need for focus and concentration in dance.
- Watch the dance of others with courtesy and respect.

Venue

- Hall or quiet outdoor space.

Equipment

- CD player, stick figure illustration, ping pong ball and music.

Reference

- Primary School Curriculum (1999) Physical Education, page 40-41.



ACTIVITY

1 Introduction

Switching on for dance

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

Discuss the past experiences of dance they have had in the Infant and First/Second Class dance programmes.

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 Infants 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 and 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: The ping-pong ball

Sit in a circle with the children and spend a few minutes throwing and catching a ping-pong ball. Now use the stimulus of the ping-pong ball to help the children explore how different body parts move. The children stand in a space and are challenged to see if they can use other parts of the body, besides the hands, to throw and catch an imaginary ping-pong ball. Guide the exploration by calling out different body parts and encouraging the children use these body parts to:

(a) **Bounce the ball.**

Let's begin by bouncing the ping-pong ball on different parts of our bodies. Try and bounce it on your shoulder. Now try and bounce it on your elbow. Let's try using the knee/foot/back to bounce the ball ...

(b) **Throw the ball.**

Now we are going to try and throw our ping-pong balls up into the air with different parts of our bodies. Are you ready? Throw the ball with your head. Now use your finger/hip/foot/shoulder ...

(c) **Catch the ball.**

Let's see how many different body parts we can use to catch our ping-pong ball. Can you catch it on your wrist? Now try and catch it on your back/bum/elbow. Catch it in front/behind your body ...

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.

- Highlight the importance of looking at the part(s) of the body being used to bounce/throw/catch the ball.
- Encourage the children to
 - use a variety of different body parts to bounce/throw/ catch the ball
 - catch the ball at different levels (high, middle, low)
 - throw the ball in different directions (forward/backwards/sideways).

ACTIVITY

Stage 2: The ping-pong body jive

A body jive is a movement sequence created when a number of body parts are moved in sequence, one after the other, to last for eight counts, for example:

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

The children have been introduced to this idea in the First and Second Class Dance Programme. Remind the children of this:

Remember that last year you began your dance programme by working on a body jive? Who can remember what a body jive was?

Now work with the children to create a new body jive showing a ping-pong ball jumping from one part of the body to the next.

Let's place the ping-pong ball on the shoulder. Now it goes from shoulder to shoulder. Where does it jump to now? (The children suggest a few body parts and you choose one to use.)

Ok it goes from foot to foot ...

Utilise their suggestions to build up an eight count ping-pong body jive, e.g.:

- shoulder to shoulder (1, 2)
- head to foot (3, 4)
- palm to elbow (5, 6)
- knee to knee (7, 8).

The children stand in their own spaces facing forward while you assist them in practising the body jive.

- Guide the children through the sequence of movements by calling each body part in turn.
- Now use the voice to accompany the action by simply calling out the count (1, 2, 3, 4 etc.).
- Ask the children to perform the body jive to music, using your voice to help them keep to the beat of the music.
- Now ask them to perform to the music without using your voice to call out the beat.



TEACHING POINTS

- As with the body jive created in First/Second Class, it would be useful to use an illustration drawing to highlight the different mobile body parts that can be used in creating the body jive. See the illustration provided at the end of this lesson.
- You should find that now the children are able to use a greater range of body parts than in First/Second Class.
- 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 to shoulder ...

ACTIVITY

3 Conclusion**(a) The ping-pong partner dance**

In this dance the children create their own ping-pong body jive sequence.

Stage 1: Practising the class ping-pong body jive with a partner

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

Stage 2: Creating the partner body jive dance

Now ask the children to work with their partner to change the last four counts of the sequence in order to create a new ending to the ping-pong body jive, e.g.

- shoulder to shoulder (1, 2)
- head to foot (3, 4)
- ? to ? (5, 6)
- ? to ? (7, 8).

The two partners must choose the same two body parts for counts 5, 6, 7 and 8. In this way they continue to dance as a mirror of each other. Call this the partner dance.

Stage 3: Performing the partner dance

Having practised the new ending with their partner a few times, all of the children now perform their partner body jive dance 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

- 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.
- The children have already experienced a task similar to this in the First/Second Class Dance Programme but they will need reminding of how it works. You may ask for a few suggestions, and give a few sample endings, before asking them to work with their partner.
- If some children find it difficult to agree on this task it can be useful to ask dancer **Number 1** to choose the body parts to move for counts 5 and 6 while dancer **Number 2** gets to choose the body parts to move for 7 and 8.
- Choose from Music Selection 1.
- Encourage silence from the audience and focus and concentration from the performers.
- Choose from Music Selection 2.
- 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 Fourth Class, or if repeating this lesson with Third Class:

Repeat the use of playing with the ping-pong ball using different body parts. Now ask the children to work with a new partner and create another new ending to the ping-pong ball body jive dance.

ACTIVITY CARD – SAMPLE ILLUSTRATION

