



Curriculum Objectives

Strand Unit: Exploration, creation and performance of dance

- Create and perform a more complex range of movement demonstrating originality and variety in body actions, shapes, levels, directions and pathways when moving.
- Create and perform a partner dance with a clear beginning, middle and ending.
- Perform to music showing increasing sensitivity to rhythms, phrasing and dynamics.
- 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.
- Hall or quiet outdoor space.
- CD player, dice, chart and music.
- Primary School Curriculum (1999) Physical Education, page 52-53.

Move up a level

Venue

PSSI Homepage

Equipment

Reference



ACTIVITY

1 Introduction

Switching on for dance

Sit with the children and discuss with them past experiences of dance:

- What do they remember?
- What did they like?
- Why do we have to **switch on** for dance?

Guide the children through the following exercise to encourage focus and concentration:

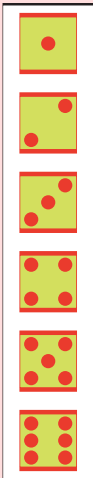
Begin with the palms pressed together in a **prayer** position. Slowly lift the hands up to open above the head, while breathing in gently. Circle the arms back to the prayer position, while breathing out. Repeat this exercise three times.

Warm up and stretching: Visit your warm up bank.

2 Lesson theme: The moving body

Stage 1: Revisiting movement concepts through discussion

For the purposes of the discussion you will need the following chart, which is based on a dice:



= Walk, run, jump, hop, skip, turn or travel on the floor.

= Make three different shapes.

= Move on a high, medium or low level.

= Move in a curved or a straight pathway.

= Move four different parts of the body.

= Move forwards, sideways or backwards.

TEACHING POINTS

- The purpose of this discussion is to help set the scene for dance for the children as they begin their new dance programme.
- Keep the discussion brief in order to get up and moving.
- Encourage silence from the children as you do the exercise, using your voice to guide them.
- Encourage the children to use this exercise to help them to **switch on** for dance.
- Choose from Music Selection 1.
- This discussion could be done in the classroom as preparation to beginning the dance programme.
- If the discussion is part of the lesson, keep it brief in order to get up and moving.

ACTIVITY

By this stage of the dance programme the children will have explored each of the above concepts through their experiences in dance lessons. Now use the chart to jog their memories as follows:

I'm going to ask John to roll this dice. He got Number 1. Number 1 on my chart gives a list of words describing different body actions. Before I show it to you, can anyone name a body action? Now Mary you roll the dice. You got Number 3. On the chart Number 3 asks me to move on different levels. Can anyone name the different levels our bodies can move in?

Continue to explore each of the numbers on the chart.

Stage 2: Revisiting movement concepts through action

Ask the children to stand in their own space with a good **space bubble** surrounding them.

Guide them through a recall of the concepts discussed by asking them to move to tasks you set for them:

I'm throwing the dice and I got Number 1. Let's see what different body actions you can use to move. I see a lot of running – what about walking or turning? Can you move on the floor? Now we have Number 4 on the dice. Show me the different pathways. Can you move sideways along your pathways?

Continue as above.

You may play music in the background for part, or all, of the exploration.

3 Conclusion

(a) The dice dance

This is a partner dance created by following the fortunes of the throw of the dice.

Stage 1: Demonstrating the dance

Arrange the children in pairs. Ask them to observe while you explain the rules of the dice dance.

- The two dancers throw the dice four times (two turns each).
- They use the instructions received from each throw to create a partner dance, for example:



The dance therefore will consist of: body actions, directions, shapes and levels.

- The dancers can do the same thing all the time or they can show contrast in how they use the instructions, e.g.
They may move in the same direction or perhaps move in two different directions.
They may create three mirror shapes or they may each create their own three shapes and do them side by side.
- The instructions given will decide the length of the dance; therefore the length of completed dances will vary.

TEACHING POINTS

- This activity should last about four to five minutes.
- Observe the children closely as they move. This will help you to challenge their understanding of the different concepts.
- Choose from Music Selection 1.
- Encourage the children to listen closely and to ask questions if necessary.

ACTIVITY

Stage 2: Creating the dance

Give each pair of children a dice and ask them to begin creating their dance.

Stage 3: Performing the dance to music

When the children have created their dance and practised it together, ask all of the children to perform the dance to music.

Ask each pair to hold the final position in complete stillness until the music fades away.

Fade out the music slowly when all the children have finished moving and are absolutely still.

(b) Cool down activity

Ask the children to stand in their own spaces and lead them through some stretches for the arms, legs and torso. Finish by asking the children to press the palms together, close the eyes and balance on one foot while you count to three.

TEACHING POINTS

- Move between the children ensuring that everyone understands the task and help out with suggestions where necessary.
 - Emphasise the need to work together and to be able to keep time without counting aloud or talking. Instead, ask the children to watch their partner closely so they move together.
 - Encourage the children to have a clear starting and finishing position to their dance.
 - Choose from Music Selection 2.
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- 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

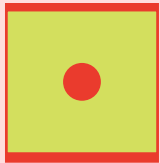
Further development for Sixth Class, or if repeating this lesson with Fifth Class:

Revise the dice dance and ask the children to perform their dances for another pair.

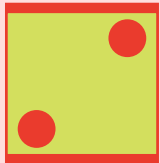
Ask the audience to see if they can identify any of the sequence of dice throws used to create the dance.

Change over.

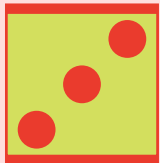
- Encourage the children to perform the dance in silence.
- Remind the audience of the need to respect the performers by watching without talking.

ACTIVITY CARD – (please enlarge and print out for use with your class)**THE DICE DANCE**

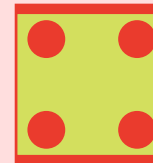
**= walk, run, jump, hop, skip,
turn or travel on the floor**



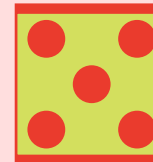
**= make three
different shapes**



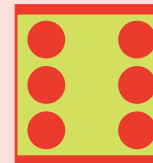
**= move on a high,
medium or low level**



**= move in a curved
or a straight pathway**



**= move four different
parts of the body**



**= move forwards,
sideways or backwards**