



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Exploration, creation and performance of dance

- Explore shape outline.
- Create and perform a more complex range of movement demonstrating originality and variety in body actions, levels, directions and pathways when moving.
- Create and perform a group dance showing unison movement.
- 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

- Continue to develop an awareness of the need for focus and concentration in dance.
- Hall or quiet outdoor space.
- CD player, shape outline chart and music.
- Primary School Curriculum (1999) Physical Education, page 52-53.

ACTIVITY

1 Introduction

Switching on for dance

The children begin by standing in a space. Lead them through the following exercise in order to switch on, and focus for the lesson. Guide them through the following sequence:

- 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 prayer position, while breathing out.
- Repeat this exercise three times.

Warm up and stretching: Visit your warm up bank.

2 Lesson theme: Shape outline

Stage 1: Explaining shape outlines

Explain to the children that **shape outline** refers to the way in which the body can make different shapes inside its space bubble (i.e. the personal space directly surrounding the body). Each shape has the effect of pushing out into the space, or drawing the space in close to the body. Shape outline can be divided into four basic categories:

(a) **Wide shapes**

The body is stretched out wide so that it reaches into the space around it, pushing against the boundaries of the space bubble.

(b) **Thin shapes**

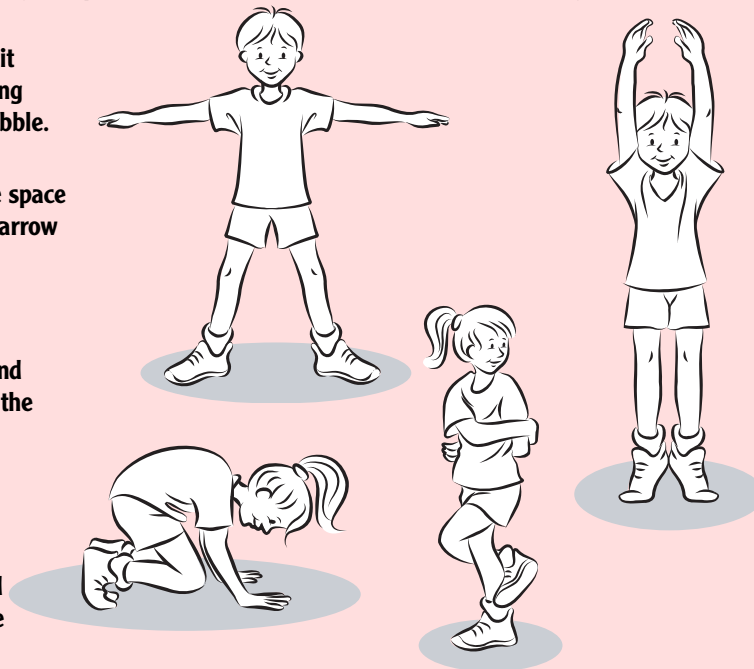
Again the body is reaching out into the space bubble, but now the body is thin and narrow like a pencil.

(c) **Round shapes**

Now the body is curled up like a ball and the space bubble has closed in around the body.

(d) **Twisted shapes**

Now the body is in a twisted, contorted shape and once again the space bubble is wrapped closely around the body.



TEACHING POINTS

- Ensure that all of the children are standing in a good space where they can see you and can move safely.
- Encourage silence 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.

- Keep the explanation brief, in order to get the children up and moving.
- Use the illustration provided at the end of this lesson to explain the four different shape categories.

ACTIVITY

Stage 2: Exploring shape outline

The children begin in a space – standing, sitting, kneeling or lying. Guide them through an exploration of making different shape outlines:

Let's begin in our spaces. Now I'm going to count to eight and while I'm counting I want you to move very slowly into a wide shape. Ready? 1, 2, 3, 4, 5, 6, 7, 8 and hold still 1, 2, 3, 4, 5, 6, 7, 8.

Now let's try moving into a round shape from that position. Ready? 1, 2, 3, 4, 5, 6, 7, 8 and hold...

Now a thin shape 1, 2, 3, 4, 5, 6, 7, 8 and hold...

Good, and a twisted shape 1, 2, 3, 4, 5, 6, 7, 8 and hold. Now let's try another round shape ...

Now let the children choose the shape category while you continue to guide them by counting:

Now I want you to decide the order in which you'd like to make the different shape outlines while I keep counting. Ready? And shape 1, 2, 3, 4, 5, 6, 7, 8 and hold 1, 2, 3, 4, 5, 6, 7, 8 and shape ...

Introduce music and continue to guide with voice where necessary.

Stage 3: Creating a duet of shape outlines

Arrange the children in pairs.

Enlist one child's help while you demonstrate a partner shape sequence, drawing the children's attention to the following guidelines:

- The two dancers must begin in a standing position before making their first shape.
- They must create a sequence of four shapes, taking one shape from each category, for example: wide-twisted-round-thin.
- The sequence will be performed as a mirror sequence, i.e. both dancers face each other and do the same movements at the same time.
- Different levels, directions, and a range of body parts should be used in making the shapes.
- The timing for the sequence is as follows:
Shape 1, 2, 3, 4, 5, 6, 7, 8 and hold 1, 2, 3, 4, 5, 6, 7, 8.
Repeat for each shape.

The children work with their partners to create their sequences.

TEACHING POINTS

- Initially the children may find it difficult to move slowly as this requires very good body control and focus. Encourage them to move slowly into each shape outline so that they can feel the effect on the body of going from a wide to a round, to a thin, to a twisted shape. Tell them that when they're making the shape outlines it is like a slow motion video replay.
- Remind the children of the ways in which they can vary the design of each shape by:
 - using different levels
 - facing different directions
 - using a range of body parts.
- If you have an uneven number of children you will have to organise one group of three. This group can stand in a triangle, facing into the centre. Choose this group carefully as working in threes might not suit some children.
- Encourage the children to observe closely and to ask questions if necessary.
- Move about the room, giving encouragement or assistance where necessary.
- Encourage the children to be responsible for keeping time by watching each other and moving together.

ACTIVITY

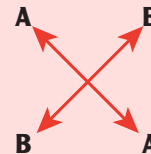
3 Conclusion**(a) The 2 + 2 dance**

This dance shows how two duets can share a space and be performed as a group dance.

Stage 1: Demonstrating the dance

Join the pairs of children together to make groups of four. Ask the children to observe while you demonstrate with the help of one group.

- The dancers stand, opposite their original partner, in a diamond shape as follows:
- Each pair must perform their duet of shapes at the same time as the other pair.
- All dancers must keep time together.

**Stage 2: Creating the dance**

The children work in their groups to complete the task.

Stage 3: Performing the dance to music

The children remain while performing the dance to music, i.e. without counting aloud.

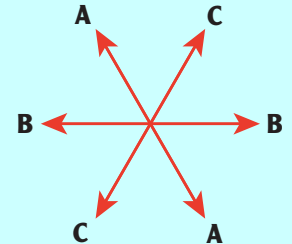
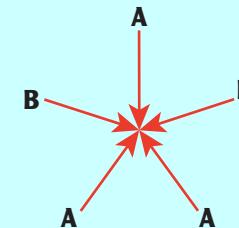
(b) Cool down activity

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

- Encourage the children to observe the demonstration closely.
- Depending on the number of children, you may have to consider the following alternative arrangements of groups:

- (a) A group of five dancers, i.e. two and three:
(b) Three groups of two:



- Assist the children as needed. Some children may need help getting started.
- Choose from Music Selection 2.
- 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:

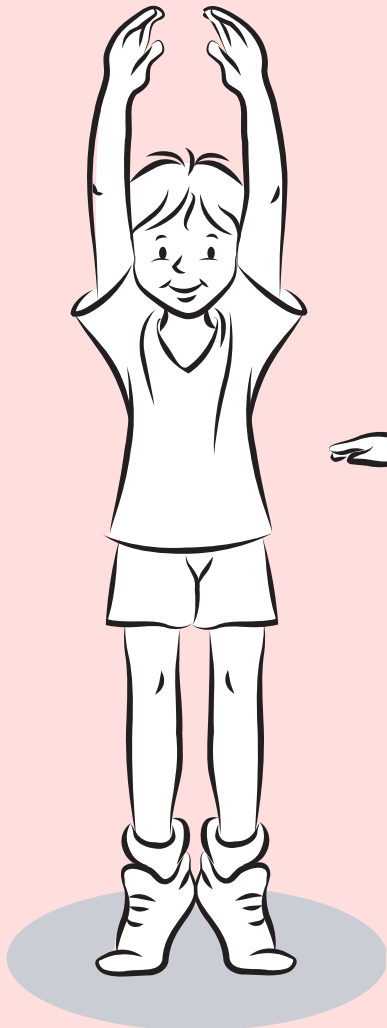
Ask the children to practise their group dances. Now invite them to perform for another group.

Tell the audience that when the dance is finished you would like them to give two positive comments to the performers about their dance.

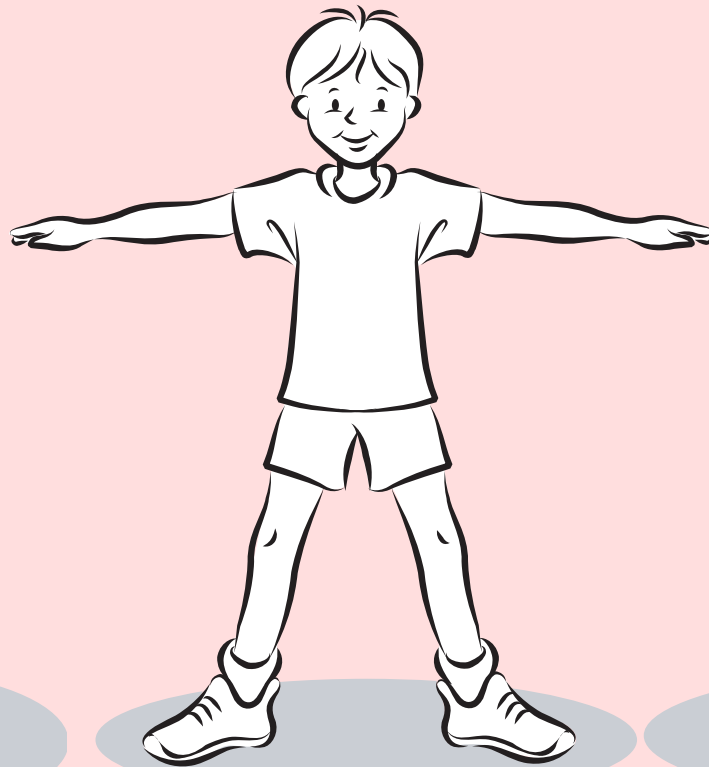
- Encourage the children to perform the dance in silence.
- Remind the audience of the need to respect the performers by watching without talking.

ACTIVITY CARD – (please enlarge and print out for use with your class)

SHAPE OUTLINE



**Thin
shapes**



**Wide
shapes**



**Round
shapes**



**Twisted
shapes**