



Move up a level

PSSI Homepage

## Curriculum Objectives

## Venue

## Equipment

## Reference

## Strand Unit: Exploration, creation and performance of dance

- Explore pathways in space.
- Create and perform a more complex range of movement demonstrating originality and variety in body actions, levels, and directions when moving.
- Respond with imagination to the use of a visual stimulus (patterns page) to create dance.
- Create and perform a group dance showing unison and canon 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, pages of patterns 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. Repeat the focusing exercise introduced in last week's lesson:

- 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: Spatial pathways

**Stage 1: Revisiting floor pathways**

Remind the children that in last year's dance programme (Lesson 3) we explored the different pathways that we can make as we move through the general space around us. Lead the children through an exploration of straight and curved floor pathways:

*Let's all begin by standing in a space. Now focus your eyes on an object at the edge of the room. It can be the bench at the end of the hall, the window or a poster on the wall. Now I want you to use a straight pathway to move to that object. Go! Now choose something else. Ready, Go! And change again. Now let's try moving through the space using a curved pathway. What body action are you using to travel along your pathway? Can you move at a low level? Is it possible to move in a curved pathway using a high level? Can you move very slowly in a curved pathway and then very quickly in a straight pathway? Try moving sideways in a straight pathway ...*

Introduce music and continue to guide with your voice.

## 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.

- Ensure that all of the children move with a good **space bubble** around them and point out to them that when their pathway crosses with that of another dancer, they can either stop and let that dancer pass by or they can change to another pathway and so avoid collision.
- Draw the children's attention to the fact that in a straight pathway the body is generally upright and controlled in its movements but in a curved pathway the body can move from side to side and the action becomes more flowing and a little less controlled.
- Remind the children that when making the pathways they should:
  - use different body actions
  - change levels and directions
  - change speed.
- Depending on the space available, and the number of children, it may be necessary to divide the children into two groups for this activity, with one observing while the other participates.
- Choose from Music Selection 2.

## ACTIVITY

### Stage 2: Exploring air pathways

Explain to the children that we make pathways every time we move in dance.

- Floor pathways occur when we move our bodies along the floor, i.e. body actions.
- Air pathways occur when we move our bodies in our **space bubble**, i.e. moving body parts. This includes the space in front, behind, above, below or to the side(s) of the body.
- Air pathways can be straight or curved, e.g. waving a hand, circling a shoulder, kicking a leg...

Guide the children through an exploration of both curved and straight air pathways, encouraging them to:

- use a variety of body parts
- change level, speed and directions.

*Use your shoulder to trace an air pathway. Is it a straight or curved pathway? Can you use your elbow now to trace the pathway at the side of your body? Can you do an air pathway close to the floor? Above your head? Behind you? What speed are you moving at when you trace the pathway? Can you use two parts of your body to trace a pathway?*

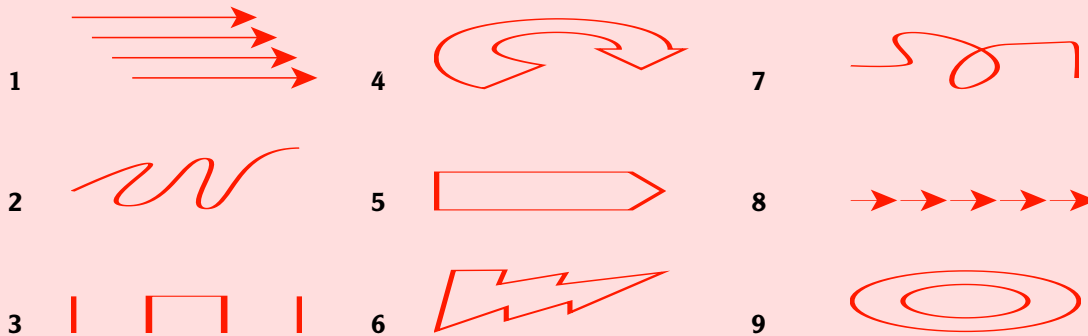
Introduce music and continue to guide the exploration with your voice.

## 3 Conclusion

### (a) Patterns and pathways dance

#### Stage 1: Demonstrating the dance

Arrange the children in groups of four. Get one group to assist you while you demonstrate how a group dance can be created by using drawing patterns such as the following:



## TEACHING POINTS

- Ensure that the children are standing well spaced out from each other.
- Choose from Music Selection 2.
- Encourage the children to observe the demonstration closely.

## ACTIVITY

- The group must choose four out of the eight patterns.
- They must interpret each pattern as either a floor or an air pathway.
- The whole group can move together throughout the dance (i.e. in unison), or they may choose to move two by two, or one after the other (i.e. in canon) when tracing some patterns.
- The pathways created from each pattern must be joined one to the next so that the final dance takes the format of: Starting position – action (i.e. pathways) – finishing position.
- Each group will dictate the timing of the dance. It can be as long or as short as the group decides is necessary.

**Stage 2: Creating the dance**

Give each group a copy of the patterns page (Illustration D03) and ask them to work on their group dance.

**Stage 3: Performing the dance to music**

Ask the children to perform their group dance to music.

Instruct the children to hold still in their finishing position until the music fades out.

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

**(a) 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 stand with feet together and then push up onto their toes, raising the arms overhead to balance while you count to three.

Instruct the children to lower the heels to the ground and the arms to the side, and inhale and exhale quietly a few times.

## TEACHING POINTS

- Remind the children that floor pathways will involve moving through the space, i.e. body actions, while air pathways will be done on the spot, i.e. moving body parts inside the **space bubble**.
- Emphasise to the children that the task is not about making the shape of the pattern, but the task is to follow the pathway of the pattern as if the body is a pencil tracing it.
- Move between the children, ensuring that each group is clear on their task; some groups may need further demonstration and/or a starting point.
- Remind the groups of the need to consider:
  - different body actions
  - levels and directions
  - speed changes.
- Choose from Music Selection 2.
- Encourage the children to perform the dance in silence, relying on watching each other, rather than talking, in order to keep time as they move.
- 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 half of the children to perform for the other half.

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)****PATTERN AND PATHWAYS DANCE**