



Move up a level

PSSI Homepage

Curriculum Objectives

Venue

Equipment

Reference

Strand Unit: Exploration, creation and performance of dance

- Explore dancing with a prop.
- Create and perform a more complex range of movement demonstrating originality and variety in body actions, levels, directions and pathways when moving.
- Respond with imagination to the use of a tactile stimulus (sarongs) to create dance.
- Create and perform a partner dance.
- 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, sarongs 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. Guide them through the following focusing exercise:

- 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: Dancing with a prop

The prop that will be used for this lesson is a sarong/head scarf.

Stage 1: Moving with the sarong

Give the children a sarong and help them to experiment with ways of moving with the sarong by exploring the following:

(a) Tracing pathways

Can you move in a straight pathway while you hold the sarong above your head? Try tracing circles through the air with the sarong. Can you move in a curved floor pathway with the sarong?

(b) Using different body actions

Can you find a way to run/skip/jump with the sarong? How many different ways can you turn with it?

(c) Changing levels, directions and speed:

Can you find a way of moving very high while holding the sarong? Can you move sideways with it? What is it like to move very slowly with the sarong?

(d) Carrying the sarong on different parts of the body

Can you move with the sarong on your head? Can you tie it to your arm? Is it possible to drape it on your back and move with it?

(e) Throwing and catching the sarong

Now throw the sarong up. Catch it ... and freeze. This time see if you can make a different body shape when you catch it. Ready? Throw, catch and freeze. Now catch it on a different part of your body while you make another shape ...

Stage 2: Moving with the sarong to music

Ask the children to find as many different ways as they can to move with the sarong to the music.

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.

- Instruct the children to move safely with the sarong and to ensure that they keep their distance from others.
- Emphasise that all movements must be safe and that you trust them to be responsible in their use of the sarong.
- Observe how the children respond to the tasks you set them, as this will help you to guide them along in the exploration. For example, if they are already using a variety of levels while they move with the sarong, but they are all walking, then the focus will be on body action rather than on levels.
- It is useful to stop the explorations occasionally in order to get the children to look at one or two others who may have found interesting or unusual ways of moving with the sarong.

- Choose from Music Selection 1 or 2.

ACTIVITY

3 Conclusion**(a) The sarong dance****Stage 1: Demonstrating the dance**

Arrange the children in pairs and ask them to watch while you explain the guidelines for the dance:

- The dance must show four different ways in which the two partners can dance together with the sarongs.
- The dancers can move side by side, facing each other, or one behind the other or any combination of these positions.
- Both dancers can do the same action with the sarongs or they may have a moment of contrast.
- The dancers can move at the same time (in unison) or one after the other (in canon).
- The dancers can swap sarongs, or connect together using the sarongs during the dance.
- The dance must have a clear starting and finishing position.

Stage 2: Creating the dance

The children work in pairs to create their dances.

Stage 3: Performing the dance to music

Ask the children to perform their sarong duets 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.

(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 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

- Encourage the children to observe the demonstration closely.
- Remind the children of the importance of being responsible and safety conscious when working with props and another dancer.
- Depending on the class number, you may have to have one group of three. Choose this group carefully as working in a three, and with three props, is challenging.
- Move about between the children, but ensure you can keep a good overview of the whole class so that you can observe if the children are all working safely.
- As you move between the children you may need to help some pairs out with starting suggestions or by reminding them to revisit the concepts of body actions, pathways, levels etc. when creating their partner dance.
- Choose from Music Selection 2.
- Encourage the children to perform the dance in silence by watching each other carefully 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

ACTIVITY

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

Ask the children to practise their partner dance. Now invite one half of the class to perform their dance for the other half. Change over.

Preparation for Lesson 5

When back in the classroom, read and discuss the story of **The Rainbow** in preparation for next week's lesson. Note what is said about each colour and any movement words used throughout the story.

TEACHING POINTS

- 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

THE STORY OF THE RAINBOW

Once upon a time all the colours in the world started to quarrel; each claimed it was the best, the most important, the most useful, the favourite.

Green said: “Clearly I am the most important. I am the sign of life and of hope. I was chosen for grass, trees, leaves – without me all the animals would die. Look out over the countryside and you will see that I am in the majority.”

Blue interrupted: “You only think of the earth but what about the sky and the sea? It is water that is the basis of life and this is drawn up by the clouds from the blue sea. The sky gives space and peace and serenity. Without my peace you would all be nothing but busybodies.”

Yellow chuckled: “You are all so serious. I bring laughter, gaiety and warmth into the world. The sun is yellow, the moon is yellow, the stars are yellow. Every time you look at a sunflower the whole world stars to smile. Without me there would be no fun.”

Orange started next to blow its own trumpet: “I am the colour of health and strength. I may be scarce, but I am precious for I serve the inner needs of human life. I carry all the most important vitamins. Think of carrots and pumpkins, oranges, mangoes and paw paws. I don’t hang around all the time, but when I fill the sky at sunrise or sunset, my beauty is so striking that no one gives another thought to any of you.”

Red, unable to stand it any longer, shouted out: “I’m the ruler of you all, blood, life’s blood. I am the colour of danger and of bravery. I am willing to fight for the cause. I bring fire in the blood. Without me

the earth would be as empty as the moon. I am the colour of passion and of love; the red rose, poinsettia and poppy.”

Purple rose to its full height. It was very tall and spoke with great pomp: “I am the colour of royalty and power. Kings, chiefs and bishops have always chosen me for I am a sign of authority and wisdom. People do not question me: they listen and obey.”

Indigo spoke much more quietly than all the others but just as determinedly: “Think of me. I am the colour of silence. You hardly notice me, but without me you all become superficial. I represent thought and reflection, twilight and deep waters. You need me for balance and contrast, for prayer and inner peace.”

And so the colours went on in this line, each convinced it was the best. Their quarrelling became louder and louder. Suddenly there was a startling flash of brilliant white lightning: thunder rolled and boomed. Rain began to pour down relentlessly. The colours all crouched down in fear, drawing close to one another for comfort.

Then **Rain** spoke: “You foolish colours, fighting amongst yourselves, each trying to dominate the rest. Do you not know that God made you all – each for a special purpose, unique and different? He loves you all. He wants you all. Join hands with one another and come with me. He will stretch you across the sky in a great bow of colour, as a reminder that he loves you all, that you can live together in peace, a promise he is with you; a sign of hope for tomorrow.”

An Indian Legend