



Move up a level

PSSI Homepage

## Curriculum Objectives

## Venue

## Equipment

## Reference

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

- Explore the dynamics of time (sudden/sustained) and weight (strong/light).
- 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 story to create dance.
- Create and perform a solo dance with a clear beginning, middle and end.
- 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.
  - Be able to identify the sections of a dance.
  - Become aware of the use of narration as a cue to dance.
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- Hall or quiet outdoor space.
- 
- CD player, **The story of the rainbow** and music.
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- 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: Dynamic awareness  
Story dance

## Stage 1: Moving to strong and light music

The children should be very familiar with the weight qualities of strong and light movement by now, as they have explored this concept in each of the previous dance programmes from Infants to Fourth Class.

Revise the activity of moving to strong and light music used in previous dance lessons.

Play two pieces of music, one that conveys strong dynamics and a second that conveys light dynamics.

The children move to the music, changing from strong to light and light to strong actions as appropriate.

Guide with the voice where necessary:

*Let me see what way your body dances when I play the first piece of music.*

*Everyone is moving in a very strong way because the music is powerful and strong. I see most of you are pushing down into the floor. Can you add a strong jump? What speed are you moving at? How do your arms move? Now the music changes and look – all the bodies are getting softer. I see most of you are now reaching upwards because your body has become so light it's almost floating. Can you add some turns? Is it possible to move lightly along the floor? What pathway does your body follow?*

## 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.

- You will need to use two contrasting pieces of music. For example:  
**Strong movement**  
Yello, 'More' from *Pocket Universe*.  
Jean Michel Jarre, 'Second rendezvous' from *Rendezvous*.  
Afro Celt Sound System, 'Riding the waves' from *Volume 2: Release*.  
**Light movement**  
Mike Oldfield, 'Sentinel' from *Instrumental Moods*.  
Enya, 'Fairytale' from *The Celts*.  
Enrico Morricone, 'Chi Mai' from *Moods 1*.
- You will need to use either two tapes on a music system which has two tape decks or, if using CDs, you will need access to two CD systems. You should then play one track of music for a few seconds, then pause it.
- At the same time as pausing the first track, start to play the other track. You work in this way, alternating between the two tracks of music, so that they run one into the other, and the children are challenged to respond to each change of music.
- Remind the children to use different body actions, levels, directions and pathways as they move. Remember that strong movement tends to be grounded and on a medium to low level while the focus in light movement is more upward and on a medium to high level.

## ACTIVITY

### Stage 2: Moving with sudden or sustained movement (the balloon dance)

The children were introduced to the time qualities of sudden and sustained movement in the Third/Fourth Class Dance Programme.

Repeat the balloon dance to remind the children of the difference between sudden and sustained movement.

Ask the children to sit in a space, facing you. Explain to the children that you are going to blow air into a balloon and when they hear the air going in and out of the balloon they must move. They can stay in one spot and/or they can move about the room as they wish. When the noise of the air stops they must freeze and hold still in a shape.

Begin blowing into the balloon using different timing – sometimes using sudden, short breaths or with one long, continuous breath. Likewise, try to release the air from the balloon in the same way – sometimes letting the air out in short, unexpected gushes and then letting the air out in one smooth, continuous action.

## 3 Conclusion

- (a) The story of **The Rainbow** dance (Part 1)

This dance is created using the dynamic qualities illustrated by the story of **The Rainbow**.

### Stage 1: Discussion of colour and movement

Begin by discussing colour in terms of movement:

*If different colours were to be represented by movement, what movements do you think would be most appropriate for yellow? (Children may answer – jumps, skips, runs, turning.) Do you think yellow would move in a heavy or light way? Would it be sustained and calm or sudden and excited in how it would move? What about blue ...*

## TEACHING POINTS

- Try and make the sound of the air going in and out of the balloon as loud as possible. You will have to insist on complete silence so that you can all hear the sound.
- Be prepared for some giggling if some of the noises made sound a little peculiar – try and get the children to focus on the task at hand by challenging their movement response:

*Who can find a way to move their arms to the same time as the sound? Can you stay completely still when the sound stops? Can you move any other body parts? Can you find a body action to travel around the general space while keeping time to the sound? What level/direction are you moving in/at? What pathway do you take? Can you move sudden and strong, now sudden and light?*

- Keep the discussion brief so that the children can get back to moving. The aim of the discussion is to get them thinking about colour in terms of body actions, levels, direction etc., but particularly in terms of dynamics, i.e. would red move in a sudden or a sustained way, would green be shown by strong or light movement?

## ACTIVITY

### Stage 2: Demonstrating a solo colour dance

Ask the children to observe while you demonstrate an example of a solo dance for the colour green. The solo will have the following dance structure:

*Starting position ➔ Action 1 ➔ Action 2 ➔ Action 3 ➔ Finishing position*

- Begin on the floor with the body in a small crouched shape. (*Starting position*)
- Rise with a sustained movement to a standing position, using the hands to weave from side to side in a curved air pathway. (*Action 1*)
- Run forward suddenly and jump strongly in three different directions, with hands clapping above the head. (*Action 2*)
- Walk in a wide circle to the right, gradually making the circle smaller so that it spirals inward; stand facing the front of the hall. (*Action 3*)
- Slowly raise the hands above the head and hold them there, while freezing in the standing position. (*Finishing position*)

### Stage 3: Creating a solo colour dance

Give each child a number from 1 to 7.

The numbers represent the following colours mentioned in the story of **The Rainbow**:

1	=	Green	5	=	Red
2	=	Blue	6	=	Purple
3	=	Yellow	7	=	Indigo
4	=	Orange			

The children are asked to look briefly at the story one more time. They are asked to note what the story says about their colour in order to get ideas for creating their solo dance.

Now ask the children to put the story to one side and begin working on their solo dance, following the guidelines suggested above.

## TEACHING POINTS

- Encourage the children to observe the demonstration closely.
- In this instance the solo sequence tries to show the growth action of green, as mentioned in the story, while also using a range of dynamics, body actions, levels and pathways.
- Ask the children to think in terms of whether their colour moves in a strong or light way, and whether it moves with sustained or sudden timing.
- Remind the children of the dance structure needed for the solo dance, as demonstrated above.
- Move about giving suggestions to some children, perhaps a starting shape or a possible body action that they could begin with.
- Encourage the children to work alone, and to direct their questions to you, rather than to the others working around them.
- If some children are finished ahead of others, they could show their work quietly to another child who is also finished. This can be a useful way of getting feedback on their work.
- If a child is struggling with creating the dance, you may get another child who is finished to help out.

## ACTIVITY

**Stage 4: Performing the solo colour dances**

Once the children have completed and practised their dances, explain to them that you will use the story to guide their dance: *I am going to use the story to guide your dance. While I read the first sentence I want you to remain absolutely still in your starting positions. When I mention your colour I want you to begin your solo dance and freeze when I call the next colour. Let's begin ...*

*Once upon a time the world was filled with different colours:*

- *green* (all the green dancers move)
- *blue* (green dancers freeze, all the blue dancers move)
- *yellow* (blue dancers freeze, all the yellow dancers move)
- *orange* (yellow dancers freeze, all the orange dancers move)
- *red* (orange dancers freeze, all the red dancers move)
- *purple* (red dancers freeze, all the purple dancers move)
- *indigo* (purple dancers freeze, all the indigo dancers move)

*Now, when I mention your colour a second time you begin your solo again, and this time keep moving when the other colours are mentioned and don't stop until I say the word "freeze".*

*But one day all the colours began to quarrel – green, blue, yellow, orange, red, purple and indigo.*

(The children perform their solo dances when their colour is called.)

*Each colour claimed to be the best, the most useful ...*

(The children continue their dances, beginning again if necessary, and they make their actions faster and stronger.)

*Then each colour spoke ...* (All of the children freeze their actions.)

This is Part 1 of the story of **The Rainbow** dance.

**(b) Cool down activity**

Ask the children to stand in a space and guide 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 now lower the heels to the ground, and the arms to the side and breathe quietly a few times.

## TEACHING POINTS

- Before beginning, instruct the children that it is vital that they listen closely to the narration so that they know when to move and when to be still.
- Remind the children that when they are in a freeze they are still part of the overall dance so it is important not to fidget or talk.
- Choose from Music Selection 2 as background to the narration of the dance.

- 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 solo dances. Now get the children to perform their solo dance for another child who has used a different colour from the story.

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.
- Encourage the audience to share some positive feedback with the dancer they watched.