



Move up a level

PSSI Homepage

Curriculum Objectives

Strand Unit: Exploration, creation and performance of dance

- Continue to 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.
- Create and perform a group dance with a clear beginning, middle and end, showing unison and canon movement.
- Create and perform a class dance in response to the narrative of a story.
- 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.

Venue

- Hall or quiet outdoor space.

Equipment

- CD player, the story of the rainbow and music.

Reference

- 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.
- Bring the palms together again, above the head and circle them 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: Revising and performing the solo colour dance

Ask the children to recall and practise the solo dance created at end of last week's lesson.

Guide the children through a performance of their solo dances using the narration as outlined in last week's lesson:

Once upon a time the world was filled with different colours ...

Remind the children that this is Part 1 of the story of **The Rainbow** dance.

Stage 2: Creating Part 2 of The Rainbow dance

Arrange the children in groups of the same colours, i.e. all the greens go together, all the blues go together etc.

In this dance the children work together to create a group dance following these guidelines:

- The dance must contain a starting position, three different actions and a finishing position that convey the dynamic quality of the colour, i.e. a light carefree yellow versus a calm, strong, soothing blue.
- The group should use a variety of different body actions, levels, directions or pathways in their dance.
- The dancers can all move at the same time (in unison) or in canon (the dancers move one or two at a time).
- The group should use a variety of group formations in their dance, e.g.



A square



A diamond



A line

The children work in their groups to create and practise their group dances.
They may look at the story for ideas while creating the dance.

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.

- Move around the hall, watching the children as they work and helping out as necessary.
- Before beginning the narration, instruct the children that it is vital that they listen carefully so that they know when to move and when to be still.
- Choose from Music Selection 2 as background to the narration of the dance.

- There should be no more than three or four in a group.
- Ensure that each group has adequate space to work in.
- Move about the hall observing the children and helping if necessary.
- As you move around you may have to challenge some groups on certain aspects of the guidelines given for creating the dance, e.g.
 - A group may be doing all their movements on a high level and you may suggest that they also make use of middle or low-level movements.
 - Another group may be doing a lot of running and so you may need to remind them to look at other body actions suited to their colour.
- Encourage the children to watch each other closely when moving together. In this way they begin to rely on group awareness, rather than talking, to move as a group unit.

ACTIVITY

Stage 3: Practising the group dance

Explain to the children that you will use the story to guide the performance of their group dances:

Now I'm going to read the first two lines written about each colour. When your colour is mentioned I would like you to begin your group dance and continue until you're finished. Then melt from your finishing shape to the floor and be still. Are you ready? Let's begin ...

Then each colour spoke ... (Dancers move into their starting positions.)

Green said ... (The **green** group of dancers begin to dance while teacher reads two lines about the colour green.)

Blue said ... (Now the **blue** group join in... Then the **yellow** group, and so on until each group has performed their group dance and everyone is still on the floor.)

3 Conclusion

(a) The **Rainbow** dance (Parts 1, 2 and 3)

Stage 1: Creating the conclusion of the dance

By now the children have created Part 1 of the dance (the solo dance) and Part 2 of the dance (the group dance). Talk the children through this final section of the dance (Part 3), allowing them practise moments as necessary:

Suddenly there was a blinding flash of lightning ... (Ask **Group 1** to get up and dance as lightning, moving about the hall in short, sudden bursts of jerky, sharp movements – jumping, running and turning.)

The thunder boomed and rolled ... (Ask **Group 2** to move as the **thunder** group, using strong, sustained movements – moving close to the floor, perhaps clapping hands or slapping hands off thighs.)

But the rain spoke to the colours ... (Ask all the children to freeze and look up.)

And the rain told them to join hands and spread across the sky to show that each colour was unique and different and that together they could form a beautiful rainbow – red, orange, yellow, green, blue, indigo and purple ... (Ask each child to move as their colour is called and to join hands with the person beside him/her until all the children are joined together in one semi-circle to finish.)

Stage 2: Performing The Rainbow dance Parts 1, 2 and 3

Practice performing the three parts of the dance, one after the other, using the narration as outlined earlier to guide the children:

Part 1: *Once upon a time the world was filled with different colours: Green – Blue – Yellow – Orange – Red – Purple – Indigo. But one day all the colours began to quarrel ... Each colour claimed to be the best, the most useful ...*

Part 2: *Then each colour spoke...Green said, "Clearly I am a sign of life ..."* (Read one or two sentences for each colour group.)

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.

- Divide the children in half before you begin reading; all the greens, blues, yellows and oranges can be **Group 1** – the lightning, and the reds, indigos and purples can be **Group 2** – the thunder.

- Encourage the children to remain completely still until their colour is called to form the rainbow.
- This section may need to be practised once or twice through to ensure that each child knows where to go in the final rainbow.
- With some groups it may not be popular to hold hands and so the children could rest their hands on the shoulder of the person at either side or simply stand without any body contact.

- Before beginning, remind 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.
- As you narrate the story allow enough time for the children to move from each part of the dance to the next.

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Part 3: *Suddenly there was a blinding flash of lightning ... And the thunder boomed and rolled ... But the rain spoke to the colours. And the rain told them to join hands and spread across the sky to show that each colour was unique and different and that together they could form a beautiful rainbow – red, orange, yellow, green, blue, indigo and purple ...*

Now perform the complete dance to music.

(b) **Cool down activity**

Gather in a circle and give the children an opportunity to briefly discuss the experience of performing the dance.

Then discuss their overall impressions of the dance programme:

- *What did you like about dance?*
- *What did you learn in this dance programme?*
- *How was it the same/different to previous dance experiences?*

Now lead the children through stretches for arms, legs and torso.

Lift and lower the arms while inhaling and exhaling gently three times.

Conclude by bowing, facing into the centre, facing the person on one side and then on the other side.

TEACHING POINTS

- Choose from Music Selection 2.
 - You may video the performance or invite the children from another class in to view it.
 - Encourage the children to perform the dance in silence.
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- Congratulate the children on a job well done!
 - You may wish to leave this discussion for the classroom in order to give you more time to allow each child to contribute to the discussion. Perhaps the children might be asked to represent their feelings about dance in a drawing, or through a written assignment.
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- Visit your stretching bank.
 - Choose from Music Selection 2.
 - Encourage the children to use this time to relax and to refocus as they get ready to return to the classroom