

Year 1 Dance Unit 1 Lesson 1

Lesson Intentions 1. Compose a travelling sequence using a variety of body parts 2. Explore ideas, moods and feelings 3. Show control, coordination and spatial awareness	Starter Activity Coconut Rush Split the class into two teams. Each team should face each other and spread down the width of the hall, with a dividing line down the middle (cones or line markings). Give each team 10 ‘coconuts’ balls/bean bags (it doesn’t matter if not every child has an object). • When the teacher calls ‘go’ the pupils should roll or slide their coconut into the opposition’s half. • Play for a set amount of time e.g. 30 seconds • When the time is up the team with the fewest coconuts on their side are the winners • Repeat Extension: Change the size of the balls or have a mixture of equipment e.g. bean bags and balls	We are learning... to show moods and feelings we would experience in the jungle.
Success Criteria 1. I can perform actions using different body parts. 2. I can explain the ideas and mood of my dance. 3. I can work well with others in my group.	Assessment for Learning <i>Choose music to support the lesson from the options in the resources tab.</i> Part 1: Show the children jungle pictures (see resource cards). Ask them to think about what it might be like to be in the jungle, and what they might see. Take children on a jungle adventure: walk them through the jungle gazing around at all the things to see, pushing past the trees and plants; swim through a river, swing through the trees, hide in the long grass, look at animals, etc. Try to use different body parts and actions expressively throughout this task: elbows to move things out of the way, the whole body for swimming, legs for long striding steps through the jungle or skipping, arms for swinging. Can children think of any other body part they could perform an action with? Reflect on part 1 with the class In pairs, children create their own jungle adventure in their working area using at least two different body parts and three different actions. This might include crawling, skipping, hopping, bouncing, twisting and turning. Allow for discussion and rehearsal time.	Teaching Points • Praise actions that are different to avoid the repetition of similar actions from each group. • Ensure pupils explore a range of actions. • Use a variety of movements, e.g. leaping, bounding and running, hands to reach up to grab, lying on tummy to crawl etc. • Make sure the children can describe what their actions are portraying in their jungle story, e.g. swimming down the river, climbing up a tree, etc. • Can the pupils move in time to the music showing some rhythm or sense of beat?
National Curriculum Links Mastering basic movements and skills.		Key Questions 1. What might you see in the jungle? 2. What actions might you use when travelling through the jungle? 3. What mood were you expressing through your dance? 4. What did you do well today?
Literacy & Numeracy Links L Using appropriate language to describe the mood of a dance. N Can turn clockwise and anticlockwise.		
YouTube Link		

Jungle Book Instrumental Go to the following link to download this resource:
<https://www.youtube.com/watch?v=pVwvSP2KyrU&feature=youtu.be>

Give one example of a movement that lasts for a count of 8 beats, e.g swinging through the forest. Ask them to copy you and repeat.

Share some of the work produced by the children encouraging them to explain what their journey through the jungle was and how it made them feel.

Challenge: Use more body parts, combine with another pair to make a small group piece.

Development: Shorten the piece or copy and repeat earlier actions.

Break out discussion

- If you were in the jungle what types of *feelings* might you have?

Excitement – Fear – Wonder

- What type of *ideas* might you have?

Swimming in the river, climbing trees, investigating your surroundings, copying the animals you see? Maybe hiding or swinging from one place to another.

- How do these feelings and ideas create a mood?