

## Year 1 Dance Unit 1 Lesson 4

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| <b>Learning Intentions</b> <ol style="list-style-type: none"> <li>1. Compose a sequence demonstrating mirroring and following.</li> <li>2. Watch what others do and suggest improvements to their work.</li> <li>3. Create a short dance based on visual stimulus.</li> </ol> | <b>Starter Activity</b> <p><b>Coconut Rush</b></p> <p>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).</p> <ul style="list-style-type: none"> <li>• When the teacher calls ‘go’ the pupils should roll or slide their coconut into the oppositions half.</li> <li>• Play for a set amount of time e.g. 30 seconds</li> <li>• When the time is up the team with the fewest coconuts on their side are the winners</li> <li>• Repeats</li> </ul> <p><b>Extension:</b> Change the size of the balls or have a mixture of equipment e.g. bean bags and balls</p> | <b>We are learning...</b> <p>to perform leading and following movements.</p>                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Success Criteria</b> <ol style="list-style-type: none"> <li>1. I can show mirroring, leading and following.</li> <li>2. I can watch and talk about other pupils work.</li> <li>3. I can use a video clip to create a dance</li> </ol>                                      | <b>Follow the leader</b> <ul style="list-style-type: none"> <li>• Start with the entire class behind the teacher in a line being led, begin with walking and then try different actions such as skipping and hopping and arm actions.</li> <li>• Now split the class into smaller groups of 5 or 6.</li> <li>• The person at the front should lead the group until the music stops, they can perform any actions they like as they lead.</li> <li>• When the music stops the person at the back comes to the front – play as many times as necessary to ensure everyone has the chance to lead.</li> </ul>                                                                                                                                                                            | <b>Teaching Points</b> <ul style="list-style-type: none"> <li>• Aim to perform mirrored actions in unison (at the same time) with a partner.</li> <li>• Encourage pupils to replicate, copy and practise actions from the video clip.</li> <li>• Encourage pupils to use a range of actions, they can get stuck on one or two they really enjoy performing.</li> <li>• Try and use counts with their partner, each action lasting for eight beats.</li> </ul> |
| <b>National Curriculum Links</b> <p>To suggest improvement their own and others’ work.</p>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Key Questions</b> <ol style="list-style-type: none"> <li>1. What actions can you see in the video?</li> <li>2. Can you copy any of the actions from the video?</li> <li>3. What actions did you perform mirroring your partner?</li> <li>4. What is the difference between mirroring and leading/following?</li> </ol>                                                                                                                                     |
| <b>Literacy &amp; Numeracy Links</b> <p><b>L</b> Describe what is happening in the video clip.</p> <p><b>N</b> To perform mirrored actions.</p>                                                                                                                               | <b>Activity 1</b> <p><b>Choose music to support the lesson from the options in the resources tab.</b></p> <p>Carry on with <i>The Jungle Book</i> by introducing the clip of Mowgli in the monkey kingdom with King Louie. Watch the partner dancing and discuss what kind of movements they can see in the video. Talk about mirroring with the class. Can they see any examples of mirroring in the video clip?</p>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>YouTube Link</b>                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

I wanna be like youGo to the following link to download this resource:  
<https://www.youtube.com/watch?v=9JDzlhW3XTM>

- TASK: With a partner, children copy and perform at least three different actions from the video

### **Introduce Mirroring**

As a group introduce the concept of mirroring, this works best when the teacher works at the front and the children are the mirror image. Once the children are secure working with the teacher at the front, put them back in their pairs to practice mirroring and check around the pairs for understanding.

Some children will be able to mirror all actions, other pairs may only be able to show one example of mirroring. What is important is that the pupils can identify when they are mirroring each other.

**Activities to practice mirroring:** pretending to brush teeth, comb hair, clap hands, leg raises etc

- Now back in their pairs they should try performing their 3 actions from the video whilst mirroring their partner.
- Encourage a 'swing' style dance, holding hands, kicking legs, pulling away and towards partner
- As each pair start to develop their actions, try to get them to use counts to assist with timing (working to beats of 8)

***Share some of the sequences so far.***

### **Activity 2**

- Pupils are now to add a section of leading and following into their dance.
- They can take the idea of the actions performed by the other monkey in the video dancing around the monkey kingdom (they may need the video clip for reference).
- Children are to rehearse both sections of their dance.

***Share with the rest of the class and feedback to performing groups.***