

Year 1 Dance Unit 1 Lesson 5

Learning Intentions

1. Compose a short dance sequence that shows sensitivity to the theme.
2. Show greater control, coordination and spatial awareness in their movement patterns.
3. Demonstrate an ability to create a dance with a clear start, middle and end.

Success Criteria

1. I can create a short dance sequence.
2. I can show a theme in my dance.
3. I can show a start, middle and end to my dance.

National Curriculum Links

To show basic skills in a clearly defined sequence.

Literacy & Numeracy Links

- L** Can explain why you need a start, middle and end to a dance.
- N** Combine beats (8 counts) and holding actions (3 seconds count).

Starter Activity

Children have to listen very carefully to the teacher's instructions:

GO – Stop still.

STOP – Move around the space either walking or running or other ways of moving such as jungle animals.

UP – Sit or lay down.

DOWN – Stretch up to the ceiling.

Extension: As children get used to the game increase the speed to try and catch them out!

Activity

Choose music to support the lesson from the options in the resources tab.

Complete The Jungle Book. Discuss the feelings and emotions of the characters in the story when Mowgli goes off to join the man village.

Discuss with the class that similar to a story, every dance needs a beginning/middle/end to show the theme or ideas of the dance.

Encourage children to explore the idea of Mowgli leaving Baloo and returning to the man village, thinking about actions they might perform to show two friends moving apart and also what space they might use.

Try to encourage the pupils to structure their sequence as follows:

- 1) Start position close together (hold for 3 seconds)
- 2) At least 2 actions performed for 8 counts each moving further away from your partner
- 3) End position (hold for 3 seconds)

Organisation:

Using cones, children can mark out their dance space.

Allow children time to practice their performances, occasionally pausing and refocusing groups by highlighting some pairs' 'work in progress'. For the more advanced groups, introduce the idea of characterisation and a sense of feeling in the

We are learning...

to perform a short dance with a clear start, middle and end.

Teaching Points

- Aim for every performance to have a clear start/middle/end.
- Each pair should follow the 3 points in the dance structure above, you may wish to write on the board for pupils to refer to.
- Hold the start and end position for 3 seconds – explain this is how the audience knows it's the start and end.
- Try and maintain some sense of performance throughout – someone is watching, so they should do their best.
- Encourage children to be aware of the space they are working in. Not to impose on others, and to stay in the area of their cones/markers.

Key Questions

1. How would you feel if you were Mowgli/Baloo?
2. What actions could show sadness or separation?
3. How should you perform the actions?

YouTube Link

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

performance.

Extension: Copy or repeat the 2 action phrases to increase the length of the performance. Add another action.

Share work at the end of the lesson

4. What did you do well with your partner today?