

# FAIRY TALE DANCE LESSON 3

# Year 2

Learning Intention: How can you use a story to perform a dance?

Yr 1

I can begin to respond to a story

I can explore some movements in response to a story

I can respond imaginatively to a story and explore movements

Yr 2

I can explore some movements in response to a story

I can respond imaginatively to a story and explore movements

I can respond imaginatively to a story and show a variety of movements

Resources:

Music:

- Tambourine

Suggested Music: Track 7 –  
Jack and the Beanstalk  
(Instrumental.)

**Starter: To read 'Jack and the Bean stalk' to the children**

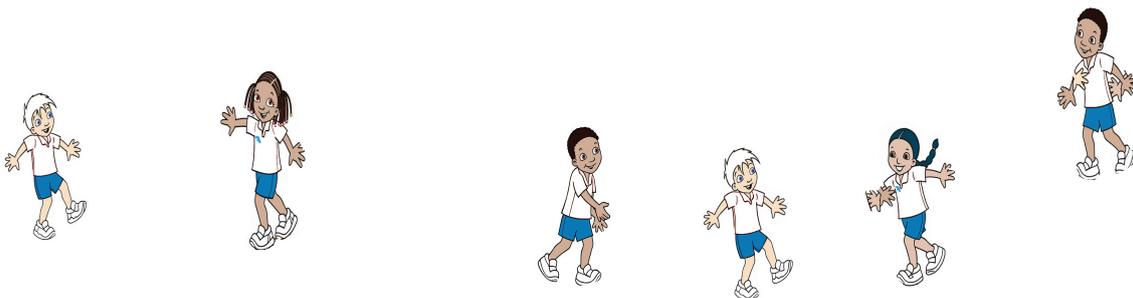
## WARM UP: Move to the tambourine

Can they move around in time to the tambourine showing different actions you might find in a story? Teacher to start shaking tambourine.

Teacher can vary the speed:

- Shake the tambourine rapidly from side to side = **Running fast from a giant**
- Turn the tambourine slowly from side to side = **Climbing/ jumping up, or chopping a bean stalk.**
- Tap the tambourine lightly = **Light, tip-toe, soft walking as if creeping/looking around.**
- Hit the tambourine hard = **Heavy, stomping, strong walking as if being a giant**

TP: The teacher can vary what imagery they give the children to encourage storytelling and imagination. Encourage the children to listen carefully to the quality of the tambourine.



Discuss the story of Jack and The Beanstalk.

1. Teacher to direct actions and movements to indicate different stages in the story (first without music, then repeat and add the music):

a) **Magic Beans**- Show the different stages e.g. seed, roots, shoot, leaves etc.

b) **The beanstalk**

- look up at the huge, enormous beanstalk and begin to climb.
- Pause for rests or push through/between the leaves.

c) **The castle**

- Arriving at the castle- how would you feel?
- Use facial expressions.
- Enter the castle, looking/creeping around.

d) **The Giant**

- Enter the giant 'Fee fi fo fum, I smell the blood of an Englishman, be he alive or be he dead, I'll grind his bones to make my bread!'
- How would a giant move?
- Encourage children to explore different actions to the words as you say them.

e) **The run**

- Form into partners; one is Jack, one is the Giant.
- Explore two different travelling actions for each character.

**Remind children they are moving to the music to make the story into a dance.**

## ACTIVITY 2: Tell the story

Suggested Music: Track 7 –  
Jack and the Beanstalk (Instrumental.)

### Children in pairs.

With their partner can they now tell the story of 'Jack and the Beanstalk' on their own?

**Make it easy:** The whole class perform the story together

**Make it harder:** The children get into groups of 4 and create their own version

## ACTIVITY 3: Performance time

1. Split the class into two  
One half to dance and the others to watch.
2. Teacher to spread out the pairs and count them in to the music.
3. Children can be mini-coaches and give feedback to the performers. Did anyone move in time to the music?
4. Swap over.

### COOL DOWN

Children move around the round in slow motion showing their favourite character.

### PLENARY

Did you enjoy creating a story today and making it into a dance? What did you enjoy the most?