

# DINO SCHEME Year 2

# LESSON 1

*Learning Intention: How can you move in time with the music?*

Resources:

Yr 2

I can listen to the beat of the music and sometimes move in time to it

I can listen to the beat of the music and move in time to it

I can listen to the beat of the music and move in time, showing expression with my actions

MUSIC Track 1  
MUSIC Track 2  
MUSIC Track 3  
MUSIC Track 4  
MUSIC Track 5

Key words: Movement, control, count, beat, time

Starter: Let's learn about dinosaurs!

The teacher uses the tambourine to guide the children through the warm-up.

When the tambourine is **hit hard and fast**, in a rhythmic beat, the children walk around with a heavy stomp.

When the tambourine is **shook slowly**, the children walk around on their tip toes.

When the tambourine is **shook fast**, the children can hop, skip, jump around on the teachers command – Can they add wings too, as if flying?

When the teacher stops, the children freeze

**Good listening will help the children move in time to the music.**

## ACTIVITY 1: Velociraptor Run

See Music Track 1

Q & A : How would a velociraptor move? Think about how their legs would move e.g. **run really fast on the spot, getting their knees up high.**



Children to move around the room quickly in time to the music (see video as an example)

**Make it harder:** Find a partner and run together in time side by side.

## ACTIVITY 2: Stegosaurus Walks

See Music Track 2

Children to walk around the room slowly with very heavy feet, stomping as they go to the music, imagining they are a Stegosaurus.



Can they change their directions when walking in time to the music: stomp forward, stomp backward, stomp to the right, stomp to the left, stomp round in a circle?

**Make it harder:** Children to come up with their own **movements** for the Stegosaurus. Can they show good **control** and **count** their stomps to the **beat** of the music?

### ACTIVITY 3: Pterodactyl Take Off

Suggested Music: Track 3

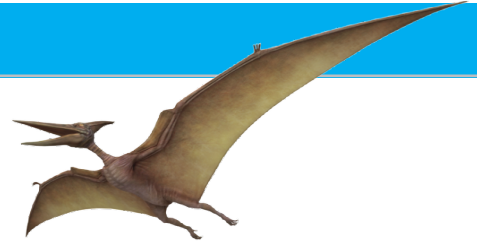
Show the children the picture of the Pterodactyl

How would it fly?

Children to think how they would **spread their arms out wide and move them up and down** quickly to the music as wings.

Children to **fly around the room flapping their wings, swooping high, swooping low, and swooping round and round** to the music.

**Make it harder:** Can they imagine they are taking off, then fly around, then land with **control**- Can they show expression when performing?



### ACTIVITY 4: Compsognathus

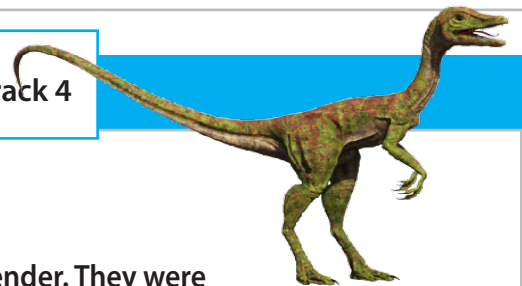
Suggested Music: Track 4

Children to think of how the Compsognathus would move:

They would stand upright, walk on two legs, arms were short and slender. They were quick and nimble. They ran on the tips of their toes.

Children to move around in their own way

**Extension:** Run fast then pounce.



### ACTIVITY 5: Brachiosaurus Stretch

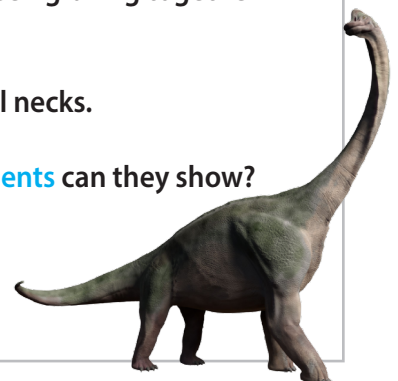
Suggested Music: Track 5

1. Children to start on their own, walking around like a Brachiosaurus- stretching up tall and eating trees
2. Children to now work in groups of 5 (pretending to be a herd). They were often seen grazing together in harmony).

Think about stretching up tall, they may stop to graze on some food using their tall necks.

How can the children move together in time to the music as a herd? What **movements** can they show?

Children to count their **movements** and listen to the **beat** of the music?



## ACTIVITY 6: My own Dinosaur!

Suggested Music: Track 2

1. Children to create their very own dinosaur in pairs/fours:

What is your dinosaur called? What does it look like?

What is special about your dinosaur and how does it move/fly? What does it eat?

2. Tell a story through your dance with your dinosaur e.g Start off in its cave, look for food then, move around the land, go back to your cave, show a finish position. **Linking learning:** A story has a beginning and end - so does a dance!

**Remember:** to keep in time to the music, good control and show good expression through your **movements**.

## ACTIVITY 7: Performance

Suggested Music: Track 2

Split the class in two. One half to dance and the others to watch.

Teacher to spread out the pairs and count them in to the music.

Children can be mini-coaches and give feedback to the performers.

What dinosaurs did you see? Were any of them similar to the dinosaurs from the lesson? How did each move in **time** to the music? Did they show expression?

Ask the children to describe what they saw.

Swap over.

### COOL DOWN

Children move around the room, changing the speed of travel from a fast to a slow walk, to bring the heart rate down.

They then lie on the floor and stretch out into a star shape on their back and then slowly tuck themselves into a ball. Repeat a few times.

### PLENARY

Did you enjoy being a dinosaur today?  
What was your favourite dinosaur, and why?  
How did you move in time to the music?