

# DANCE LESSON 1

Yr 1

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

Yr1

I can listen to the music/tambourine and attempt to move in time to it

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

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

Resources:

Track 1

Fairy Tale picture card

Troll and Giant, picture card

**Yr 1 Key Words: Time, action, start, finish, levels, direction, travel**

**Starter:** What fairy tale characters do the children know?

TP: Teacher could show the children the Fairy tale, troll and giant picture card as a stimulus

## WARM UP:

1. Children to listen to the beat of the tambourine and clap in time to it. Teacher to change the tempo from slow to fast.

Teacher to explain that listening to the beat of the music helps you keep in **time** to the music.

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

a. When the tambourine is hit hard and fast, in a rhythmic **beat**, the children walk, skip, hop or jump around the space .

b. When the teacher stops, the children **freeze**- like the character.

c. When the teacher shakes the tambourine slowly, the children move around slowly in time to the beat of the tambourine.

**Remember listen to the sound of the tambourine - and move in **time** to the beat.**



## ACTIVITY 1: Fairy tale character fun

Children to listen and move in **time** to the tambourine and to skip, hop, gallop, jump around the space.

As the characters are called, ask the children to move as that character:

**King/Queen:** Walking proud.

**Knight:** Riding horse.

**Dragons:** Flying.

**Giants:** Big, heavy steps.

**Troll:** Stamping feet.

**Witch:** Flying on a broomstick.



## ACTIVITY 2: Creating your own character

**Suggested Music: Track 1**

1. Children in pairs, ask them to choose a character from activity 1 to create a dance.

Children to have a **start** and **finish** position.

**Make it easier:** Teacher to suggest some examples for each character and the children copy e.g:

King/Queen:

- a) walk proud
- b) bow/curtsy
- c) wave
- d) put on crown

Knight:

- a) riding horse
- b) put on helmet
- c) fight with sword
- d) block with shield

Troll:

- a) stamping feet
- b) waving bludgeon
- c) chasing after someone
- d) eating

Can the children change the way they move to the music depending on their character?

**Make it harder:** The children create their own movements.

**TP - Remind children to listen to the music and try and move in **time** to it**

### ACTIVITY 3: Character (practise)

In their pairs, the children choose their favourite character dance to practise from either activity 1 or 2.

**Challenge:** They could now create their own sequence based on a different fairy tale character.

### ACTIVITY 4: Character (performance)

Music: Track 1

1. Split the class into two - fairy tale characters.

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. Who was their favourite character and why? Did they move in **time** to the music?

4. Swap over.

### COOL DOWN

Children move around in slow motion, showing their favourite character.

### PLENARY

Did you enjoy being a character today?  
How did you move in **time** to the music to show your character?

