

# DANCE LESSON 1

Yr 2

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

Yr 2

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

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

Resources:

Track 1

Track 2

Fairy Tale picture card

Troll and Giant, picture card

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

**Yr 2 Key Words: Movement, control, count, beat, co-operate**

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

TP: Teacher could show the children the Fairy tale, troll and giant, picture cards 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 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 the warm-up to create a dance.

**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.

### ACTIVITY3: Pinocchio Challenge dance

Suggested Music: Track 2

#### 1. Move Like Pinocchio:

- a. The children find a space in the room as a whole class and start in a frozen, wooden position.
- b. They then start to move around the space and to move their arms and legs as if made of wood
- c. Then they start to move their right arm, then left arm, then right leg, then left leg, then head, then whole body, as if they are being moved like a puppet by strings.

**Teacher to ask some children to demonstrate their movements.**

4. Children to return to their pairs and then choose their favourite Pinocchio movements to create a sequence of 3-5 movements.

**Make it easier:** They repeat and practise exercise 1 a, b and c.

**Make it harder:** Children choose their own movements

How can they move in **time** to the music?

### ACTIVITY 4: Character (practise)

In their pairs the children choose their favourite character dance to practise from either activity 1 or 2. Remember have a good **start** and **finish** to your dance.

For example - They perform either their fairy tale character dance, or their Pinocchio dance

**Challenge:** They could now create their own fairy tale character dance.

### ACTIVITY 5: Character (performance)

Music: Track 1 or 2

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?

