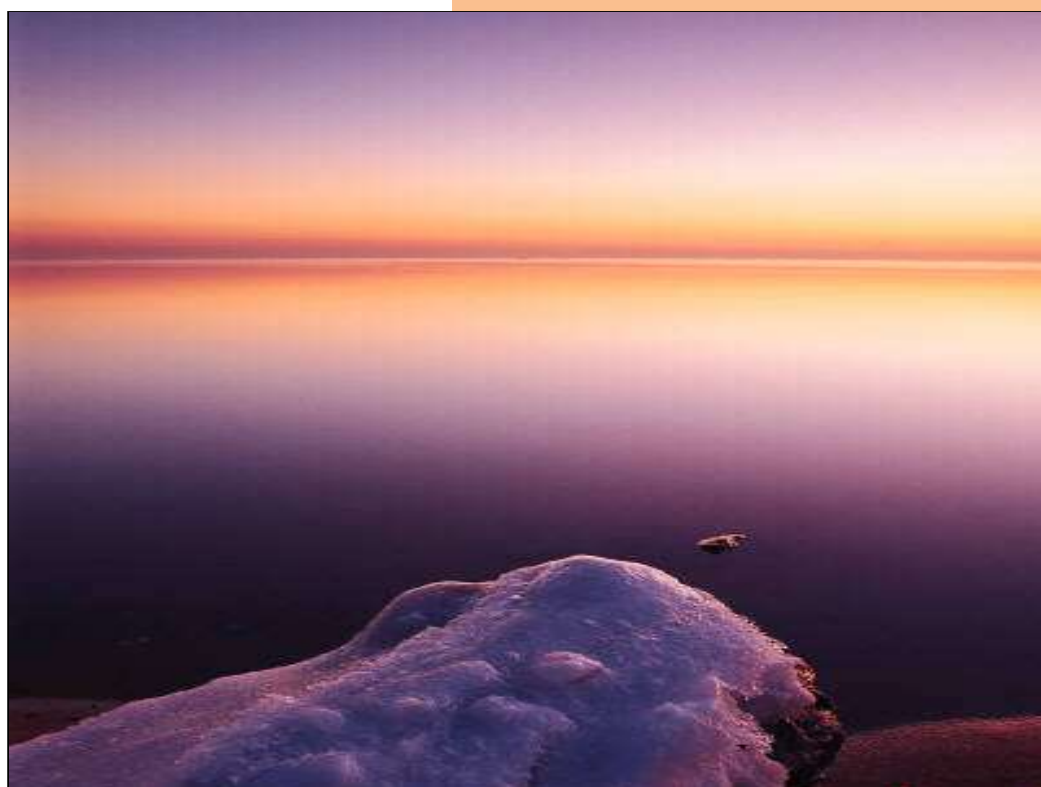


dance notes lesson plans

Key Stage 2

Ice & Fire



By Michelle Rochester

Dance

Key Stage 2

Lesson Plan for Key Stage 2 Dance

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Objectives:

- Develop movement vocabulary
- Begin to compose movement on a theme
- Begin to understand basic choreographic tools
- Improvise on a chosen theme
- Choreograph with a partner and within small groups
- Remember a set class dance

The 4 Strands of the National curriculum:

- Acquiring and Developing Skills
- Selecting and Applying Skills, Tactics and Compositional Ideas
- Knowledge and Understanding of Fitness and Health
- Evaluating and Improving Performance

Unit Contents:

Week 1: Flames Solo

Week 2: Flames Duet

Week 3: Fire Quartet

Week 4: Water

Week 5: Ice

Week 6: Rehearse, Evaluate & Perform

Tracks Used *(click on links below to audition)*

- ◀ ["Papillon"](#) (Dance Notes Volume 2)
- ◀ ["A Tender Moment"](#) (Dance Notes Volume 5)
- ◀ ["Soldier Ants"](#) (Dance Notes Volume 2)
- ◀ ["No Escape"](#) (Dance Notes Volume 5)
- ◀ ["Hope"](#) (Dance Notes Volume 4)
- ◀ ["Demons"](#) (Dance Notes Volume 6)

Week 1: Flames Solos

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Starter

Discuss the movement of Fire, eg. How do flames move? Which direction? What can move flames?

Warm up

Choose any 3 words related to our topic of fire & ice to begin the warm-up. Pupils walk around constantly changing direction awaiting instructions from teacher.

E.g.

'Spark' - jump; freeze; gently fall to the floor

'Flame' - begin low and make whole body move wavily upwards

'Water' - fall to the floor, quick as possible and remain still.

Etc.

Main ◀ ["Papillon"](#)

A Re-cap the movement of flames

B Try out some different ways of moving like a growing flame. Begin low with a flicker in one part of the body, as the fire becomes stronger and higher try to make the movements as big as possible. Introduce the 3 levels in dance, low, middle and high.

C Teacher to choose 6 pupils to demonstrate good fire movements.

D Whole class evaluate and allow time to improve fire dance.

E Consolidate solo Fire dances in order to remember for next lesson.

Cool Down ◀ ["A Tender Moment"](#)

Be the tallest flame you can be: imagine it's beginning to rain; the flame slowly fades and gets smaller and smaller.

Repeat 4 times.

Key Vocabulary:

solo, wavy, low, middle, high

Week 2: Flames Duets

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Starter

Re-cap last lesson.

Warm up ◀ ["Soldier Ants"](#)

As last lesson. Choose a pupil to add another movement-word.

Main ◀ ["Papillon"](#)

A Re-cap the solos from last lesson.

B Show half the class and evaluate then swap

C In pairs - create a flame duet together. Try to entwine and stay connected as the flame grows stronger. Remember the wavy dynamics in the solos.

D Perform all together and evaluate.

Cool Down ◀ ["A Tender Moment"](#)

As last lesson

Key Vocabulary:

duet, entwine, wavy, growing, connected, dynamics, solo

Week 3: Fire Quartet

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Starter

Discuss solos & duets already made that begin the 'Fire' section of the dance.

Warm up ◀ ["No Escape"](#)

Either teacher or pupil to add another movement to warm-up. Teacher to call out movement words as a practice before putting music on and allowing pupils to decide when and how they perform each movement. Be very careful to make use of the whole space and change direction and movements constantly.

Main ◀ ["Papillon"](#)

A In 4s (Quartet) make a fire together. Ensure you stay connected and work together to entwine and create one group fire.

NB. Each pupil can take a turn at directing their own idea.

B Teacher choose a group to demonstrate high quality group work and 'Fire' dance. Pupils comment on what expresses fire and the skills needed to work in a group to create a successful outcome.

Cool Down ◀ ["A Tender Moment"](#)

Stand and take deep breath and hang torso over straight or slightly bent legs. Bend legs and come to stand, then repeat.

Key Vocabulary:

quartet, direction, connected

Week 4: Water

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Starter

Discuss solo, duets and group dances.

Warm up ◀ ["Papillon"](#)

Practice moving from solo to duet to group.

Make sure that when pupils are in the start position they are not near any of their partners. Class to decide how they travel to their partners and groups.

Main ◀ ["Hope"](#)

- A** Discuss the dynamics of water. Eg. falling, wavy, fluid, soft, etc.
Begin with all of class in the right back corner of the space and close together.
All to begin in a tall position. As the music begins, 1 after another each pupil will make soft, watery movements until everyone is in a space and in a low position.
- B** Demonstrate high quality watery movements, evaluate and practice again.

Cool Down

Stand and take deep breath and hang torso over straight or slightly bent legs.
Bend legs and come to stand, then repeat.

Key Vocabulary:

watery, travelling, fluid

Week 5: Ice

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Starter

Re-cap last lesson: fire solo, duet & group and beginning of whole-class water.

Discuss the properties of ice: shards, jagged, angular, smooth, irregular, etc

Warm up ◀ ["No Escape"](#)

Walk around the space constantly changing direction and weaving in and out of others, becoming faster and faster until all are jogging around. Keep moving until teacher calls "freeze!"

Encourage use of high-, middle- and low-level frozen shapes. Interesting frozen shapes should be demonstrated to the class.

Main

A ◀ ["Hope"](#)

Re-cap the whole-class water section ensuring movements begin small and become bigger and bigger; finishing in a low position.

B ◀ ["Demons"](#)

1 pupil to lead by using frozen shapes to travel to a 'frozen' position to the front and left of the space.

Rest follow using frozen shapes until all are together still and in a solid form.

Cool Down

Use watery movements to travel around the space, changing direction and levels.

Key Vocabulary:

unison, freeze, solid

Week 6: Rehearse, Evaluate & Perform

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Starter

Discuss whole of dance so far. Introduce performance skills eg. focus, clarity of movement, awareness of space etc. and discuss where the dance may be improved.

Warm up

Choose one from the previous warm-ups

Main

- A
- ◀ ["Papillon"](#)
 - ◀ ["Hope"](#)
 - ◀ ["Demons"](#)

Rehearse

Fire, Water & Ice.

B Evaluate & Improve

C Perform

Cool Down

Lay on floor with eyes closed, breath in and tense muscles, on exhalation allow muscles to fall into the floor.

Key Vocabulary:

focus, clarity, performance.