

dance notes lesson plans

Key Stage 1

Ourselves



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Dance

Key Stage 1

Lesson Plan for Key Stage 1 Dance

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Objectives:

- Understand how our bodies can move in general and personal space.
- Perform basic skills in travelling using different parts of the body.
- Explore turn, jump, roll and fall.
- Explore how the body can move using direction, speed, space and level.
- Seek / explore new movement ideas using improvisation.
- Work co-operatively with a partner.
- Explore movement imaginatively to express emotion.
- Copy and remember simple set motifs and perform confidently.

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: My Body
- Week 2: Waking up
- Week 3: Feelings
- Week 4: Happiness Dance
- Week 5: Finalise Dance
- Week 6: Rehearse and Perform

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

- ✦ ["Desert Rain"](#) (Dance Notes Volume 1)
- ✦ ["Four Pianos"](#) (Dance Notes Volume 1)
- ✦ ["Pot Doodles"](#) (Dance Notes Volume 1)
- ✦ ["Harvest Dance"](#) (Dance Notes Volume 2)
- ✦ ["Out of The Unknown"](#) (Dance Notes Volume 2)
- ✦ ["I Think It May Be Time"](#) (Madmusik library)
- ✦ ["Awakening"](#) (Dance Notes Volume 2)
- ✦ ["Papillon"](#) (Dance Notes Volume 2)
- ✦ ["Dragon Dance"](#) (Dance Notes Volume 2)
- ✦ ["Anger"](#) (Dance Notes Volume 4)
- ✦ ["Sorrow"](#) (Dance Notes Volume 4)
- ✦ ["Tri-Cycle"](#) (Dance Notes Volume 1)
- ✦ ["Celebration"](#) (Dance Notes Volume 2)
- ✦ ["Rhythm Break"](#) (Dance Notes Volume 3)
- ✦ ["Waterfalls"](#) (Dance Notes Volume 3)
- ✦ ["Frustration"](#) (Dance Notes Volume 4)

Week 1: My Body

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Starter

Discuss different ways we can move in space. E.g. light tiptoes, heavy steps, jumps, skips, jumps, turns (*listen to children's ideas*).

Warm up ◀ ["Desert Rain"](#)

A Walk around space in time to the music. focus first on light steps (quick walks on tiptoes) and then listen to the drum beat (slow walks).

encourage children to listen to different tempos in the music.

B Children to remain still, face teacher and follow their lead. What can my body do?

- Begin with fingers - open and close; rotate wrists; ask children to imagine they are flicking paint off their finger tips.
- Use different levels: high, low, side to side, diagonally and all around personal space.
- Continue to move through the body: head, shoulders, arms - so head-to-toe exploration of where the body can move.

C End with balance on one leg, then the other.

Main ◀ ["Desert Rain"](#)

A Moving in space whilst leading with different parts of the body.

Move in and out of the space encouraging interesting pathways, e.g. zig-zag, curved, twisted, circular, square.

Shout out a part of the body to lead the way, e.g. elbow, head, back, heel.

Encourage children to think of another part to lead.

Discuss direction, speed and levels.

B ◀ ["Four Pianos"](#)

Turning

Ask children to find a space. What things turn? Explore different ways of turning, e.g. quick spin, tilted; spin on bottom; slow, gradual turn with both arms out to the side. How many different ways can your body turn?

Options:

1. Move across the room from one side to the other, all crossing the same way.

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- 2nd group watch , then 2nd group move across whilst 1st group observe.
2. Move across diagonally two at a time.
 3. Move in and out of general space.

Encourage a new turn every time moving across room.
Select 2/3 children to show interesting turns.

C

◀ ["Four Pianos"](#)

Spell your name with your body

1. Make the shape of each letter with your finger, then use a different part of the body. *Can also be done by using floor patterns.*
2. In pairs, begin to work together sharing ideas (each child teaches partner patterns of their name).
3. Select 2/3 pairs at a time to perform to whole group. Ask others to see if they can see any interesting ways found to spell name. Encourage to be good critical friends.

Cool Down ▶ ["Pot Doodles"](#)

Begin skipping around the room, head high, lift your knees; discuss good landing (bend knees!). Skip slower until walking. Reach up high, inhale. As you exhale, relax and slowly melt down to the floor. Roll on to back. Shake legs up in the air (dying fly) and relax. Repeat.

Key Vocabulary:

duet, turn, rotate, level, pathway

Week 2: Waking Up

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Starter

Ask: can you remember what we did last week?
Discuss last week's lesson.

Warm up ◀ ["Harvest Dance"](#)

Follow the leader

Form a snake-like pattern where you begin by leading, travelling in and out of space. Choose a travelling movement which children can copy and ask them to follow you in a long line. Encourage children to stay behind next child. Travel using jumps, turns, rolls, etc. using a curved pathway. When children are confident with task choose a leader for everyone to follow, encourage each new leader to think of new travelling movements.

Encourage:

- Moving sideways, backwards.
- Movements of still and chase.
- Change level and body shapes.
- Be inventive, think of something new.
- Keep behind person in front.

Main ◀ ["Out of The Unknown"](#)

A Ask children to find a space and explore different ways of jumping.
What things jump?

Show or give ideas. Jump on both feet, up and down, side to side, back and forth. Both feet to one foot, one foot to two feet, one foot to one foot. Jump low like a frog, high like a deer, power jumps (strong, short run then big jump). Jump like an animal, jump in a circle. After giving ideas and asking children for their ideas split into 2 groups.

Group 1 moves across floor first, left to right. After reaching the other side group 2 moves across the floor right to left.

Ask children to explore as many different jumps as they can think of. Repeat 2/3 times so children can think of and use different ideas. Select 2/3 children to share ideas.

B ◀ ["I Think It May Be Time"](#)

Tell the children you are going to make a dance based on waking up in the morning and going to school. Discuss sequence of events with children.

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Could include:

- Curled up in bed
- Stretching / yawning
- Washing face
- Brushing teeth
- Getting dressed
- Having breakfast
- Don't forget your lunch box!
- Coat / shoes.

It is fun for the children to forget something so they have to go back into the house e.g.: reading folder. Then they have to run to school so they aren't late.

Teach 3 activities at a time and then repeat to help children remember order of events.

Option to extend:

Model movement in time to the music e.g. brushing teeth, marching downstairs.

Try different speeds, quick, slow, slow motion.

Split class into two groups so they are able to watch one another.

Cool Down ◀ ["Awakening"](#)

Begin crouched down low. Slowly rise up tall, reaching to ceiling on tiptoes. Take arms slowly out to side and stretch, reach with fingers, slowly close the movement in bringing hands together. Sway gracefully side to side for 8. Repeat.

Key Vocabulary:

turn, curved, level, jump, graceful

Week 3: Feelings

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Discuss feelings / emotions. Name a feeling and ask children to use facial expression to convey that emotion: e.g. happiness, sadness, surprised, frightened, angry. Ask children when they would feel this way?

Warm up ◀ ["Papillon"](#)

One member of the class is selected to perform a travelling action. The leader selects a partner and they perform together. When the music stops this pair splits and each select a new partner. These two pairs now perform the travelling action. The pattern continues until the whole class is paired up and performing.

Main

A Improvisation to express feelings through movement when given music stimuli.

◀ ["Dragon Dance"](#)

Happiness: skips, runs, jumps, turns, hops, open chest, arms high.

◀ ["Anger"](#)

Anger: stomps, heavy, bound steps, tense rises.

◀ ["Sorrow"](#)

Sorrow: slow, low, closed movements, low to ground, head down.

Play about 30 seconds of each, encouraging children to change movement to accompany emotion.

After improvisation, talk about how each piece of music made you feel. What movements did you do?

B ◀ ["Tri-Cycle"](#)

Ask children to find a space and explore different ways of rolling. What things roll?

Talk to the children about how we can do whole body rolls - e.g. long, slow, twisted, curled up, quick then slow, back and forth, around - in a circle. Talk to the children about how a roll can be isolated e.g. shoulder roll, wrist, head, and upper body.

Select 2/3 children to show inventive rolls.

It maybe a good idea to split into smaller groups depending on class size and space.

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C

◀ "[Celebration](#)"

Dance preparation for 'happiness' dance.

Practises skipping and galloping. Children can move across the floor diagonally in twos. Skip side by side, gallop facing partner. Model with child first to show others,

Encourage children to listen carefully to the music and skip then gallop in time.

1. Practises skipping in a big circle, facing right count 8 skips, stop and clap for 8.
2. Whilst children are skipping in a circle, teach any that still need support: stand next to child and say 'step', 'hop', 'change', 'step', 'hop', 'change', so they can see that you alternate feet. When taught this way children pick up very quickly.
3. Practises galloping in a circle, all facing in holding hands. Count 8; stop; clap 8. If children are confident then move the other way.
4. Skip in patterns. Split children into two groups; choose a skipping leader for each group so you have two lines. Skip around to make a pattern, encouraging other children to stay behind person in front.

Cool Down

A Walk in the Park

Ask children to walk in the space and to imagine they are walking in the park. What might they see?

Invent a short story which could include:

- Gently kicking up leaves
- Flying a kite
- Throwing bread to the ducks.
- Climb up hill and then down.
- Roller skating.
-

The movement could slow down, so ending in slow motion.

Key Vocabulary:

skip, gallop, roll, turn, jump

Week 4: Happiness Dance

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Starter

Discuss last week's lesson.

Warm up ◀ ["Rhythm Break"](#)

Arms begin above head; drop one wrist, then the other; drop one arm down to side, then the other; drop shoulders forward, then head; drop upper body half way, then touch floor keeping legs straight; touch floor; come back up and repeat.

Move into a circle:

- Reach up high
- Drop down low
- Spin round
- Jump

Repeat movements several times using 2 counts for each movement.

Ask children to think of extra movement to add.

Perform in unison.

Main ◀ ["Waterfalls"](#)

A Ask children to find a space and explore different ways of falling.
Talk to the children about falling carefully i.e. not throwing themselves to the ground.

What things fall?

- Falling softly like a leaf
- Falling gently like snow
- Discuss falling back safely
- Falling to the side, forward
- Falling from kneeling position

Talk about control and safety.

Select 2/3 children who have interesting falls.

B ◀ ["Dragon Dance"](#)

Happiness Dance (group dance)

First discuss different moves we have done so far e.g. turns, jumps, skips, gallops, rolls. Encourage children to find a good space for improvisation. What makes us happy?

- Whole-group improvisation, then split into two groups.
- 1st group watches 2nd group improvise, then change over.
Encourage children to look for interesting shapes, being good critical friends

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- Find different ways of travelling across the room.
- Select 5/6 children to show a way to travel if they are happy.
- Select 3/4 travelling moves that the children have created to put into the dance.
- Teach all children 4 selected movements (ensure that each movement flows nicely into the next)

C In pairs, start position is off-stage (wait 8 counts, come in on flute), skip on to meet partner.

Here is an example :

- Meet partner one behind the other in space.
- 8 Walks on tiptoes, arms circling joyously.
- 8 Slow turns
- 8 Walking on all fours
- 8 Small, light jumps.

On the next 8 counts partners face and spin round holding hands , 4 count spin, 4 count change leader.
Practise following leader, moving in and out in clear patterns showing spatial awareness.

D Split groups in two so pairs can watch each other.
Evaluate performances.

Cool Down

Repeat warm up in slow motion, lay on back, inhale and then exhale. Snow-angel stretch on the floor whole body.

Key Vocabulary:

turn, roll, jump, fall, improvisation

Week 5: Happiness Dance rehearsal

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Warm up ◀ ["Rhythm Break"](#)

Repeat last week's warm up. Add on another movement of child's choice, so now 6 movements are repeated in unison

Main

Improvisation

◀ ["Anger"](#)

Ask children to find a starting position and create an improvisation portraying anger. Find an ending position and hold still.

Happiness Dance

A ◀ ["Dragon Dance"](#)

Practise skipping to meet partners

B Practise last week's partnered travelling section.

C Add on:

- After both partners have lead the travelling section, one skips round clockwise and the other anti- clockwise. All children move into one whole circle.
- All face right, so moving in an anti- clockwise direction. Skip for 8 counts. Stop.
- Gallop for 4 counts moving into the circle, then 4 gallops out to make circle shape again. Repeat.

D Practise A, B and C.

E Ask children to choose their favourite travelling action and ask them to move out of the circle into a space in unison, each performing their own movement.

To extend:

- Could do this in canon.
- Practise linking these together.

F When moved into a space, turn with arms reaching up in a 'V'. Teach swivel turn (down, up; down, up - so left foot goes down flat, then rise up on the right foot). 4 turns, moving to left.

G Link together and practise.

H Discuss ideas for the ending. Listen to children's ideas and choose an ending.

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Cool Down ◀ ["Frustration"](#)

Creeping movements in and out of space. Encourage use of travelling movements learnt in dance. End curled up tight in a ball.

Key Vocabulary:

turn, rise, fall, roll, jump, unison, improvisation, duet, canon

Week 6: Rehearse and Perform

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Warm up ◀ ["Rhythm Break"](#)

Repeat as last week. Add another movement offered by child. Repeat 7 movements several times in unison.

Main

Improvisation

◀ ["Sorrow"](#)

Ask children to find starting position and create an improvisation that conveys sadness. Find an ending position.

Happiness Dance

◀ ["Dragon Dance"](#)

- A Skip to meet partner.
- B Perform travelling-step motif with partner.
- C Move into circle, skip 8, gallop 4 - x2.
- D Travel-steps to move out of the circle.
- E Turns: 4 to left, 4 to right.
- F Ending. (What ideas did the children have?)

This dance could be performed during a school assembly!

Cool Down ◀ ["Desert Rain"](#)

Revise: What my body can do! Lesson 1 head to toe body cool down. After balance. Breathing in and out and then relax down to the floor. Full body stretch.

Key Vocabulary:

unison, canon, turn, roll, fall, duet, jump, improvisation