

**dance notes** lesson plans

# Key Stage 2

## Plants & Growing



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Dance

Key Stage 2

## Lesson Plan for Key Stage 2 Dance

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#### Objectives:

- Explore movements whilst responding to given stimuli
- Develop movement vocabulary
- Begin to understand basic composition
- Choreograph with a partner and large group
- Remember a whole 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: Growing Solo and Duet

Week 2: Roots

Week 3: Unison

Week 4: Farming Group

Week 5: End of Dance

Week 6: Evaluate / Improve & Rehearse

#### Dance Notes CD Tracks Used

- ◀ ["Aztec"](#) (Dance Notes Volume 1)
- ◀ ["Spirits of the Forest"](#) (Dance Notes Volume 1)
- ◀ ["Exodus"](#) (Dance Notes Volume 1)
- ◀ ["The Chase"](#) (Dance Notes Volume 5)

## Week 1: Growing Solo & Duet

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#### Starter

Discuss the type and quality of movements used for growing. E.g. soft, light, curving, entwining, etc.

#### Warm up ◀ ["Aztec"](#)

Improvise growing movements from a seed position. Encourage different body parts to lead the movements, and try to alter directions.

#### Main

- A Select a seed shape and perform a growing solo until as tall as possible.
- B With a partner, create a duet using growing movements but entwining with a partner, maybe using lifts and supports.
- C Half the class show and evaluate their work.
- D Practice solo, all spin to partner and perform duet.

#### Cool Down ◀ ["Spirits of the Forest"](#)

Reverse warm-up. Begin tall and slowly move to a small shape.

#### Key Vocabulary:

*Light, upwards, soft & entwining.*

## Week 2: Roots

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#### Starter

Re-cap improvisation from last week and Growing Duets.

Discuss the shapes and movements of roots and how they differ from stems. E.g. strong and angular.

#### Warm up

◀ "[Aztec](#)"

Whole class improvise strong, reaching downward movements.

#### Main

◀ "[Aztec](#)"

**A** Rehearse solo and duet.

**B** Consolidate Roots by making contact 3 times with anyone in the class using any part of the body, then whole class connect in the centre and hold still.

**C** Rehearse whole of dance so far.

#### Cool Down

◀ "[Spirits of the Forest](#)"

Reverse warm-up. Begin tall and slowly move to a small shape.

#### Key Vocabulary:

*Light, upwards, soft, entwining, strong, angular and downwards.*

## Week 3: Unison

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#### Starter

Discuss the dance so far.

#### Warm up

In twos, one person holds out their hand and their partner has to touch the hand; both partners alternate hands. The pupil leading has to increase speed and distance until their partner is challenged and out of breath.

#### Main

##### ◀ "[Aztec](#)"

**A** Rehearse whole of dance so far.

**B** Choose one pupil at a time to select a growing move in order to create a whole-class unison section.

*(Whole class to perform together at the same time.)*

**C** Rehearse whole of dance: solo, duet, roots and unison.

#### Cool Down

##### ◀ "[Spirits of the Forest](#)"

As warm-up but in slow motion, stretching through each position. Partner can help extension of movement.

#### Key Vocabulary:

*Light, upwards, soft, entwining, strong, angular, downwards, unison.*

## Week 4: Farming Group

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#### Starter

Discuss farming movements: digging, lifting, ploughing, seeding, etc.

#### Warm up

##### ◀ "[Exodus](#)"

Begin in a space and choose an interesting start position. Improvise the discussed movements remembering to alter direction, levels and speed.

#### Main

##### ◀ "[Exodus](#)"

- A** In groups of four, number each member. Take in turns to choreograph one farming movement. Director has to decide on formation, level and timing of movement.
- B** Each group to share and receive evaluations.
- C** After improvements have been made all groups to get in to their start positions. Two groups at a time to perform and hold last position still.

#### Cool Down

##### ◀ "[Spirits of the Forest](#)"

Full body stretch laying on floor. Breathe in whilst tensing all muscles, relax whilst breathing out.

#### Key Vocabulary:

*Light, upwards, soft, entwining, strong, angular, downwards, unison, choreograph, direct..*

## Week 5: Finale

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#### Warm Up      ◀ ["The Chase"](#)

Whole class to jog around the room, constantly changing direction and avoiding others. Teacher calls: '1' = jump, '2' = both hands touch the floor, '3' = big, wide turn. More commands can be added.

#### Main                      ◀ ["Aztec"](#) ◀ ["Exodus"](#)

A      Re-cap whole of dance so far.

#### B                              ◀ ["Spirits of the Forest"](#)

Class may like to repeat one of the sections to end or group by group melt and roll into middle and repeat growing solos in a small cluster.

#### Cool Down

Full-body stretch, lying on floor. Breathe in whilst tensing all muscles, relax whilst breathing out.

#### Key Vocabulary:

*Light, upwards, soft, entwining, strong, angular, downwards, unison, choreograph, direct, melt.*

## Week 6: Evaluate, Improve & Perform

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#### Starter

Discuss whole of dance so far. Introduce performance skills e.g. focus, clarity of movement, etc. Discuss weaker parts of the dance and ways to improve them.

#### Warm up

◀ ["The Chase"](#)

Choose a favourite from previous warm-ups

#### Main

◀ ["Aztec"](#)

◀ ["Exodus"](#)

◀ ["Spirits of the Forest"](#)

A Rehearse

B Evaluate & Improve

C Perform

#### Cool Down

◀ ["Spirits of the Forest"](#)

With straight legs hang torso forward relaxing neck and shoulders towards the floor.

#### Key Vocabulary:

*Light, upwards, soft, entwining, strong, angular, downwards, unison, choreograph, direct, melt, clarity of movement and focus.*