

dance notes lesson plans

Key Stage 2

The Circus



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Dance

Key Stage 2

Lesson Plan for Key Stage 2 Dance

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Objectives:

- Explore travelling within a space
- Engage in partner work, quartet & unison
- Respond to a set theme
- Work with music as a stimulus
- Use transitions to create a performance

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: Tightrope

Week 2: Clown Dance

Week 3: The Trapeze

Week 4: Juggling

Week 5: All Sections

Week 6: Rehearse & Perform

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

- ◀ ["Slapstick Routine"](#) (Dance Notes Volume 6)
- ◀ ["Behind You"](#) (Dance Notes Volume 5)
- ◀ ["Absent Friend"](#) (Madmusik, Summer 2010)
- ◀ ["The Chase"](#) (Dance Notes Volume 5)
- ◀ ["I Don't Care"](#) (Madmusik, Summer 2010)
- ◀ ["Elephant Drive"](#) (Dance Notes Volume 4)
- ◀ ["Evenjam"](#) (Madmusik, Summer 2010)

Week 1: Tightrope

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Starter

Discuss the Circus!.....

Warm up ◀ ["Slapstick Routine"](#)

Begin by travelling around the hall by creating silly clown walks. Imagine baggy trousers, huge shoes, etc.

Main ◀ ["Behind You"](#)

A Tightrope walking. Individually explore the way in which a tightrope walker moves across the rope.

e.g. Try to balance on one leg, experimenting with falling

Class to decide on an interesting pathway for a tightrope walk around the hall. Choose two leaders, each half of class to travel around using tightrope walking.

B With a partner create a duet on a tightrope, experimenting with sharing, taking weight and supporting each other.

C Half the class show their duets and the rest evaluate.

Cool Down ◀ ["Absent Friend"](#)

In slow motion repeat the tightrope movements to travel to a big space. Stand and take deep breath and hang torso over straight or slightly bent legs. Bend legs and come to stand and repeat.

Key Vocabulary:

duet, pathways, balance, supporting, evaluate

Week 2: Clown Dance

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Starter

Discuss last lesson.

Warm up ◀ ["The Chase"](#)

Pupils to jog around the Hall, changing directions and creating own travel pathways.

Teacher to call out movements instructions:

e.g.:

'Tightrope' (*still, balanced*),

'Clown' (*funny pose*),

'Trapeze' (*reach up and swoop down to the floor*)

Main ◀ ["Slapstick Routine"](#)

A in 4s (quartet), create a clown dance with a very accident-prone clown's car!
Try to use ideas from everyone within the group.

◀ ["Behind You"](#)

B Re-Cap Tightrope partner dance

Cool Down ◀ ["Absent Friend"](#)

In slow motion, repeat the tightrope movements to travel to a big space.

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, pose, freeze

Week 3: The Trapeze

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Starter

Discuss last lesson.

Warm up ◀ ["The Chase"](#)

Pupils to jog around the Hall, changing directions and creating own travel pathways.
Teacher to call out movements instructions e.g.

'Tightrope' (*still balance*),
'Clown' (*Funny pose*),
'Trapeze' (*Reach up and swoop down to the floor*)

Pupils to add another movement relating to the Trapeze.

Main ◀ ["I Don't Care"](#)

A Discuss the movements trapeze artists might make, e.g.

swing,
swoop,
holding wrists
etc.

In a group of 4, number each pupil from 1-4 and take turns in the role of director/choreographer and choreograph 1 section of a trapeze routine.

B Demonstrate good movement ideas before each group evaluates their work so far and improves their dance.

C Each group perform to whole class. Class to evaluate.

Cool Down ◀ ["Absent Friend"](#)

Choose 4 tightrope movements to perform individually as slow as possible, stretching through each movement.

Key Vocabulary:

swing, swoop

Week 4: Juggling

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Discuss last lesson.

Encourage movement ideas by discussing actions that can be used by jugglers, eg.

turns,
jumps,
bends and
careful travelling.

Warm up ◀ ["Elephant Drive"](#)

Using ribbons or squares of soft material, give pupils time to explore juggling with these resources.

Main ◀ ["Elephant Drive"](#)

A Each pupil to share and teach rest of class one move that they have created.

B Whole class to decide on 8 moves that can be learnt and put together for a unison section.

C Practice, practice and practice!

Cool Down ◀ ["Absent Friend"](#)

Moving gracefully with ribbons/scarves explore large and slow movements to cool down.

Key Vocabulary:

unison, graceful

Week 5: All Sections

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Starter

Discuss all sections so far:

Tightrope Duet
Group clown dance
Trapeze group
Juggling section.

Warm up ◀ ["Evenjam"](#)

Begin with neck and shoulders, circle through all the joints, finishing with the ankles.

Pupils to choose action words for warm-up.

Main

- ◀ ["Behind You"](#)
- ◀ ["Slapstick Routine"](#)
- ◀ ["I Don't Care"](#)
- ◀ ["Elephant Drive"](#)

A Piece together all sections ensuring they flow from one section into another.
(Transition)

The beginning of each section can be lead by the fading in and out of the music.

Jumps, turns or travelling can be used to get from one section to another

Cool Down ◀ ["Absent Friend"](#)

Repeat the warm-up in slow motion.

Key Vocabulary:

transition

Week 6: Rehearse & Perform

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Starter

Discuss whole of dance. Introduce performance skills:

focus,
clarity of movement,
energy,
commitment to performance.

Warm up

Walk through the dance.

Main

- ◀ ["Behind You"](#)
- ◀ ["Slapstick Routine"](#)
- ◀ ["I Don't Care"](#)
- ◀ ["Elephant Drive"](#)

A Work on each section and discuss how and where improvements can be made.

B Evaluate & Rehearse.

Cool Down

- ◀ ["Absent Friend"](#)

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

Key Vocabulary:

focus, clarity of movement, energy, commitment to performance