

dance notes lesson plans

Key Stage 1

The Great Fire of London



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Dance

Key Stage 1

Lesson Plan for Key Stage 1 Dance

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Objectives:

- To explore movement related to The Great Fire of London.
- To move safely and confidently in general space exploring changes of speed, level, and direction.
- To improvise to a given stimuli.
- To learn a group fire-dance using pattern, level, direction and space.
- To listen and share ideas.
- To listen and appreciate the music to accompany the dance.
- To show a clear beginning, middle and ending in the dance.
- To perform movement sequences using a range of body actions & body parts.

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: Fire dance Improvisation
- Week 2: Fire dance Improvisation with prop
- Week 3: Puddle Lane
- Week 4: Fire Dance
- Week 5: Finalise Dance
- Week 6: Rehearse and Perform

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

- ◀ ["Artificial Respiration"](#)
- ◀ ["The Journey"](#)
- ◀ ["What?... When?"](#)
- ◀ ["Drawing Nearer"](#)
- ◀ ["Jeopardy"](#)
- ◀ ["I Know"](#)
- ◀ ["Anywhere But Here"](#)
- ◀ ["One Hundred & Seventy"](#)
- ◀ ["Race to the Future"](#)

Week 1: Fire Dance Improvisation

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Starter

Discuss briefly the story of The Great Fire of London.

Warm up ◀ ["Artificial Respiration"](#)

(spatial awareness, rhythm, direction)

Pupils travel around the space executing long steps (*encourage to step in time to the music*)

Walk for 8 counts and hold for 8 counts

Walk 4 counts, hold 4 counts

Walk 2 counts, hold 2 counts

Extension: - 6 counts, 5 counts, 3 counts.

Always hold for the same amount of time as walk.

Pick a child to choose a number between 1-8. First perform together, then ask children to choose a number each between 1-8 so all moving at different times. Encourage children to count in their heads.

Main ◀ ["The Journey"](#)

A Listen to the music and improvise pretending to be a burning fireplace using upper body only.

Children to remain in a low position kneeling, so movement is limited.

B Again, restricted movement but this time standing tall. Hands represent the flame; body and feet the candlestick.

Explain to children they are not to move from their personal space. (Could stand on a spot or next to bean bag).

Discuss what will happen if the wind blows: show with your body, talk about using a quick sharp movement at the end. E.g. a quick drop of the upper body, arms and head closing in.

What happens if the candle burns down slowly? E.g. slowly twisting and spiralling as you melt, go cold and end with a still position.

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◀ ["What?... When?"](#)

- C Begin curled up in a ball. Choose some keywords like 'flicker', 'fiery', 'ferocious' and 'sparks' and ask children to think of other words to describe fire movement.

Encourage children to move to the music; first by isolating single parts of the body. Then tell the children that the fire is going to start to spread: encourage children to turn, roll, and jump. Remind them to change direction, moving forwards, sideways, backwards. The fire then gradually dies down so children move slower and come to a still position.

- D Stand in a circle. Choose two children to travel across the circle, passing each other as they perform fire movements so they have changed places. Develop a fire word-bank to share with the children and ask them to offer ideas to add. What movement can you think of?

Cool Down ▶ ["The Journey"](#)

▶ ["What?... When?"](#)

Discuss children's creative work and pick 4-5 children to perform in the stage area, sharing their favourite flame-like movements. Encourage them to perform their movements at different speeds, first fast and then in slow motion. Choose another group of children to perform until all have had the opportunity to share their work.

Key Vocabulary:

flicker, spark, meeting, parting, slow motion

Week 2: Fire Dance Improvisation With Props

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What do the children remember about the movement they created last week?
Revise the story of the great fire of London. What can the children tell you about Puddle Lane?

Warm up ◀ ["Artificial Respiration"](#)

Repeat last week's warm up but with an addition.

Encourage the travelled walks to be developed into flame movements/fire spreading.

8 counts travelling, 8 counts still, freeze and hold a shape.
4 counts...
2 counts...

Travelling movements are fast-flowing, with lots of changes in dynamic, direction, use of floor and weaving-patterns, using whole body and isolations.

Continue to encourage children to count in their heads. Extend to using 5 counts, 6 counts and 3 counts: first together as a group, then ask children to pick their own counts, if confident, so all children are moving or still at different times.

Main ◀ ["What?... When?"](#)

A Resources: Cut strips of red, orange and yellow crepe paper, just under 1m long, ensuring children don't stand or slip on them. These will represent the flames of the fire.

- Begin in small curled-up balls, with end of strips held in left hand.
- Slowly raise left hand to flick the strip in an upward direction or out to the side.
- Rise onto knees moving the strip around the body.
- Slowly come onto the feet continuing to wave the strip in a circular motion around the body, remaining in own personal space.
- Move around the space, weaving in and out of each other, waving strips to simulate the spreading fire.
- Gather into the centre of the space, close enough to be almost touching.
- Slowly simulate the fire dying down by moving slower and going back onto knees.
- Finish back in a ball as they started.

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B Children to move into a circle and repeat last week's task 'D' but with an addition.

As they cross over in the circle, this time they make contact. This can be in the form of a simple touch, one child surrounding the other, spinning around together, linking and twisting elbows or rolling back to back and up and down.

Cool Down ◀ ["Drawing Nearer"](#)

Ask children to begin in a close group, then imagine they are the fire gradually burning out. Children should gradually slow their movement with pauses, crouching lower, until stopping completely and becoming still.

Key Vocabulary:

contact, improvisation, still, pause, pattern

Week 3: Puddle Lane

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Starter

What did we do last week? What did you enjoy?

Ask the children to tell you the story of the great fire of London: where did it start?

Discuss how they would put the fire out.

Warm up

Re-enact, using mime, the beginning of the great fire of London.

- You are asleep in bed.
- Wake up to the smell of burning, looking startled.
- Leap from the bed and out from the house.
- Pour on water by miming a chain passing buckets of water to one another.
- If the firemen have visited your school, you could enact what you are supposed to do if there was a fire in your home today.
- Wake up.
- Test the door knob with the back of the hand.
- Crawl along the floor.
- Find family and get out of the house.

Main

◀ "[Jeopardy](#)"

A Set up 3 - 5 chairs in interesting shapes to represent houses. The children can then move in and out and around the chairs like a spreading fire. Ensure the chair shapes are safe and suitable for the children to move around, don't stack them up for example.

Hand out the strips of red, yellow and orange crepe paper. Allow children time to repeat and explore using these props. Encourage a free improvisation in and out of the chairs.

Ask the children to discuss words related to a fire, building a word bank. For example: Burst, Spark, Flicker, Red, Orange, Yellow, Flames, Spitting, Heat, Leaping.

This would be a good opportunity to recite a poem about fire or the great fire of London.

B Beginning of Fire Dance:

1. Each child with a strip of coloured crepe paper, lay scattered on the floor. Some in long positions others curled in a ball.

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2. At random times lift up the arm holding the crepe paper.
3. The children then sit-up slowly moving the strips around their personal space.
4. Move onto knees continuing to twirl and spin the paper strips, using sharp wrist movements to make swirling patterns. Where can your strip go? What shapes can you make?
5. Move to a standing position twirling the paper strips around personal space.

C ◀ ["What?... When?"](#)

Using the music, repeat steps 1 - 5 bringing it all together.

Cool Down ◀ ["I Know"](#)

Repeat the previous steps backwards, starting from the standing position and ending scattered on the floor.

Key Vocabulary:

pattern, level, exploration, personal space

Week 4: Fire Dance

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Starter

Can you remember the beginning of our dance from last week?

Warm up

Mirroring activity with partner. First child performs arm, head, leg or shoulder action related to fire with crepe paper strip: the partner must mirror their movements.

Encourage children to think of four different movements related to fire.

E.g.: head turn to right, flick left arm up and down, bend knees and step to the side, or circular wrist movement.

Main

A

◀ ["What?... When?"](#)

Revise last week's beginning of the Fire dance.

B

Choose two or three children who are confident movers to move in and out of the other children standing still in a circle. As they pass around the circle, get them to gently touch a shoulder of a standing child so they can begin to move as well. Continue in this manner until all the children are weaving in and out between each other.

◀ ["Jeopardy"](#)

Use the change in music to cue children to move into a large circle. In pairs children swap places doing fire movements as they pass each other until the last two have crossed over.

B

◀ ["Drawing Nearer"](#)

One at a time around the circle the children execute a windmill action with their arms turning to face out of the circle. Children then walk backwards carefully into the circle, waving material until shoulders are touching.

In a tight group they weave in and out of one another and slowly begin to die down, crouching to a low position representing ash and debris. Encourage children to move slowly and carefully, mindful that they are moving close to each other.

At some points during the dance you can ask the children for their own ideas on movements to extend the dance.

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Cool Down ◀ ["Anywhere But Here"](#)

Begin in a standing position; reach high and then roll down the spine; relax, then repeat.

Side-stretch to left and right very slowly.

Sit in a straddle position, ask children to relax their body over. Repeat this with soles of the feet together and in parallel, stretching ham strings, back and glutes.

Key Vocabulary:

space, pattern, level, slow, quick, canon

Week 5: Finalise Dance

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Starter

Remind children of the fire dance. Discuss the three pieces of music used for the beginning, middle and ending.

Choose one of the pieces of music to listen to and discuss. What movements do you perform to this music? What instruments can you hear? Fast or slow? Loud or quiet? How do the sounds change? You could even ask the children about what costumes would look good with the music and dance.

Warm up ◀ ["One Hundred & Seventy"](#)

In time to the music:

- 8 walks, 8 counts fire movement
- 4 walks, 4 fire moves.

Main

A ◀ ["What?... When?"](#)

Beginning:

- Laying on side, moving crepe-paper strips up and down.
- Moving to sitting (twirling paper)
- Moving to knees
- Standing (personal space)

B ◀ ["Jeopardy"](#)

Middle:

- 2/3 children move around standing children until all moving in general space.
- All move into circle
- Change places with partner, performing fire movements created independently.

C ◀ ["Drawing Nearer"](#)

Ending:

- Perform windmill arm actions in canon around circle, ending in a squatting position. Hands on knees.
- Slowly walk backwards into circle until shoulders are touching.
- Slowly dies down, taking body slowly to the floor in a heap. Or back to starting positions.

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Cool Down ◀ ["Anywhere But Here"](#)

To improve flexibility. Repeat warm up from lesson 4. End standing: deep breath in and out. Relax down low as exhale.

Key Vocabulary:

canon, personal and general space, level, pattern, begin, middle, end

Week 6: Rehearse and Perform

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Did you enjoy last week?

What did you enjoy?

What important things can you remember about the dance?

Warm up ◀ ["Race to the Future"](#)

Begin walking around the room. Move into a jog - no contact. When someone is close, play dodging: focus on bending knees and moving side to side. Then move on to another child.

Main ◀ ["What?... When?"](#)

◀ ["Jeopardy"](#)

◀ ["Drawing Nearer"](#)

A Practise and perform.

B Options for Extension:

Could set up chairs to represent the houses. Encourage children to help add on another sequence. Move in and around chairs, balancing and showing stills and isolations. You could also encourage children to go into groups of 4 and create own movement with a set of chairs.

C Maybe you could perform this in assembly?

Key Vocabulary:

props, sequence, balance, still