The Jungle
Lesson Plan for Key Stage 1 Dance

Order Teaching Pack

Objectives:
- Enhance learning about issues concerning the world’s rainforests.
- Find out about animals that live in the rainforest and their habitats.
- Work co-operatively with a partner.
- Seek and explore new movement ideas using movement improvisation.
- Show appreciation of the music that accompanies the movement.
- Begin to create short dance phrases with a partner using different body parts, levels, speed and direction.

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: Destruction of the Rainforest
Week 2: Ant Colony
Week 3: Animals of the Tropical world
Week 4: Rainforest Dance
Week 5: Practise and Improve
Week 6: Finalise Dance

Tracks Used
- “Night Crossing”
- “Is There a Doctor in the House?”
- “I Think I’ve Seen The Future”
- “Uncertainty Prevails”
- “Artificial Respiration”
- “Busy Bees”
- “Scurry”
- “Ice Flow”
- “Spirits of the Forest”
- “Strange Skies”
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Week 1: Destruction of the Rainforest

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Starter

What is a Rainforest?
Discuss why trees are chopped down: perhaps explain that in the past it was to grow crops and graze cattle; today to build more roads and towns and for wood.

Why do Rainforests Matter?
The Rainforest is home to trees, plants, local people and many animals. Visual aids could be used here to show some of the animals that live in the rainforest.

Warm up

Night Crossing
Tell the children we are going to explore the rainforest, using imaginary binoculars when they stop to look around. What animals might you see? Encourage children to move around the space but all following the same pathway.

- Move branches to the side: large arm movements; encourage children to use diagonals, high and low.
- Lead the children into making slow and low, big, long strides along the pathway.
- Stop to use binoculars - a sloth is hanging in a tree: what else can you see?
- Rapid, quiet steps on balls of the feet; moving more quickly along the pathway.
- You come to a waterfall: dive in! Turn and splash in the water: as you come out, step over stepping stones (discuss balance).
- Move quicker along the same pathway as you are chased by a jaguar.
- Climb up a huge rock and use your binoculars: what can you see? How many trees are there in the forest? What animals can you see? The children will hopefully remember from the pictures you showed earlier.

Main

Is There a Doctor in the House?

A
Split the class into two groups and explain that half the group is going to pretend to be the forest and the other half is going to be the machines that cut down the trees. (At the end we will change the groups over, so all the children have a chance to be trees and machines.)

B

I Think I've Seen The Future
Trees stand in the middle and twist around one another with some space between them and the next child. You may have a circle of trees, with some linking arms in the centre of the circle. The trees can then gently sway a little as the wind moves through the forest.

C

Is There a Doctor in the House?
Machines move around the circle in groups of 2s, 3s and 4s. Give some time for the machines to see how they are going to move. Give help if needed.

D
After the machines have moved around the whole circle, they begin to pretend to
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chop down the trees. As they do so, the trees fall down in slow motion. Discuss space and safety here. The machines then move off the stage area.

E  Change groups over and repeat, so all children have been trees and machines.

Cool Down  "Uncertainty Prevails"
You are all rainforest animals. Your homes have been destroyed: where will you live now? Encourage children to turn, roll and jump, travelling in and out of one another using different directions, levels and speeds.

Begin curled up in small ball. You are animals hiding from the machines. Move around looking for food and somewhere to live.

Key Vocabulary:
balance, pathway, explore, level, direction
Week 2: Ant Colony

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Starter
Discuss what you remember from last week: what part of the lesson did you find most enjoyable?

Warm up ➤ “Artificial Respiration”
Show a video clip or other visual images of flying squirrels. Discuss the movement of these creatures. Focus on open and closed movements; talk about how they glide through the air, jumping from tree to tree. Encourage children to:

- Move in and out of space.
- Change directions.
- Use travelling with turns, followed by still positions.
- Change levels.
- Use large arm-movements, closing and opening as the travel.

Main ➤ “Busy Bees”
A In pairs, children follow one another on a zigzag pathway into the centre of the room and then move out of the centre to the outside of the stage area. Encourage small, scurrying runs, staying close together.
B Repeat with the other child leading.
C Add 1 small jump and 1 turn to the travelling, zigzag movement.
D Add two pairs together, giving groups of 4.
E Give the children plenty of time for practise in their groups as they work with some teacher-support to put their movements together - 2 small jumps, 2 small turns - whilst moving along a ziz-zag pathway.

Encourage the children to stay close to the person in front of them and encourage good spatial awareness as they weave in and out. Continue to move into the centre.

Cool Down ➤ “Scurry”
Children stand in a long line behind the teacher. The teacher leads the children around the room, weaving in and out. Concentrate on very small steps to accompany the music. End in the centre of the room, signalling the children to move to a low-level, still pose.

Key Vocabulary:
follow, zigzag, glide, level, direction

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**Week 3: Animals of the tropical world**

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**Starter**

Discuss last week’s lesson. Focus on the music: discuss why the music went well with the colony-of-ants dance. Play the music again if possible. Encourage the children to talk about the music and how it complements the movement.

**Warm up**

**"Ice Flow"**

When you call out an animal from the list, the children perform the action that accompanies it. Use as few or as many as you desire (depending on which year-group you are working with)

- **Sloth**- walk very slowly, almost still.
  (movement: slow, sedentary, plodding, sleepy, sluggish)
- **Bat**- flap arms and run with light steps.
  (flying, hanging, racing, flapping)
- **Spider monkey** - jump around in a circle.
  (swinging, hanging, climbing)
- **Jaguar** - stalk slowly, then moving quicker to a pounce.
  (creeping, stalking, pouncing, padding and sneaking)
- **Eagle** - slowly open arms wide, moving slowly up and down.
  (soaring, swooping, swift, patient, gliding, dive and turn)
- **Humming bird** - small, rapid movement of arms; twist and weave in and out of the trees. (rapid, quick, flutter, flitting among the branches)
- **Frog** - hopping, jumping, bouncing high and stretching up.
  (jumpy, slippery)
- **Blue morph butterfly** - quick, flitting movements and then pause to sit on a flower; run for 4 counts, rest for 4 counts.
  (airy, wispy, graceful, swift, delicate, fragile glide)
- **Snake (Python)** - move around at a low-level, twisting and turning.
  (slithering, coiling and rippling).

**Main**

**"Spirits of the Forest"**

A  Children are placed into small groups of 3 or 4 and given an animal taken from the warm-up session. It may be a good idea for the teacher to tell each group what animal they are going to be, although higher key stage 1 pupils could choose their own animal.

B  Each group explores the way their animal moves.

Model this for the children first: e.g. thinking about the quality of an eagle’s movement and the speed.

*The children will love it when the teacher gets involved and dances with them!*
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The teacher moves around each group to check all children are engaged and give advice where needed.

The children begin by choosing 2 movements related to their animal and then repeat them. Perform in unison.

If the children develop quickly, then ask them to add another movement. What movements do the children choose? (Travelling; looking for food; hiding from machines; looking for new homes.)

Once the children have practised their moves, each group performs in the staging area. Encourage all children to be good critical friends.

**Cool Down**

'Sleeping Sloths': children lay on their backs with legs and arms up, pretending they are wrapped around a tree. Remain as still as possible. When a child moves, they are out and move slowly like a sloth to line up.

**Key Vocabulary:**

*unison, travel, swooping, flutter, coil, stretch.*
Week 4: Rainforest Dance

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Starter
Discuss the animals explored last week. What types of movement did you perform? Did the music go well with the dance? Why?

Warm up

“Ice Flow”
Repeat last week’s warm up; add on new movements if required.

Main

“Strange Skies”
Split the class into 3 groups (trees, animals, machines).

A Group One - begin in curled position in space, representing trees. Slowly begin to grow: reach upwards, stretching, twisting, swaying; hands lead into the air, steadily growing. Encourage children not to rush.

B Group Two - animals run in and out, weaving amongst the trees. Encourage different levels and changes of direction to be explored.

C Group Three - machines enter: discuss robot moves for this group to explore. This group becomes a machine; using their bodies, they circle the trees before moving in to cut them down. The machines could touch lower legs of trees and then the trees fall slowly and carefully to the ground.

D Practise this until all children are confident with the directions and movements they are performing and when to come on and off stage.

Cool Down

“Strange Skies”
Use this time to go over timing and directions.

Key Vocabulary:

direction, modelling, sequence, explore
Week 5: Practise and Improve

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Starter
Discuss the dance we began last week.
Explain to the children that they will be working to add new moves to their dance.

Warm up
Choose 4 children to pretend they are sitting in a canoe, rowing up the river. Model first with 2 children and encourage a rowing action which is synchronised. What can they see along the river?

Explain that the rest of the children in the class are going to imagine they are rainforest animals, moving along the riverbank. Each child chooses an animal to portray and the rowers have to call out what the animals are (“Look! I see a butterfly”, etc.).

Main

A Recap dance so far.

B Ask the children to explore different movements to add to the teacher’s choreography. Carry out improvisation to help develop ideas, with children working as independently as possible, give prompts where needed. Watch in groups to share ideas.

C Gather children around and choose one child’s move for the next part of the dance.

D Add another child’s idea and link to the dance phrase.

E Discuss an ending with the children and share ideas. Try these ideas out with the children and ask them which looks and feels the best.

F Rehearse whole dance so far and go over any parts the children aren’t sure about.

Cool Down

G Gentle stretches: soles of the feet together; gently drop forward and relax over. Stretch legs forward into parallel and repeat. Side stretch in this position. Take legs apart, keeping them straight (second position). Relax over (check that the knees are facing the ceiling). Side stretch.

Key Vocabulary:
parallel-position, second position, rehearse

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Week 6: Rehearse and Perform

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Starter

What have you enjoyed most about this dance topic?

Warm up

Choose 4 pieces of music used over the last 5 weeks. Each piece of music accompanies one animal:

- "Ice Flow" - Bat
- "Artificial Respiration" - Squirrel
- "Strange Skies" - Sloth
- "Busy Bees" - Ants

Play a piece of music and encourage children to try and remember which music accompanies which animal.

Main

- "Strange Skies"

A Practise and perform the rainforest dance. Begin by rehearsing in sections.

B Dance from beginning to end.

C How can we improve? Do we need to make any changes?

D Perform in assembly to develop performance skills.

Cool Down

- "Night Crossing"

Repeat stretch from last week.

Key Vocabulary:

rehearse, improve, develop, performance skills, music appreciation.