KEY STAGE I, LESSON 4

Cops & Robbers

Dance Notes Track: Cops & Robbers

(Volume 3, Track 12)

Title Of The Unit: Sharp, sudden movement and the introduction of characterisation.
INTRODUCTION

Warm Up: ‘Body Parts’

Suggested music: ‘Cops & Robbers’; DN3, Track 12.

Aim: To introduce pupils to simple isolated body movements.

Pupils start off standing in a space facing the teacher.

Listen to the beginning of the music with the class.

Ask the pupils to describe the atmosphere of the music and talk about what it reminds them of.

With the music, demonstrate short repetitive movements using different body parts for the pupils to copy, repeating each one until all the class has got the feel of it. (Don’t be put off by the 5/4 time-signature, just follow the obvious stresses within the music.)

Examples of movements that could be used:

- shoulder shrugs
- marching
- knee bends
- head turn (right then left)
- clapping hands
- short arm swings
- etc.

This warm up can be developed either in this or in a later lesson by disregarding the teacher demonstration and simply calling out different body parts. Pupils can then devise their own movements for the named parts.
DEVELOPMENT

‘Walking & Waiting’

Music: ‘Cops & Robbers’; DN3, Track 12

Aim: To develop the contrast between the motion of walking and the suddenness of the stop and the start.

Start the pupils standing facing any direction.

Without music to begin with, at random intervals call out a range of direction and stop/start instructions:

- get pupils to walk in a specified direction (forwards/ backwards/right/left) then STOP suddenly, then START walking again;

- on the instruction ‘start’, they should carry on walking in the same direction as before the ‘stop’ instruction.

A. Introduce the music to the direction/stop/start activity.

B. Talk to the pupils about the image of the ‘Robber’; it may help them to think about cartoon characters that get up to no good.

Re-work A with the image of the ‘Robber’ creeping to the crime (slow, crawling, cautious, low steps, balancing).

On the STOP get pupils to imagine a sound that disturbs them.

C. Again re-work A, this time in the style of the ‘Cops, e.g. searching, chasing, etc.

Discuss: How the ‘Robber’ movement felt?
         How the ‘Cop’ movement felt?
         What were the differences?

D. Now get the pupils to individually create a short phrase of movement for the ‘Robber’ approaching the scene of the crime.

It would be a good idea to try some individual movements out together before the pupils begin to work for themselves.

Movement examples:
crawling under a fence
opening a squeaky door
clambering over an obstacle
balancing on a high ledge
jumping from one building to another,

...as well as any other ideas the class may come up with.

Encourage large body movements using the whole body.

Give pupils time to explore task D with the music then divide the class into 4 groups.

Watch each group (pupils still working individually) and ask the other pupils to comment on what they see.

Once all of the pupils have performed, define a length of time in which you want the action to take place (e.g. 20 seconds or a given number of counts if you are comfortable with the music). Pupils will need to refine their movement phrase and shorten/lengthen it to fit the time allowance if necessary.

Encourage the pupils to make a clearly defined pathway that moves across the area to a space.

Number the children 1,2,3,4, etc. and scatter them around three edges of the space.

‘1’ starts the phrase after the brass intro in the music (on the whistle) and performs the 20 seconds (or 16 counts, etc.) of movement - freezing in the finishing position.

‘2’ starts 5 seconds (4 counts, etc.) after ‘1’,
‘3’ starts 5 seconds after ‘2’,
‘4’ starts 5 seconds after ‘3’, etc.

Set a way of travelling for the pupils to return to their starting positions, e.g.

    rolling
    creeping and looking
    dashing
    etc.

Perform this in unison.

Add D & F together and practise with music.
CONCLUSION

Warm Down


All begin standing in a circle, facing inwards.

Choose a pupil to perform an action of their choice. This can be anything at all; a turn, a wave, a stamp, etc.

Immediately, the rest of the group copies the movement.

Now the pupil to the right of the first performs an action of their choice.

The whole group now performs the first movement again and adds the second pupil’s movement onto the end of it.

The next pupil to the right in the circle now performs a movement.

The group repeats the first two movements then adds this third one onto the end.

Repeat this process until all pupils in the circle have made up a movement and the accumulated phrase has been performed.
SUGGESTIONS FOR FURTHER WORK

1. ‘The Cops’

   Number the pupils and scatter them as in task D. Interpret this task for the ‘Cops’.

   Explore ‘Cop-like’ movements with the class, such as:

   i) heels together, toes apart, upright body-stance;
      a) knee bends,
      b) rise onto toes;

   ii) hands clasped behind back;

   iii) slow head turns from one side to the other;

   iv) march-like walk;

   v) clear direct stepping patterns, e.g.

      forward, close feet
      back, close feet
      right, close feet
      left, close feet.

2. The Cops catch up with the Robbers.

   In groups of 3 or 4, experiment with:

   the discovery
   the chase
   the capture
   the escape

   Maintain the characterisation and movement qualities from each variation of D throughout the task.

   Develop more complex movements, e.g.

   Robbers - slow low turns
   Cops – high, bounding, running leaps.

3. Add together the ‘Robbers’ (from D), the ‘Cops’ (from 1, above) and the ‘catch’ (from 2, above) to produce a complete dance.