dance notes lesson plans

Key Stage 2

World War I

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Dance

Key Stage 2

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Lesson Plan for Key Stage 2 Dance

Curriculum Objectives:

- Apply & develop a broad range of movement skills
- Learn how to use these in different ways
- Link them to make actions & sequences of movement
- Enjoy communicating and collaborating with each other
- Develop an understanding of how to improve
- Learn how to evaluate and recognise own success

Learning Outcomes:

- Use a variety of movements in isolation and combination
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare and evaluate performances against previous ones
- Demonstrate improvement to achieve personal targets

Unit Contents:

Week 1: Saying Goodbye

Week 2: Hankies & Feathers

Week 3: Fields & Factories

Week 4: Trenches

Week 5: Piecing Together

Week 6: Peformance

Tracks Used

- "I Think It May Be Time"
- "Worry"
- "Before The Storm"
- "Something Wonderful"
- "Lift Me Up"
- "Temptation"
- "Everybody Wins"
- "Here We Go Swaying"
- "Race Game"
- "The Ladder"

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Week 1: Saying Goodbye

Starter

What do we know about the 1st World War?

Select key words from this discussion to use for the warm-up

Warm up

"I Think It May Be Time"

Musical Statues: when the music stops, freeze in a shape that reflects a word chosen from the discussion.

Use 3 words for a few rounds, then select another 3 words, and so on.

Children are not 'out', instead teacher and pupils try to guess what shapes they are making.

What muscles are you using to make your shapes? What muscles are you stretching in your shapes? Are you getting hot and sweaty whilst dancing?

Discuss circulation and the importance of warming-up.

Main

"Worry"

A

Imagine a loved one is leaving for war: how would you feel? How can you show these feelings in your body? What shapes and levels could you use to reflect these feelings?

Using hankies or dance scarfs, imagine you are waving goodbye to a loved one. Improvise with the prop, using your whole body. How can you use the hankie/scarf so that you don't just hold it. Try using a different part of your body to move with the prop.

In pairs, watch one another improvise and then describe the dynamic quality (speed/weight/intention) of the movements.

B

"Before The Storm"

Decide on 3 movements with your hankie/scarf and join them together. Repeat them 3 times, making each one bigger than the one before, exaggerating the movement.

Show to your partner and feedback to one another on the dynamic quality, body shapes and levels. What could you add to to improve it?

Cool Down

"Something Wonderful"

Use your hankie/scarf to 'cool off' your partner, then stretch up tall. Then relax the muscles and melt down to the floor.

Key Vocabulary:

shape, level, feelings, dynamics, speed, weight, intention, exaggerate, goodbye

Week 2: Hankies & Feathers

Starter

What do you remember about last week? Close your eyes and imagine you are writing a letter to your loved one. What would you say? What words would you use? Choose 3 words and make 3 shapes to reflect those words.

Warm up

"Lift Me Up"

'Hot & Cold' Game. Choose 2 children to be 'Hot' and 2 to be 'Cold'.

If you are tagged by a 'Cold' person you have to freeze in one of your chosen shapes from the starter. You can only be saved by one of the 'Hot' people.

Play a few rounds, giving different children a chance to be 'Hot' and 'Cold'.

Can you remember why it is important to warm-up? Why do your cheeks go pink when you run around the room? What is happening in the body?

Main

"Worry"

A

In pairs, standing face to face, practice 'mirror' technique, taking it in turns to lead and follow. Try using different levels and dynamic qualities. Recap your 'hankie' solo from last week and practice in mirror formation without the prop. Include your 'shapes' from the starter and warm-up.

Half the class show and feedback, then swap.

B

"Before The Storm"

Discuss how white feathers were given to men who didn't enlist for war; the feathers symbolised cowards.

In pairs, one hold a feather (or pretend, if you don't have feathers). Make shapes and movements that reflect fear, whilst your partner reflects strength and bravery. Then swap over. Observe how the shapes, levels and dynamics are opposite to one another. Set 3 opposite movements in your pairs.

Half the class show and feedback then swap.

Cool Down

"Something Wonderful"

Lying down with eyes closed, imagine you are lying on a bed of feathers. Relax each body part, one at a time. Take a deep breath in, then breathe out through the mouth. Imagine you are blowing a feather and want to keep it lifted for as long as possible.

Key Vocabulary:

mirror, lead, follow, opposite, complimentary, strong, weak

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Week 3: Fields & Factories

Starter

Discuss work that had to be done during the war, mostly by the women as nearly all the men were away fighting. Horses were also away fighting, which meant the women had to pull the ploughs instead. This was hard work.

Warm up

"Lift Me Up"

'Fields and Factories' game: label one end of the hall 'Fields' and the other 'Factories'.

When the music is playing, all move around the space as though you are ploughing the fields or working in a factory. When the music stops, teacher shouts either 'fields' or 'factories':all run to that end of the hall. The last one isn't out but they get to shout 'fields' or 'factories' next time.

Main

"Everybody Wins"

A

In groups of 4-6, try to make a plough. Who is the plough and who is pulling the plough? You can use pictures to help with ideas. Try a few ideas then choose your favourite.

Can you now make your plough travel around the room?
Does it move fast or slow?
In straight lines or curved pathways?
Is the movement heavy or light?

Practice with each group evenly spaced as you 'plough the field'. Set your group's starting position and pathway. Discuss how important it is to work as a team, to listen to each other and respect everybody's ideas in the group.

B

"Temptation"

Either in the same groups (if working well) or different groups, imagine you are in the factory. Each group is going to be a machine in the factory.

Standing in a line, close together, shoulder to shoulder, choose 3 individual movements and one that everyone does the same. Movements must be strong, sharp and quick, using just one body part.

e.g., a quick 'demi plie' (slight bend of the knees), a sharp jab with the elbow to the side or a turn of the head.

Keep the movements simple. The tricky part is fitting everyone's movements together to make the machine so that you don't collide! The relationship between dancers is important here: everyone working together like they would have done in WW1.

Half the class show and feedback then swap.

Cool Down

"Here We Go Swaying"

Stretch up to the sky, then down to your toes. Lunge on each leg, then stretch quads in a balance: who can balance for the longest?

Key Vocabulary:

coordination, contact, dynamics, pathways, levels, relationships

Week 4: Trenches

Starter

What have we done so far? What would it have been like for men at war?

You may want to use pictures of the trenches to aid discussion.

Warm up

"Race Game"

'Stuck-in-the-mud' game. After a couple of minutes of playing traditionally, running around the room and freezing in a star shape, then ask the children to find different ways of travelling around the room using different levels and pathways. Instead of freezing in a star shape, they must freeze in a position as though they are holding a gun.

Main

"The Ladder"

A

This week, we're going to work as a whole class.

Divide the class into two groups.

Each group, position yourselves in a long line as though you are in a trench facing the other group. Each of you needs to find an individual starting position in your trench.

Start to climb out of the trench and move towards the other group in slow motion. Think about levels and how you would move. Moving in slow-motion is really difficult, as you have to think about where each movement is going and what shape your body is making.

All freeze when you meet in the middle. This will be the end of the 'trench' scene.

Practice a few times to explore different ways of moving and set your chosen movements.

B

Re-cap and develop your factory dance from last week, adding or taking away movements if needed.

Discuss unison and canon, using children to demonstrate.

Each group, develop your dance by adding sections of unison and canon. You may have already done so but you can add more. Try changing the shape of your machinery by moving places and using different relationships.

Cool Down

"Something Wonderful"

Move in slow motion around the room, getting slower and slower, until eventually stopping altogether. Then relax and fold forward at the hips into a hanging-forward bend, stretching out the hamstrings. Uncurl to standing and shake-out your whole body.

Key Vocabulary:

travelling, levels, slow-motion, unison, canon, relationships, actions, dynamics

Week 5: Piecing Together

Starter

What different sections of dance have we made for our WW1 dance?

(Hankie and Feather duets. Plough and Factory group dances. Trenches finale.)

Warm up

"I Think It May Be Time"

Numbers Game. Choose different movements relating to the dance for different numbers. E.g.

- '1' could be Hankies and you must move around the room using movement from the dance.
- '2' could be Trenches, which could be slow-motion.
- You could throw in some others too, such as hopping and jumping.

Decide, through group discussion, which numbers are which movements.

Main

"Before The Storm"

"Temptation"

A

Recap all elements of the dance.

- Hankie and Feather duets.
- Ploughs: can you remember your starting positions and pathways?
- Factory group dances.
- Slow-motion trench scene to finish.

Can you add or take away any movements? How can you improve your dance? Show and feedback different groups to get ideas on how to improve.

B

Piecing all the sections together.

Starting with the Hankie duets; each pair, find a starting position in the room. You must hold your finishing positions very still until each pair has finished their duet.

Decide, as a group, how to travel into your starting positions for the ploughs. You could, perhaps, pretend you are scattering the seeds ready to plough.

After the plough section, find a way of travelling into your factory starting positions. Maybe you could move like robots?

After the factory dances, travel into your trenches, possibly at a low level as though you are trying not to be seen? The freeze frame as the two groups meet in the middle is the end of the dance.

Practice these transitions a few times, so you can remember them without the teacher having to call them out.

Stress the importance of holding starting and finishing positions for each section, so that everyone is ready to travel.

Cool Down

"Here We Go Swaying"

Follow teacher in some simple stretches.

You could use this quiet time to discuss the health benefits of dance and physical activity.

Key Vocabulary:

transitions, travelling, stillness, timing, pathways

Week 6: Performance

Starter

Q&A on Performance Skills (timing, musicality, spatial awareness, energy, focus).

What makes a good performance? What does an audience want to see? What doesn't an audience want to see? *(e.g. it's important not to talk or fidget with clothing)*. What do you do if you make a mistake or forget the dance? How can you support each other?

If you filmed the dance last week, now would be a good opportunity to watch it and ask children for feedback.

Warm up

"I Think It May Be Time"

Musical Statues (from week 1). How has the pupils' choice of words and movements changed (if at all) from week one?

Main

"Before The Storm"
"Temptation"
"The Ladder"

A Rehearse the whole dance from start to finish, thinking about the starter discussion. Rehearse a couple of time through before the audience arrives (if you have one).

B Perform to an audience, maybe another class or some staff members or even parents. The audience can give positive feedback at the end of the performance.

Cool Down

"Race Game"

Big stretch up, then down to your toes, as though taking a bow! Then shake out and clap.

Key Vocabulary:

timing, focus, spatial awareness, energy, performance, support

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