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# 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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#### Curriculum Objectives:

- Develop fundamental movement skills (agility, balance & coordination)
- Become increasingly competent and confident in moving the body
- Work individually and with others
- Engage in co-operative physical activities
- Explore a range of increasingly challenging situations

#### Learning Outcomes:

- Master a variety of basic movement patterns
- Develop balance, agility and co-ordination
- Perform dances using simple movement patterns

#### Unit Contents:

- Week 1: Fire dance Improvisation
- Week 2: Fire dance Improvisation with prop
- Week 3: Pudding 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*

## Order Your Lesson Pack

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#### Full 6-Week Lesson Scheme

Thank you for sampling this lesson: to order the full 6-week scheme, please [click here](#)

The complete teaching pack includes the course outline (as shown); your 6-week lesson plan; supplementary teaching notes and full integrated music tracks. You can stream the music directly from the web, download tracks as mp3s or have them delivered on a CD. You may also have a pre-printed lesson sent to you in a handy display folder (see order page for options).

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