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Key Stage 2

The Rainforest



Tracy Alcon

Dance

Key Stage 2

Lesson Plan for Key Stage 2 Dance

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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: 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"](#)

Week 1: Destruction of the Rainforest

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Starter

Discuss what rainforests are, where they are located in the world and why they are important. Ask why the children think that rainforests matter.

Warm up

The children walk to one side of the room and jog back to the other. Teacher, call out instructions:

- 'Duck' - bend under branches
- 'Jump' - leap over logs and branches
- 'Stepping stones' - bounce in long strides
- 'Waterfall' - make turns

Each of these movements will be performed slowly if they are walking back or more quickly if they are jogging. Children will be moving at different speeds but all performing the same movement.

◀ "Night Crossing"

The children imagine they are exploring a rainforest. As they travel, what movements will they use? Encourage the children to discuss their ideas. To start them off:

- Move branches to the side: large arm movements; encourage children to use changes of direction, high and low movements and to change speed.
- Rapid, quiet steps on balls of the feet, moving more quickly on the pathway.
- Small jumps over branches and ducking under low-hanging branches.
- You may come to a waterfall - turn slowly as you imagine standing under the water. Turn quicker.
- Balance over zigzagging stepping stones.
- Climb a rock.

Main

◀ "Is There a Doctor in the House?"

Discuss why trees are chopped down? How does this affect the animals of the rainforest?

Split the class into two groups and explain that half the group are going to pretend to be the forest and the other half are 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)

A

◀ "I Think I've Seen The Future"

'Trees': stand in the middle, twisting around one another with some space in-between. They may create a swaying movement.

'Machines': create machines in small groups of 4 or 5. Encourage children to work

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closely in their groups, sharing ideas.

B ◀ "Is There a Doctor in the House?"

Machines: move around the circle in groups of 4s and 5s. Give some time for the machines to see how they are going to move.

C After the machines have moved around the whole circle of trees, they pretend to cut the trees down.

The machines take the children off. They could do this with a careful carry or drag - or simply lay them still on the floor.

Cool Down ◀ "Uncertainty Prevails"

Similar to the warm up, walk to one side of the room and jog back. Call out 'tree' or machine.

- 'Trees' - sway side to side and fall safely to the floor.
- 'Machines' - perform rigid machine movements using body

Flexibility stretch: from standing, stretch to each side. Roll down through the spine: aim for hands to touch the floor with the legs straight. Slowly roll up through the spine. Rise and lower, heels off the floor. Repeat and hold with balance.

Key Vocabulary:

balance, pathway, explore, level, direction.

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