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Key Stage 2

The River



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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: The River

Week 2: Suspension, Fall and Roll.

Week 3: The River - Suspension, Fall and roll.

Week 4: The Dam

Week 5: River Poem

Week 6: Rehearse and Perform.

Tracks Used

- ✦ ["Papillon"](#)
- ✦ ["The River"](#)
- ✦ ["Here We Go Swaying"](#)
- ✦ ["Turning"](#)
- ✦ ["Ebb and Flow"](#)
- ✦ ["Waterfalls"](#)
- ✦ ["Webs We Weave"](#)

Week 1: The River

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Starter

Ask the children how much they already know about rivers. Discuss famous rivers around the world (use visual images). These could include: The Seine in Paris; The Amazon in Brazil; The Thames in London; The Yellow River in China; The Rio Grande in USA - and then focus on the Colorado River.

Warm up

◀ "Papillon"

Show a picture of the Colorado River and discuss its winding, curving character.

Find a space. Weave in and out of each other, changing directions and levels, creating circular and curving pathways. The travelling actions begin slow, then increase in speed and then slow down again to depict the river slowing then quickening.

Main

◀ "The River"

A Discuss the "salmon run", using video clips if possible. Divide the class into three groups.

Group 1 will be representing the rocks and are positioned in rock-like shapes along a curved pathway in the centre of the room. On occasions, the rocks roll in a curled-up position. As the water passes the rocks, there could be a small contact - e.g. a gentle brush, which could simply be the back of a hand onto the back of the curled rock.

Group 2 will represent the river. They perform swirling and twisting movements, dipping and rising. The river group travels the length of the room in-between the rocks. As they pass, they perform sideways, forwards or backwards rocking motions until they reach the end of the room.

Group 3 will be representing the salmon travelling up river. Their movements will be travelling jumps, in and around the rocks and river.

Discuss spatial awareness. Swap the groups, so all the children have a chance to be a slow rolling rock, the river and salmon.

B

◀ "Here We Go Swaying"

Ask the children to either sit or lay down in a space and close their eyes. They are to imagine they are the river. Encourage them to listen carefully to the music and think about how they would move to it. Ask:

- How would you travel? (*flowing, continuous, slow and quick, pathways, direction, levels, rising and falling*)

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- How could you move if you met a partner? (*turning , spiralling around one another*)

Share ideas of how they moved to the music in their heads.

B ◀ "Here We Go Swaying"

Perform an improvisation, using the ideas from section 'A'. The children should now have more of a feel for the music and - hopefully - lots of ideas, so will feel freer to explore.

Extension: encourage some contact improvisation as they move around. If they are close to another pupil perhaps they could turn together using linking arms or holding hands to turn or even perform simple leans onto one another.

Warm Down ◀ "Turning"

Discuss briefly how a whirlpool moves.

Children find a space and, starting from the toes, imagine a whirlpool moving up through the body.

You could do this in small groups, where children are standing in a circle and perform in canon (one after the other).

Key Vocabulary:

continuous, spatial awareness, rising & falling, appreciation, contact improvisation

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