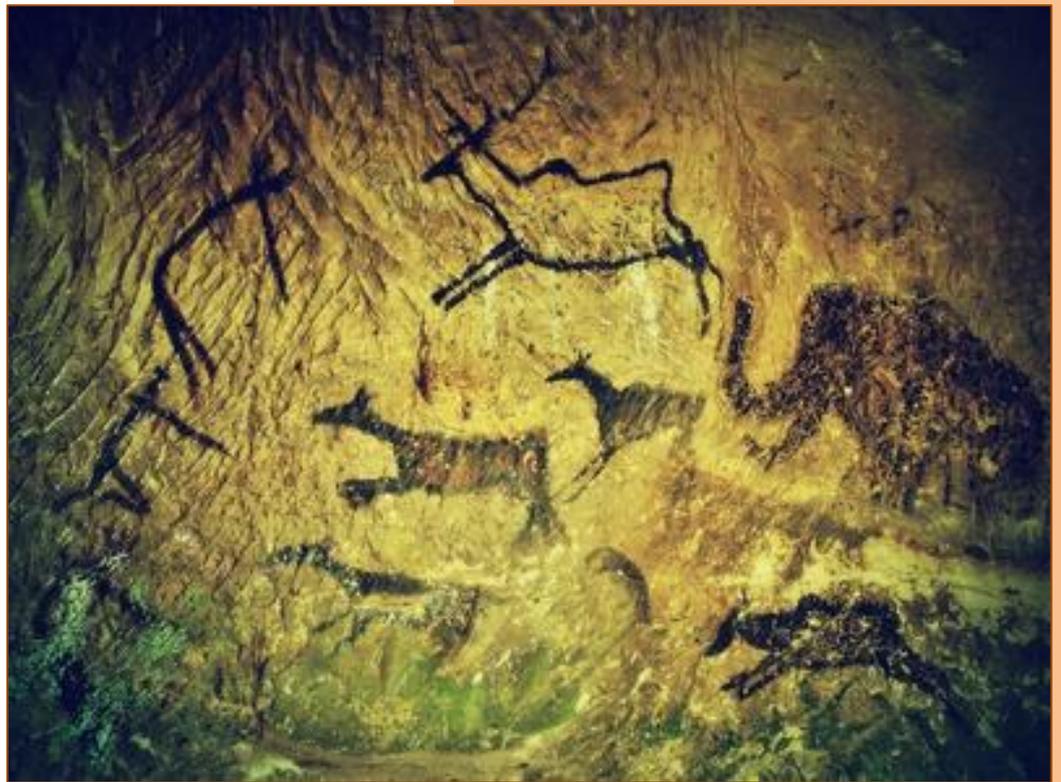


[Order Teaching Pack](#)

# Key Stage 2

## The Stone Age



## Lesson Plan for Key Stage 2 Dance

### Order Teaching Pack

#### 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: Hunters And Gatherers. ( duets)

Week 2: Hunter Becomes Hunted. (small groups)

Week 3: The Wheels Keep On Turning. (whole class dance)

Week 4: Cave Painting And Farming. (small groups)

Week 5: Dance Rehearsal And Improvements.

Week 6: Rehearse, Evaluate And Perform.

#### Tracks Used

- ✦ ["Wasteland"](#)
- ✦ ["Predator"](#)
- ✦ ["Here We Go Swaying"](#)
- ✦ ["How Now"](#)
- ✦ ["Artificial Respiration"](#)
- ✦ ["Everything's Rosy"](#)

## Week 1: Hunters And Gatherers

### Order Teaching Pack

#### Starter

Explain to the class they are going to be learning about the three eras of the Stone Age through dance and music. These are:

- the old (Paleolithic),
- the middle (Mesolithic) and
- the new (Neolithic).

What were the 3 main priorities of early man? *Food, shelter and clothing.*

What did they eat? *Wild berries, roots, fruit, raw fish.*

Where did they live? *In caves & jungles, resting under trees, bushes & near rocks.*

What did they wear? *Bark, leaves of trees, eventually animal skin. (it was very cold)*

Early man fought hard for survival and needed protection from the sun, rain, wind, cold and from wild animals: of what ferocious animals did they have to beware? *Cave lions, bears, hyenas, boars, bison, woolly rhinos and woolly mammoths.*

*Before early man thought to make tools they would throw boulders, rocks and stones to ward off predators. As man progressed they began to make stone tools, also using wood and bones.*

#### Warm up

Discuss the 5 basic dance actions. Do the children know these?

Jump - Turn - Travel - Stillness - Gesture

Pick some children to give examples of each. This activity is taken from the game 'Simple Simon Says'. You could call it 'Woolly Mammoth Says' or choose another animal or just use 'Early Man Says'.

So for 'Early Man says *turn*' all the children turn (encourage children to choose different turns each time you say 'early man says turn') when you just say 'everyone turn' or 'now turn' the children must remain still. If they turn when early man hasn't said then they must sit down where they are. They can help you catch others out to keep them involved. After a time, restart with all children back in the space. You could pick one child to take your position in shouting out the different actions.

#### Main

##### ◀ "Wasteland"

**A** Early men were called hunter-gatherers. What do you think this means? (*Explain in more detail if the children aren't sure*). Discuss how the hunters would move:

- moving stealthily through the jungle
- creeping movements, then quick abrupt pounces
- when gathering plants and roots they could use different levels

## Order Teaching Pack

*Encourage changes of direction, interesting shapes and patterns as they travel in space. Think about the 5 basic dance actions . How can we use them?*

- B** Working independently, ask the children to create a short dance sequence using 3 or 4 of the 5 basic dance actions.

Explain that each child needs to be constantly travelling around the space as early man was nomadic and needed to travel with the herds.

Give the children time to explore their 3 or 4 movements portraying the hunter-gatherer. Movement could include stopping and starting, changing dynamics, with quick bursts of energy followed by slow sustained movement.

- C** Select 2 or 3 children to share their ideas.

In each pair or 3, each child teaches their moves to the other(s) and vice versa. They then combine these into a longer sequence in any order.

- D** Perform in 2 groups. Give all children a chance to evaluate one another's work.

### Warm Down ◀ "Everything's Rosy"

Begin by standing with feet shoulder-width apart; reach arms high; stretch forward, aiming to keep the back straight. Relax down, bending knees; hang there and then stretch the knees; relax again and then stretch again. Roll up through the spine.

Stretch over to the side; come back to centre and stretch to the other side.

Sit on the floor, soles of the feet together; relax upper body forward; soften neck and shoulders. Roll up through the spine and bring legs straight in front of you (parallel position) slowly opening legs (into second position). Relax forward; hold this developmental stretch. The aim is to rest elbows on the floor in front.

Slowly transfer upper body over the right leg, back through centre and to the other side. Ensure knees are facing the ceiling so not twisting (turned out is okay too). Come back to centre, roll up and repeat stretch with legs in parallel.

Come over onto knees and tuck toes under, coming slowly up to standing. Inhale, bringing arms up from the side to ceiling; exhale, bringing arms down.

### Key Vocabulary:

*gesture, jump, turn, stillness, travel, flexibility, improvisation, inhale, exhale*

## Order Your Lesson Pack

### [Order Teaching Pack](#)

#### 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).

To browse the full range of teaching packs, preview other lessons, audition music or place an order, please

[click here](#)

Alternatively, a Dance Notes Licence will equip your entire school with:

- Unlimited lesson downloads
- Unlimited music downloads
- Instant lesson streaming
- Supplementary teaching materials
- Bonus lessons
- New topics on demand
- Email support
- CDs by request (Annual/Monthly Licence)

[Find out more about Licence options here](#)

Thanks for your interest in Dance Notes. If you have any comments or would like more information, please call 01225 313082 or email [info@dancenotes.co.uk](mailto:info@dancenotes.co.uk).