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Key Stage 1

Under The Sea



Tracy Challenor

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

Cross Curricular Links:

- Language: learning new vocabulary, discussing dances.
- Mathematics: developing spatial and counting skills.
- P.S.H.E: developing children's awareness of others.
- Science: understanding the body.
- Music: developing awareness of rhythm & timing; appreciating all music.

Unit Contents:

Week 1: Exploring the Ocean
Week 2: Sea Creatures
Week 3: Deep Sea Divers (Then and Now)
Week 4: Sea Dance
Week 5: Sea Dance Rehearsal
Week 6: Rehearse and Perform

Tracks Used:

- ◀ ["Into The Unknown"](#)
- ◀ ["Waterfalls"](#)
- ◀ ["Epic Adventure"](#)
- ◀ ["Anywhere But Here"](#)
- ◀ ["Anger"](#)
- ◀ ["Bubbling Under"](#)
- ◀ ["It's OK"](#)
- ◀ ["Turning"](#)
- ◀ ["Wasteland"](#)
- ◀ ["Webs We Weave"](#)

Week 1: Exploring the Ocean

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Starter

Talk about the topic we are going to be exploring this term. Then begin by:

- Raising your arm slowly to the ceiling and slowly down.
- Raise your arm up quickly to the ceiling and then quickly down.
- Raise your arm slowly up and then quickly down.
- Reverse.
- Walk on tiptoes slowly, then quickly.
- Ask children for ideas, encourage some quick and some slow actions: turns, jumps, rolls, and travelling steps.

Listen to two pieces of music: one slow and one quick:

- ◀ ["Into The Unknown"](#)
- ◀ ["Waterfalls"](#)

Explain that although the music is slow, we can choose to move quickly if we wish and we can also move slowly to quick music. Try this with the children beginning with raising the arm slowly to the quick music and vice versa. Did you find this tricky? Why?

Warm up

What type of sea creatures move slowly? Ask for ideas. Use visuals if needed or - if possible - watch clips of how sea creatures move: e.g. whale, jelly fish, octopus etc. What types of sea creatures move quickly? e.g. smaller fish, shark etc.

A ▶ ["Waterfalls"](#)

Ask children to imagine they are large, slow-moving sea creatures, moving in and out of an old underwater shipwreck, moving amongst the weeds and plants. Encourage children to weave in and out, use all of the space and avoid contact with others.

B ▶ ["Epic Adventure"](#)

Change to quicker music and encourage children to move more quickly, darting in and around one another. Use quick changes of direction or zigzag patterns.

Main

- A Build a word bank with the children on the theme of Calm and Stormy seas. Encourage children to use their own ideas; add a few of these if needed:

Calm Sea

Tranquil, floating
Lapping, rippling
Swirling, gliding
Soothing, creeping

Stormy Sea

lashing, pounding
crashing, flinging
tossing, heaving
dragging, choppy

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Trickling, spreading	whipping, swelling
Splishing, sighing	Whoosh, splash
Meandering, settling	rush, dive
Ebb/flow, whispering.	Whirlpools.

Discuss the calm and stormy seas and differences between them.

B ◀ "Anywhere But Here"

Improvisation: Calm Sea

C ◀ "Anger"

Improvisation: Stormy Sea. You could offer light, flowing material - scarves or crepe paper cut into strips - if desired.

D Children find a space, facing front; move forwards and backwards imitating the motion of waves. *(It is a good idea to help children here, so they are in lines and have space in which to move forward and back, as below).*

X X X X X X
 X X X X X X

Arms moving up - or use strips of blue crepe paper or material - move forward and back 4 x

E Add side to side sways, taking paper or material up into the air as you sway 8 x

F In Canon. The children in the front line lift the material up over their heads and dip low, they then rise and move off stage. For example:- Three will run off swiftly to stage left and three will run off swiftly to stage right.

< X X X X X X >

The 2nd line then repeats this movement, then the third and so on. (Discuss timing: observing each other so all are working together). After all children have practised these dance motifs, split the class into two groups and allow them to observe one another's timing and concentration.

G Practice E, F and G .

Cool Down ◀ "The Webs We Weave"

Talk about the qualities of fast and slow movements. In pairs, mirror your partner: child 'A' thinks of a sea creature and performs a movement, which child 'B' copies. Then change over: eg. jellyfish, octopus, stingray etc.

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