

Reception & Nursery
Key Stage: Foundation Stage

A Big Beast & Mini Beasts Adventure



DANCE IN EDUCATION

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DANCE IN EDUCATION

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Early Years Educational Dance

| | | Examples | Abbreviation |
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| 3 Prime Areas | Communication & Language | Listening skills Team work Working with a partner | C & L |
| | Physical Development | All dances | PD |
| | Personal, Social & Emotional Development | Social dances Partner dances Expressing emotions and feelings | PSED |

| | | Examples | Abbreviation |
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| 4 Specific Areas | Literacy | Phonics Nursery Rhymes Stories Poetry Letters Punctuation | LI |
| | Numeracy | Nursery Rhymes Shapes Levels Patterns (Formations) Numbers Mirroring Moving into groups Counting steps & music | NU |
| | Understanding the World | Cultural Dance Social & Historical Dance Special Events & Celebrations Weather Going on Holidays Trip to the zoo and seaside | UW |
| | Expressive Arts & Design | Listening to & responding to music creatively Expressing thoughts & feelings Pretending to be | EAD |

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| | | Responding to using props Magic Toy & Shoe box | |
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| Lesson 1 | <p>Theme: Travelling through the Deep Dark Wood</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to travel on different levels through the deep dark forest 2. To be able to create different tree shapes with your body | |
| Warm up | <p>Command Style: Standing/Sitting in a circle (See video links in PowerPoint for guidance)</p> <ul style="list-style-type: none"> • Brain dance, patting, tapping, brushing & squeezing (waking up all the senses, mind and body) • Walking around the space (individually) • Increase speed to jogging <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>TP Pathways & speed (when travelling around)</p> <p>Questions: What has happened to your body? Why is it important to warm up So that you don't hurt (injure) yourself. Prepares your mind and body for dancing.</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |
| Intro | <p>Share the lessons learning objectives</p> | |
| Task 1 | <p>Travelling through the Deep Dark Forest: Pathways</p> <p>Q Who/What would you find in the deep dark forest?</p> <p>Encourage pupils to use their imagination, pretend they are standing in the deep dark forest look all around them, look below and above, to the sides, far & near.</p> | <p>CL & PD</p> <p>NU, UW, EAD</p> |

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| | <p>Command Style: See demonstration video in PowerPoint</p> <p>Example: Sliding/rolling like a snake Crawling (under & over) Turning (around something) Creeping (through the long grass) Brushing past something (hanging creepers or branches) Jumping on stepping stones Crossing a rickety old rope bridge</p> <p>TP: Think about how you can perform the movements, slowly & quickly</p> <p>Extension: Ask the pupils to travel through the deep dark wood on their own without the teachers instructions</p> <ol style="list-style-type: none">1) Decide where they would like to start and then decide where they would like to finish.2) What pathway are you going to make to get there3) Make it an exciting pathway <p>A pathway is the pattern that you make on the floor. Teacher to explain and demonstrate this to pupils show video clip in PowerPoint</p> <p>TP encourage pupils to change levels and pathways</p> | |
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| Task 2 | <p>Tree Shapes</p> <p>Group Discussion: What different shapes could the trees in the deep dark wood be? What sizes could the trees be?</p> <p>Description of the trees: tangled branches, curving, leaning, spiky</p> <p>Teacher or children to demonstrate tree shapes and the rest of the class to copy.</p> | <p>PD</p> <p>NU, UW</p> |
| Task 3 | <p>Differentiated Tasks for Tree Shapes (see PowerPoint)</p> <p>Encourage pupils to use different levels for their tree shapes</p> | <p>PD,</p> <p>NU, UW</p> |
| Task 4 | <p>Peer Evaluation: Tree Shapes</p> <p>Either join up with a partner or split the class in half. For questions see PowerPoint.</p> | <p>C & L</p> |
| Task 5 | <p>Travelling through the Deep Dark Wood & Tree Shapes</p> <p>Incorporate the tree shapes into travelling through the deep dark forest. See Differentiated Task (PowerPoint)</p> <p>Extension Task At the end of the journey through the deep dark wood pupils could also perform their four different tree shapes at the beginning and the end of their journey.</p> | <p>CL & PD</p> <p>NU, UW, EAD.</p> |

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| Task 7 | Peer Evaluation: See PowerPoint for details & questions Split class in half | |
| Cool Down | Cool Down & Plenary Examples: Yoga/tai chi stretching or all pupils lying down on the floor after stretching the teacher to gently touch them on the left shoulder for them to quietly get up and line up at the door. | |

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| Lesson 2 | Theme: Travelling through the Deep Dark Forest & meeting some animals and mini beasts Aims of Lesson: 1. | |
| Warm up | Command Style: Standing/Sitting in a circle <ul style="list-style-type: none">• Brain dance, patting, tapping, brushing & squeezing (waking up all the senses, mind and body)• Walking around the space (individually)• Increase speed to jogging• Teacher to shout out tree and pupils to hold a tree shape from last lesson. (hold it as a stretch) TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. TP Pathways & speed (when travelling around) Questions: What has happened to your body? Why is it important to warm up | CL & PD LI, NU, EAD |
| Intro | Share the lessons learning objectives | |
| Task 1 | Recap: Travelling through the Deep Dark Forest : Pathways Command Style: Pupils to copy the teacher (or pupils to use their own ideas to travel through the deep dark wood) Example: Sliding/rolling like a snake Crawling (under & over) Turning (around something) Creeping | CL & PD NU, UW, EAD. |

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| | <p>Brushing past something (hanging creepers or branches) Jumping on stepping stones Crossing a rickety old rope bridge</p> <p>TP: Think about how you can perform the movements slowly & quickly</p> <p>Teacher to shout out 'Tree Shape' as in the warm up</p> <p>Extension: Ask the pupils to travel through the deep dark wood on their own without the teachers instructions. Pupils to perform their own tree shapes without the teacher's instructions. (See last lessons differentiated task on PowerPoint)</p> <p>TP encourage pupils to change levels and pathways</p> <p>Extension Task Perform all four tree shapes at the beginning and the end of the journey trough the deep dark wood</p> | |
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| Task 2 | Tree Shapes Perform tree shapes together with a partner (see differentiated task) | C & L |
| Task 2 | What animals & mini beasts might you see in the deep dark forest? Teacher to lead with the initial ideas for actions then if possible allow the pupils to explore and perform on their own without or with limited instructions. (See video examples) TP In Dance we perform an exaggerated movement or action that can represent something. TP Think about change of levels, | CL & PD NU, UW, EAD |
| Task 3 | Mini Beast & Animal Actions See PowerPoint for choice of differentiated tasks | CL & PD LI, NU, UW, EAD |
| Task 4 | Peer Evaluation See PowerPoint for details Join up with another pair and watch them perform their actions <ul style="list-style-type: none"> • How many animal actions did they perform? • Did they use different levels? | C & L |
| Task 5 | The whole class choreography This is optional. Each week you may wish to perform everything or just some of what the class has been working on. Tree Shapes Travel through the Deep dark forest Tree shapes with a partner Animals actions (solo) | CL & PD LI, NU, UW, EAD |

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| Cool Down | Cool Down & Plenary Examples: Yoga/tai chi stretching or all pupils lying down on the floor after stretching the teacher to gently touch them on the left shoulder for them to quietly get up and line up at the door. | |
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| Lesson 3 | <p>Theme: Travelling through the Deep Dark Forest & Meeting the Animals</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to create actions about different animals and mini beasts. 2. To be able to copy a partner (follow and lead) performing their animal actions around deep dark forest. | |
| Warm up | <p>Command Style: Standing/Sitting in a circle (see video demonstrations within PowerPoint)</p> <ul style="list-style-type: none"> • Brain dance, patting, tapping, brushing & squeezing (waking up all the senses, mind and body) • Walking around the space (individually) • Increase speed to jogging • Teacher to shout out animal actions from last lesson. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>TP Pathways & speed (when travelling around)</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |
| Intro | Share the lessons learning objectives | |
| Task 1 | <p>Recap: Travelling through the Deep Dark Forest with tree shapes: Pathways</p> <p>Command Style: Pupils to copy the teacher (or pupils to use their own ideas to travel through the deep dark wood)</p> <p>Example: Sliding/rolling like a snake Crawling (under & over) Turning (around something)</p> | <p>CL & PD</p> <p>NU, UW, EAD.</p> |

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| | <p>Creeping Brushing past something (hanging creepers or branches) Jumping on stepping stones Crossing a rickety old rope bridge</p> <p>TP: Think about how you can perform the movements slowly & quickly</p> <p>Teacher to shout out 'Tree Shape' as in the warm up</p> <p>Extension: Ask the pupils to travel through the deep dark wood on their own without the teachers instructions. Pupils to perform their own tree shapes without the teacher's instructions. TP encourage pupils to change levels and pathways</p> <p>Extension Task Perform all four tree shapes at the end of the journey trough the deep dark wood</p> | |
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| Task 2 | <p>Recap Partner work: Animal Actions Join up with a partner and choose a task, See PowerPoint for choice of differentiated tasks</p> | <p>CL , PD & PSED</p> <p>LI, NU, UW, EAD</p> |
| Task 3 | <p>Follow & Lead: Join up with a partner. Decide who is going to be the leader first. The leader can perform their animal actions on the spot and travel around the deep dark forest. Teacher will decide when to change the leader</p> | <p>CL & PD</p> <p>NU, UW, EAD.</p> |
| Task 4 | <p>Peer Evaluation Join up with another pair and try to work out which task the pair they are watching chose.</p> | <p>CL , PD & PSED</p> |
| Task 5 | <p>The whole class choreography This is optional. Each week you may wish to perform everything or just some of what the class has been working on. Tree Shapes Travel through the Deep dark wood Tree shapes with a partner Animals actions (solo)</p> | <p>CL , PD & PSED</p> <p>LI, NU, UW, EAD</p> |
| Cool Down | <p>Cool Down & Plenary Examples: Yoga/tai chi stretching or all pupils lying down on the floor after stretching the teacher to gently touch them on the left shoulder for them to quietly get up and line up at the door.</p> | |

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| Lesson 4 | Theme: Introducing the Big Beast Aims of Lesson: <ol style="list-style-type: none"> 1. To be able to travel around the deep dark forest like a Big Beast 2. To be able to create and perform Big Beast Positions and perform them with a partner. | |
| Warm up | Command Style: Standing/Sitting in a circle <ul style="list-style-type: none"> • Brain dance, patting, tapping, brushing & squeezing (waking up all the senses, mind and body) • Walking around the space (individually) • Increase speed to jogging / Change to travelling through the deep dark wood Example: Sliding/rolling like a snake Crawling (under & over) Turning (around something) Creeping Brushing past something (hanging creepers or branches) Jumping on stepping stones Crossing a rickety old rope bridge TP: Think about how you can perform the movements , slowly & quickly Recap Mini Beast & Animal actions from last lesson <ul style="list-style-type: none"> • Teacher to shout out an mini beast animal action from the previous two lessons TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. | CL & PD LI, NU, EAD |

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| | TP Pathways & speed (when travelling around) Questions: What has happened to your body? Why is it important to warm up | |
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| Intro | Share the lessons learning objectives | |
| Task 1 | <p>Recap Partner work: Animal Actions Join up with a partner and choose a task, See PowerPoint for choice of differentiated tasks</p> | <p>CL , PD & PSED</p> <p>LI, NU, UW, EAD</p> |
| Task 2 | <p>Recap Follow & Lead Join up with a partner. Decide who is going to be the leader first. The leader can perform their animal actions on the spot and travel around the deep dark forest. Teacher will decide when to change the leader</p> | <p>CL & PD</p> <p>NU, UW, EAD.</p> |
| Task 3 | <p>Meet the Big Beast What do you think a Big Beast would look like?</p> <ul style="list-style-type: none"> • Close your eyes and imagine what he looks like. • Does he have sharp teeth? • Big round eyes? • <p>Pupils could draw a picture of what their big beast will look like or they could perhaps join up with a partner and describe their beast to their partner.</p> <p>Big Beast: Improvisation</p> <p>Questions: How do you think the Big Beast might move and why? What levels do you think he/she might use? and why ?</p> <p>Play some instrumental music for pupils to lie down on the floor, close their eyes and listen too. Ask them to visualise themselves as the Big Beast.</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |

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| | <p>Then ask them to get up, play the music again and for the pupils to then move around like a Big Beast</p> <p>Extra Guidance if required: (see video clips for demonstrations) Will he/she stomp & stamp? Will he/she jump up high or is he too big and heavy? What will his /her arms be doing? Swinging by his/her sides? Pushing branches or trees out of his/her way.</p> | |
| Task 4 | <p>Big Beast Positions (See video clip demonstrations) Explore different positions that a big beast might hold (pupils may choose to have a scary face too) Encourage pupils to use the different levels Low, medium & high.</p> <ul style="list-style-type: none"> • Choose three positions one on each level. • Join up with a partner and stand opposite each other. • Perform your three Big Beast Positions one after the other (6 in total) | <p>CL & PD</p> <p>LI, NU, EAD</p> |
| Task 5 | <p>The whole class choreography</p> <p>This is optional. Each week you may wish to perform everything or just some of what the class has been working on.</p> <p>Tree Shapes Travel through the Deep dark wood Tree shapes with a partner Animals actions (solo) Big Beast positions with a partner</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |
| Cool Down | <p>Cool Down & Plenary Examples: Yoga/tai chi stretching or all pupils lying down on the floor after stretching the teacher to gently touch them on the left shoulder for them to quietly get up and line up at the door.</p> | |

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| <p>Lesson 5</p> | <p>Theme: A Big Beast</p> <p>Aims of Lesson: Be able to create actions with a partner that describes a Big Beast. To know and understand what a formation is.</p> | |
| <p>Warm up</p> | <p>Command Style: Standing/Sitting in a circle</p> <ul style="list-style-type: none"> • Brain dance, patting, tapping, brushing & squeezing (waking up all the senses, mind and body) • Walking around the space (individually) • Increase speed to jogging / Change to travelling through the deep dark forest. <p>Example: Sliding/rolling like a snake Crawling (under & over) Turning (around something) Creeping Brushing past something (hanging creepers or branches) Jumping on stepping stones Crossing a rickety old rope bridge</p> <p>TP: Think about how you can perform the movements, slowly & quickly</p> <p>Recap Big Beast actions from last lesson</p> <ul style="list-style-type: none"> • Teacher to shout out a mini beast or animal action <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> | <p>CL & PD LI, NU, EAD</p> |

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| | TP Pathways & speed (when travelling around) Questions: What has happened to your body? Why is it important to warm up | |
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| Intro | Share the lessons learning objectives | |
| Task 1 | <p>Meet a Big Beast</p> <ul style="list-style-type: none"> Look at the pictures of the big beasts in the PowerPoint. Pupils can also think about well known beasts from books and imaginary ones from their own heads. Create actions from these descriptions (see PowerPoint for examples) <p>TP Exaggerate actions</p> <p>Differentiated Task on own or with a partner see PowerPoint.</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |
| Task 2 | <p>Meet a Big Beast: Partner work</p> <p>Join up with a partner or find a new partner and teach your Big Beast actions to each other.</p> <p>Explain what a formation is: The position that you stand in.</p> <p>Pupils to choose a formation to stand in to perform all the Big Beast actions.</p> <p>Extension: Pupils to start in one formation and finish in another.</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |
| Task 3 | <p>The whole class choreography</p> <p>This is optional. Each week you may wish to perform everything or just some of what the class has been working on.</p> <p>Tree Shapes Travel through the Deep dark wood Tree shapes with a partner Animals actions (solo) Big Beast positions with a partner Big Beast actions with a partner</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |



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| Cool Down | Cool Down & Plenary Examples: Yoga/tai chi stretching or all pupils lying down on the floor after stretching the teacher to gently touch them on the left shoulder for them to quietly get up and line up at the door. | |
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| Lesson 6 | <p>Theme: What makes a good performance</p> <p>Aims of Lesson:</p> | |
| Warm up | <p>Command Style: Standing/Sitting in a circle</p> <ul style="list-style-type: none"> • Brain dance, patting, tapping, brushing & squeezing (waking up all the senses, mind and body) • Walking around the space (individually) • Increase speed to jogging / Change to travelling through the deep dark forest <p>Example: Sliding/rolling like a snake Crawling (under & over) Turning (around something) Creeping Brushing past something (hanging creepers or branches) Jumping on stepping stones Crossing a rickety old rope bridge</p> <p>TP: Think about how you can perform the movements, slowly & quickly</p> <p>Recap Big Beast Actions</p> <ul style="list-style-type: none"> • Teacher to shout out an big beast action e.g. Knobby knees or turned out toes <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>TP Pathways & speed (when travelling around)</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> | <p>CL & PD</p> <p>LI, NU, EAD</p> |

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| Intro | Share the lessons learning objectives | |
| Task 1 | <p>Discuss with the class what makes a good performance.</p> <ul style="list-style-type: none"> • No talking & good concentration • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions • Pointed toes | C & L |
| Task 2 | <p>Big Beast Actions with Partner:</p> <p>Formations: Pupils to start in one formation and finish in another.</p> <p>Extension Task: Pupils to repeat all their actions three times. Each time start in a new formation.</p> | CL, PD & PSED LI, NU, EAD |
| Task 3 | <p>Whole Class Choreography: This is optional. Each week you may wish to perform everything or just some of what the class has been working on.</p> <p>Tree Shapes Travel through the Deep dark wood Tree shapes with a partner Animals actions (solo) Big Beast positions with a partner Big Beast actions with a partner</p> | CL, PD & PSED LI, NU, EAD |
| Task 4 | <p>Peer or Self Assessment See PowerPoint for options.</p> | CL & PD LI, NU, EAD |
| Cool Down | <p>Cool Down & Plenary Examples: Yoga/tai chi stretching or all pupils lying down on the floor after stretching the teacher to gently touch them on the left shoulder for them to quietly get up and line up at the door.</p> | |

