

Reception & Nursery
Key Stage: Foundation Stage

A Big Beast & Mini Beasts Adventure



DANCE IN EDUCATION

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Early Years Educational Dance

		Examples	Abbreviation
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
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

		Responding to using props Magic Toy & Shoe box	
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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 <p>TP: Think about how you can perform the movements , slowly & quickly</p> <p>Recap Mini Beast & Animal actions from last lesson</p> <ul style="list-style-type: none"> • Teacher to shout out an mini beast animal action from the previous two lessons <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p>	<p style="text-align: center;">CL & PD LI, NU, EAD</p>

	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>

	<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>	