

Year 1
Key Stage: 1

The Jungle Dance



DANCE IN EDUCATION



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Key Stage: 1	YEAR: 1	DURATION: 10 Lessons
<p>AIM: The Jungle Dance Inspired by the book 'Giraffes Can't Dance' Meet Gerald the Giraffe who can't dance. Meet all his friends at the Jungle dance and learn to waltz, salsa and more Finally help Gerald to dance when he finally finds 'music that he loves'</p>		
LEARNING OBJECTIVES (Children should learn)		LEARNING OUTCOMES (Children)
Acquiring & Developing Skills (AD)		
<p>AD1: to explore movement ideas and respond imaginatively to a range of stimuli</p> <p>AD 2: to move confidently and safely in their own and general space, using changes of speed, level and direction</p>	<p>AD1: respond to different stimuli with a range of actions</p> <p>AD2: copy and explore basic body actions demonstrated by the teacher</p> <p>AD 3: copy simple movement patterns from each other and explore the movement</p>	
Selecting & Applying Skills, Tactics & Compositional Ideas (SA)		
<p>SA1: to compose and link movement phrases to make simple dances with clear beginnings, middles and ends</p> <p>SA2: to perform movement phrases using a range of body actions and body parts</p>	<p>SA1: choose movements to make into their own phrases with beginnings, middles and ends</p> <p>SA2: practice and repeat their movement phrases and perform them in a controlled way</p>	
Knowledge & Understanding of Fitness & Health (KU)		
<p>KU1: to recognise how their body feels when still and when exercising</p>	<p>KU1: know where their heart is and understand why it beats faster when exercising</p>	
Evaluating & Improving Performance (EI)		
<p>EI1: to talk about dance ideas inspired by different stimuli</p> <p>EI2: to copy, watch, and describe dance movement</p>	<p>EI1: use simple dance vocabulary to describe movement</p> <p>EI 2: talk about dance, linking movement to moods, ideas and feelings</p>	

<p style="text-align: center;">ASSESSMENT OPPORTUNITIES</p> <ul style="list-style-type: none"> • Baseline assessment (first lesson) • Formative assessment (continually) question and answer and observation • Self, partner and group evaluations of compositional skills and quality of performance (continually) • Summative assessment (last lesson) 	<p style="text-align: center;">EXPECTATIONS</p> <p>After carrying out the activities in this unit:</p> <p>Most pupils will: perform basic body actions; use different parts of the body singly and in combination; show some sense of dynamic, expressive and rhythmic qualities in their own dance; choose appropriate movements for different dance ideas; remember and repeat short dance phrases and simple dances; move with control; vary the way they use space; describe how their lungs and heart work when dancing; describe basic body actions and simple expressive and dynamic qualities of movement</p>
<p style="text-align: center;">CROSS CURRICULAR LINKS</p> <ul style="list-style-type: none"> • Language – learning new vocabulary • Mathematics – developing spatial awareness and counting skills • Music – developing awareness of rhythm • PSHE – developing children’s awareness of others • Science – understanding the body • Geography – Map of Africa & Map of countries where other cultural dances originate. 	<p>Some pupils will not have made so much progress and will: explore basic body actions; begin to make single movements and combine movements using different parts of the body; practise moving expressively and clearly; try to choose movements that reflect the dance idea; with help, remember, repeat and link movement phrases and dances; recognise when they feel out of breath when dancing; recognise and describe some body actions and some expressive and dynamic qualities of movement</p> <p>Some pupils will have progressed further and will: perform more complicated combinations of movement fluently and with control; perform clearly and expressively; show an awareness of phrasing and music; choose movements that show a clear understanding of the dance idea; say why their heart beats faster and their temperature rises when dancing; talk about dance using a range of descriptive language</p>

PRIOR LEARNING	LANGUAGE FOR LEARNING	RESOURCES & ICT
<p>It is helpful if the pupils have:</p> <p>Followed simple instructions</p> <ul style="list-style-type: none"> • Moved using simple rhythms • Explored basic body actions • Watched and talked about movement • Had some experience of action songs and action rhymes 	<ul style="list-style-type: none"> • Words to describe travel and stillness, <i>eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i> • Words to describe direction, <i>eg forwards, backwards, sideways</i> • Words to describe space, <i>eg near, far, in and out, on the spot, own</i> • Beginning, middle, end • Words to describe moods and feelings (expressive qualities), <i>eg jolly, stormy</i> • Words to describe the nature of movement (dynamic qualities), <i>eg fast, strong, gentle</i> 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> • Music Video clips of different styles of dance • Pens & paper • White board / flip chart • Stereo player / music system <p>ICT:</p> <ul style="list-style-type: none"> • Watch videos of their performance • Use of white boards and pens • Research work on the Internet • Use digital cameras to take still pictures of good and poor technique • Interactive white board

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 1	Theme: Travelling through the Jungle Aims of Lesson: <ol style="list-style-type: none"> 1. To be able to perform a travelling movement phrase through the Jungle 2. To know that there are four different levels that your body can perform on in dance 	

Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style: Alarm clock just goes off</p> <ul style="list-style-type: none"> Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) Need to pack our backpack: Open your back pack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs Get on the bus Get to the airport hand in your passport Sit down on the aeroplane Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in the middle of the Jungle</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body?</p> <ul style="list-style-type: none"> Increased body temperature (sweating) face has started to change colour (pink/red) increased pace of breathing. <p>Why is it important to warm up?</p> <ul style="list-style-type: none"> Prepares the body for physical activity Prevents any injury The muscles are like cold blue tac if you tried to stretch cold blue tac it would snap but once you warm it up in your hands it becomes lovely and stretchy. 	KU 1 & 2

Task 1	Watch video clip of the Disney's Tarzan 0.47 seconds to the end. Class discussion: Questions: What would you find/see in the jungle? What would you have to travel through, over, under etc?	EI 1
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<p>Task 2</p>	<p>Travelling through the Jungle: Pathways</p> <p>Teach a travelling movement phrase that you could use to travel through the Jungle</p> <p>Organisation: Pupils to stand in teams and travel across the room</p> <p>Xxxx Xxxx → Xxxx Xxxx</p> <p>Alternatively to achieve maximum participation have pupils standing in the their teams in the middle of the room with half the group facing one direction and the other half facing the opposite.</p> <p>XX XX ← XX XX →</p> <p>Example: Swinging from tree to tree like a monkey 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: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly (Dynamics HOW)</p> <p>Explain what a pathway is: Black paint on your feet it's the pattern that you make on the floor. (WHERE)</p> <ul style="list-style-type: none"> • Ask the pupils now to choose a starting point in the jungle and decide where they would like to finish. • Ask the pupils to use the ideas from the travelling movement phrase as well as there own ideas to travel from A-B. • Remind pupils to use different levels 	<p>AD 2</p> <p>AD 1, 2 & 3</p> <p>SA 1 & 2</p>
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<p>Task 3</p>	<p>Evaluation & Improving Split the class in half and watch each half perform: travelling through the jungle.</p> <p>TPs Choose a partner number each other one and two. Number one to sits at the front as the audience. Number two to stand in a space ready to perform.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Did your partner travel through the jungle using different levels? • Did you partner travel different pathways. 	<p>EI 1 & 2</p>
<p>Cool Down</p>	<p>Cool Down & Plenary</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 2	<p>Theme: Introducing Gerald</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> 1. To be able to perform exaggerated actions on different levels. 2. To be able to link actions together to create a dance sentence 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. 	
Warm up	<p>Command Style: Alarm clock just goes off</p> <ul style="list-style-type: none"> • Getting ready, washing face & teeth, brushing hair, opening your drawers/wardrobe to find your clothes and putting them on. • Having breakfast, cereal, toast (jump up and catch the toast as it pops out of the toaster) • Need to pack our backpack: Open your backpack go to your wardrobe to get out your clothes, go to the bathroom to get your toiletries. Carry your backpack down the stairs • Get on the bus • Get to the airport hand in your passport • Sit down on the aeroplane • Pretend to fly around the room on a plane. <p>Perform stretches pretending to be an aeroplane and land the plane down in the middle of the Jungle</p> <p>TP Exaggerate all actions (make every movement bigger and larger than life)</p> <p>TP Can you encourage the children to use different levels Low (L) Medium (M), High (H) and Elevated/in the air (E)</p> <p>Questions:</p> <p>What has happened to your body? Why is it important to warm up? (See PowerPoint)</p>	KU 1 & 2

<p>Task 1</p>	<p>Recap Travelling through the Jungle: Travelling Movement Phrase</p> <p>Recap the teacher taught travelling movement phrase from last lesson (See Lesson 1 for Tips on class organisation)</p> <p>Example: Swinging from tree to tree like a monkey 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 Make a tree shape (twisted, bent, tall, small, spikey, bushy)</p> <p>Extension Task: Ask pupils to add one of their own travelling ideas onto the end of the teacher taught travelling phrase.</p> <p>TP: Levels (WHERE) Question pupils on the use of different levels. What level are you performing your own chosen action on?</p>	<p>AD 2 & SA 2</p>
<p>Task 2</p>	<p>Recap the pupils travelling phrase through the Jungle</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p> <ul style="list-style-type: none"> Remind pupils to use different levels and speeds 	<p>SA 1 & 2</p>
<p>Task 3</p>	<p>Introducing Gerald</p> <p>Read the start of the book about Gerald or use the video clip on the PowerPoint</p> <p>Question What did you learn about Gerald? (See PowerPoint for examples)</p>	<p>EI 1</p>
<p>Task 4</p>	<p>Actions about Gerald</p> <p>In Dance we perform an exaggerated movement or action that can represent something. Teacher examples: long slim neck, bandy knees, munching shoots off trees (different levels)</p>	<p>AD 1, 2 & 3</p>

	<p>Teacher Taught Actions (Example) about Gerald Long slim neck: Reach up with both arms above head (High Level) Bandy Knees : Knock knees together (Medium level) Munching Shoots off trees: Kneeling stretch out arms to the right (clapping hands together) take arms over to the left in a circular motion.</p> <p>Extension Task Pupils to think about changing the speed of the examples given by the teacher.</p>	
Task 5	<p>Actions about Gerald</p> <p>Differentiated task on PowerPoint: (There are two slides of examples of differentiated tasks) Pupils can work in pairs or as individuals depending on time and pupils ability.</p>	SA 1, SA 2
Task 6	<p>Evaluation & Improving</p> <p>Join up with another pair or individual and watch their performance.</p> <p>Questions: Can you work out which task they have answered?</p>	EI 1 & 2
Cool Down	<p>Cool Down & Plenary Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Example: Lying on the floor take stretch out as if you are about to roll in the long grass or make a twisted tree shape.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 3	<p>Theme: Introducing Gerald</p> <p>Aims of Lesson:</p> <ol style="list-style-type: none"> To be able to teach your Gerald actions to a partner To be able to perform the whole dance to the best of your ability 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style : Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing & tapping (Brain Dance) Shake arms & legs Swing arms Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald actions after swinging the arms, pupils can choose or can be teacher led. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up (See lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

<p>Task 1</p>	<p>Recap Introducing Gerald</p> <p>Read the start of the book about Gerald or use the video clip on the PowerPoint</p> <p>What ideas about Gerald did we use last week to create our actions?</p> <p>Example: long slim neck, bandy knees, munching shoots off trees</p> <p>Question: We performed these actions on? (Different levels)</p>	<p>EI 1</p>
<p>Task 2</p>	<p>Recap Actions about Gerald</p> <p>Demonstrate & recap with pupil's teachers Gerald motif (actions) from last week.</p> <p>Pupils to practice their own actions using the Differentiated task on PowerPoint:</p> <p>(Pupils can work in pairs or as individuals depending on time and pupils ability)</p>	<p>AD 1, 2 & 3</p> <p>SA 1, SA 2</p>
<p>Task 3</p>	<p>Actions about Gerald: Partner Work</p> <p>Join up with another pair or individual. Teach each other their actions and join them altogether.</p> <p>This can then be performed as a solo or as a duo (2 people)</p>	<p>EI 1 & 2</p> <p>AD 3 & SA 2</p>
<p>Task 4</p>	<p>Group Dance</p> <ul style="list-style-type: none"> • Travelling through the jungle and stop at final destination (Freeze in a tree shape representing the Rain Forest) • Individual Gerald Actions: Number pupils 1 & 2. All number 1's to perform their on individual Gerald Actions and freeze in a position either the same Tree shape as before or a position that represents Gerald) All Number 2's now perform their actions. (This is called canon when one group or an individual performs one after the other. (The opposite is unison which is when everyone performs together at the same time) • Travel into a big circle (works well in class) or a semi circle (works better for a performance with an audience) and sit down for the jungle dance. • Gerald Duo: Choose 3 or 4 pairs to come out and perform at the same time. When they are finished another group will come on the dance floor and perform until the whole class have all performed. 	<p>AD 2 & 3</p> <p>SA 1 & 2</p>
<p>Cool Down</p>	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p>	

	Example: Lying on the floor take stretch out as if you are standing/ stretching tall like Gerald.	
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	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 4	<p>Theme: The Jungle Dance</p> <p>Aims of Lesson: To be able to perform basic waltz and rock 'n' roll steps To be able to talk about and compare the two different styles of dance</p>	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing & tapping (Brain Dance) Shake arms & legs Swing arms Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up (See Lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>
Task 1	<p>Recap Actions about Gerald: Partner Work</p> <p>Join up with another pair or individual. Teach each other their actions and join them altogether.</p> <p>This can then be performed as a solo or as a duo (2 people)</p>	AD 3 & SA 2

<p>Task 2</p>	<p>Group Dance</p> <p>Practice dance so far: (see Lesson 3 for more details)</p> <ul style="list-style-type: none"> • Travelling through the jungle • Gerald actions (no 1s perform first followed by no 2's this is called canon) • Travel into a big circle and sit down for the jungle dance. • Perform Gerald Duo's inside the circle <p>TP's</p> <ul style="list-style-type: none"> • No talking • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions 	<p>AD 2 & 3 SA 1 & 2</p>
<p>Task 3</p>	<p>The Jungle Dance:</p> <p>Show video clip of the Jungle Dance (See PowerPoint)</p> <p>Questions about the different animals and different styles of dance mentioned (see PowerPoint)</p>	<p>EI 1 & 2</p>
<p>Task 4</p>	<p>The Jungle Dance: Warthogs Waltz</p> <p>Show video clip of the Waltz (See PowerPoint)</p> <p>Questions about waltz (see PowerPoint)</p>	<p>EI 1 & 2</p>
<p>Task 5</p>	<p>The Jungle Dance: Warthogs Waltz</p> <p>Teacher taught movement phrase using very basic waltz steps (Use Youtube videos to help)</p> <p>Perform with a partner</p> <p>Questions: Did you enjoy dancing the waltz? How did it make you feel?</p>	<p>AD 1, 2 & 3 SA 1</p> <p>EI 2</p>

<p>Task 6</p>	<p>The Jungle Dance: Rhinos Rock 'n' Rolled Show video clip of Rock 'n' roll (See PowerPoint)</p> <p>Questions about Rock 'n' roll (see PowerPoint)</p>	<p>EI 1 & 2</p>
<p>Task 7</p>	<p>The Jungle Dance: Rhinos Rock 'n' Rolled Teacher taught movement phrase using basic rock 'n' roll steps. (Use Youtube videos to help)</p> <p>Practice with a partner</p> <p>Questions: Did you enjoy dancing rock 'n' roll? How did it make you feel?</p>	<p>AD 1, 2 & 3 SA 1</p> <p>EI 2</p>
<p>Cool Down</p>	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Example: Lying on the floor take stretch out as if you are standing/ stretching tall like Gerald.</p>	<p>EI 1 & 2</p>

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 5	<p>Theme: The Jungle Dance</p> <p>Aims of Lesson: To be able to perform basic tango and cha cha steps To be able to talk about and compare the two different styles of dance</p>	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style : Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing & tapping Shake arms & legs Swing arms Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up (see Lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>
Task 1	<p>Recap Actions about Gerald: Partner Work</p> <p>Join up with another pair or individual. Teach each other their actions and join them altogether.</p> <p>This can then be performed as a solo or as a duo (2 people)</p>	AD 3 & SA 2

Task 2	<p>Group Dance</p> <p>Practice dance so far: (see Lesson 3 for more details)</p> <ul style="list-style-type: none"> • Travelling through the jungle • Gerald actions (no 1s perform first followed by no 2's this is called canon) • Travel into a big circle and sit down for the jungle dance. • Perform Gerald Duo's inside the circle <p>TP's</p> <ul style="list-style-type: none"> • No talking • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions 	<p>AD 2 & 3 SA 1 & 2</p>
Task 3	<p>The Jungle Dance: Waltz & Rock 'n' Roll</p> <p>Recap both styles of dance & practice with a partner</p>	<p>AD 1, 2 & 3 SA 1</p>
Task 4	<p>The Jungle Dance: Lions Tango</p> <p>Show video clip of the Tango (See PowerPoint)</p> <p>Questions about Tango (see PowerPoint)</p>	<p>EI 1 & 2</p>
Task 5	<p>The Jungle Dance: Lions Tango</p> <p>Teacher taught movement phrase using the basic Tango steps. (Use Youtube videos to help you)</p> <p>Practice with a partner</p> <p>Questions: Did you enjoy dancing the tango? How did it make you feel?</p>	<p>AD 1, 2 & 3 SA 1</p> <p>EI 2</p>

Task 6	<p>The Jungle Dance: Chimps Cha Cha Show video clip of the Cha Cha (See PowerPoint)</p> <p>Questions about cha cha (see PowerPoint)</p>	EI 1 & 2
Task 7	<p>The Jungle Dance: Chimps Cha Cha Teacher taught movement phrase using basic Cha Cha steps (Use Youtube videos to help you)</p> <p>Practice with a partner</p> <p>Questions: Did you enjoy dancing the Cha Cha? How did it make you feel?</p>	<p>AD 1, 2 & 3 SA 1</p> <p>EI 2</p>
Cool Down	<p>Cool Down & Plenary Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Example: Lying on the floor take stretch out as if you are standing/ stretching tall like Gerald.</p>	EI 1 & 2

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 6	<p>Theme: The Jungle Dance 'Scottish Country Dancing'</p> <p>Aims of Lesson 6</p> <ul style="list-style-type: none"> To be able to perform basic Scottish Country dancing steps To small groups choreograph 2 bars of 8 of Scottish Country dancing 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. 	
Warm up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing & tapping (Brain Dance) • Shake arms & legs • Swing arms • Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. • Teacher to shout freeze perform swinging arm actions Extension Task: add two movements from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

<p>Task 1</p>	<p>Recap Actions about Gerald: Partner Work</p> <p>Join up with another pair or individual. Teach each other their actions and join them altogether.</p> <p>This can then be performed as a solo or as a duo (2 people)</p>	<p>AD 3 & SA 2</p>
<p>Task 2</p>	<p>Group Dance</p> <p>Practice dance so far:</p> <ul style="list-style-type: none"> • Travelling through the jungle • Gerald actions (no 1s perform first followed by no 2's this is called canon) • Travel into a big circle and sit down for the jungle dance. • Perform Gerald Duo's inside the circle <p>TP's</p> <ul style="list-style-type: none"> • No talking • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions 	<p>AD 2 & 3 SA 1 & 2</p>
<p>Task 3</p>	<p>The Jungle Dance: Baboons Scottish Reel</p> <p>Show video clip of Scottish Country Dancing (See PowerPoint)</p> <p>Questions about Scottish Country Dancing (see PowerPoint)</p>	<p>EI 1 & 2</p>
<p>Task 4</p>	<p>The Jungle Dance: Baboons Scottish Reel</p> <p>Teach pupils basic country-dance steps in a large circle formation. (Use Youtube videos as a guide to help you)</p> <p>TPs: Counting in 8's</p> <p>Questions: Did you enjoy dancing the Scottish Country Dancing? How did it make you feel?</p>	<p>AD 1, 2 & 3 SA 1</p> <p>EI 2</p>

<p>Task 5</p>	<p>Scottish Country Dancing Task</p> <p>In small groups create a Scottish Country dancing routine. (2 bars of 8 or more) (1 bar of 8 of music is 8 counts)</p> <p>Encourage pupils to try and change their formations.</p> <p>A Formation (WHERE) is the position that you stand in (Circle, square, lines, triangle)</p> <p>Differentiation: (LA) For less able groups create 1 bar of 8, which can be repeated.</p>	<p>AD 1, 2 & 3 SA 1, 2 & 3</p>
<p>Cool Down</p>	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Example: Lying on the floor take stretch out as if you are standing/ stretching tall like Gerald.</p>	<p>EI 1 & 2</p>

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 7	<p>Theme: 'Scottish Country Dancing'</p> <p>Aims of Lesson 7</p> <ul style="list-style-type: none"> To be able to teach your groups 2 bars of 8 to another group To be able to choreograph your own Scottish Country dance in small groups. To understand what a formation is. 	
Intro	<ul style="list-style-type: none"> • Share aims of the lesson. 	
Warm up	<p>Command Style : Standing in a circle</p> <ul style="list-style-type: none"> • Pat arms, legs, chest tummy, repeat with brushing & Tapping (Brain Dance) • Shake arms & legs • Swing arms • Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. • Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. Each time add one more Gerald action on. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up (see Lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

<p>Task 1</p>	<p>Recap Group Dance</p> <p>Practice dance so far:</p> <ul style="list-style-type: none"> • Travelling through the jungle • Gerald actions (no 1s perform first followed by no 2's this is called canon) • Travel into a big circle and sit down for the jungle dance. • Perform Gerald Duo's inside the circle <p>TP's</p> <ul style="list-style-type: none"> • No talking • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions 	<p>AD 2 & 3 SA 1 & 2</p>
<p>Task 2</p>	<p>The Jungle Dance: Baboons Scottish Reel</p> <p>Recap basic country-dance steps in a large circle formation.</p> <p>TPs: Counting in 8's</p> <p>Questions: Can you remember what comes next?</p>	<p>AD 1, 2 & 3 SA 1</p> <p>EI 2</p>
<p>Task 3</p>	<p>Scottish Country Dancing Task</p> <p>Recap in small groups 2 bars of 8.</p> <p>Differentiation: For less able groups create 1 or 2 bars of 8 which can be repeated.</p>	<p>AD 1, 2 & 3 SA 1, 2 & 3</p>
<p>Task 4</p>	<p>Formations, Direction & Pathways (WHERE)</p> <p>Choose one group to demonstrate their 2 bars of 8.</p> <p>Explain what formation is: The Position that you stand in (circle, triangle, lines a square)</p> <p>Explain what direction means: Direction is the way that you face.</p> <p>Recap Pathways : the pattern you make on the floor (circular, straight line, zig zag, sideways)</p> <p>Explain that in dance we use these to make the performance and the choreography look much more interesting.</p>	<p>EI 1 & 2</p>

	<p>Teacher to use the group to demonstrate how the group can start in one formation and finish is a new one at the end of the 2 bars of 8. Also try to demonstrate depending on ability that all the pupils don't have to face the same direction or travel the same pathway for example. Half the group could side step to the right and the other half to the left whilst facing each other.</p> <p>Show video clip of Scottish Country Dancing (See PowerPoint) & discuss the formations, directions and pathways that are being demonstrated in the video clip.</p>	EI 1 & 2
Task 4	<p>Formations, Direction & Pathways (WHERE)</p> <p>Pupils to work in their groups to start in one formation and finish in another.</p> <p>Differentiation (More Able MA) think about facing different directions and travelling different pathways.</p> <p>Extension Task : Add a third formation. At the end of the first bar of 8 be in a new formation.</p>	AD 1, 2 & 3 SA 1
Task 5	<p>Teaching Task</p> <p>Join up with another group and teach each other the 2 bars of 8 and join them together. (Including the new formations and any change of direction and pathways)</p>	AD 1, 2 & 3 SA 1
Cool Down	<p>Cool Down & Plenary</p> <p>Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson.</p> <p>Example: Lying on the floor take stretch out as if you are standing/ stretching tall like Gerald.</p>	EI 1 & 2

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 8	<p>Theme: Gerald & the Cricket</p> <p>Aims of Lesson:</p> <ul style="list-style-type: none"> To understand and recognise that changing the levels and the direction you face helps to make the dance piece more interesting for the audience to watch, To understand the difference between canon & unison. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing and tapping Shake arms & legs Swing arms Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. Each time add one more Gerald action on. <p>TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space.</p> <p>Questions: What has happened to your body? Why is it important to warm up (lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

<p>Task 1</p>	<p>Recap Group Dance</p> <p>Practice dance so far:</p> <ul style="list-style-type: none"> • Travelling through the jungle • Gerald actions (no 1s perform first followed by no 2's this is called canon) • Travel into a big circle and sit down for the jungle dance. • Perform Gerald Duo's inside the circle <p>TP's</p> <ul style="list-style-type: none"> • No talking • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions 	<p>AD 2 & 3 SA 1 & 2</p>
<p>Task 1</p>	<p>Gerald & the Cricket</p> <p>Read an extract from the book about Gerald & the Cricket or use the video clip on the PowerPoint</p> <p>Question What did happened to Gerald when he tried to dance? What advice did the Cricket give him (see PowerPoint for examples)</p> <p>Froze Walked Listen Swaying grass Trees Branches</p>	<p>EI 1</p>
<p>Task 2</p>	<p>Group Dance: Actions/levels & Dynamics (speed)</p> <p>Command Style: Using the ideas/words from extract about Gerald and the Cricket, Teacher to demonstrate and pupils to copy the actions relating to the words. Pick 3- 5 actions (depending on the ability of the class)</p> <p>Example: Listen, swaying grass, branches in the breeze, Trees (big exaggerated actions)</p> <p>Talk about performing the actions on different levels and changing speeds. Why do we do this in Dance? (To make the performance and choreography more interesting)</p>	<p>AD 1, 2 & 3</p>

<p>Task 3</p>	<p>Group Dance: Formation & Direction, Canon & Unison</p> <p>This can be performed as one whole class group. Or alternatively split the class in half to make two separate groups but all to be performing the same dance.</p> <p>Command Style: Teacher to choreograph Decide on a whole class starting formation. (Lines, scatter, circle, semi circle etc.)</p> <p>All perform in unison together the teachers chosen actions</p> <p>Example: Stand Frozen (High Level) Walk (choose a pathway) (High Level) Listen (Step out to the right and bring right hand up to right ear as if listening) (Medium level) (Pupils to all face their own chosen direction) Swaying Grass (Low Level) Perform in Canon Branches in the Breeze (medium level) Tree Shape (every one to hold their own tree shape on their own chosen level.</p> <p>Extension Task Perform some actions in unison (all at the same time) perform one or more in canon (one after the other)</p>	<p>AD 1, 2 & 3</p>
<p>Task 4</p>	<p>Evaluation & Improving</p> <p>If the class has been working in two separate groups, then one group can be the audience whilst the other one performs.</p> <p>If it has been choreographed as one group, the teacher could video the performance so that all the children are able to watch the performance.</p> <p>Questions: How did the performance look? Did you like it when everyone faced a different direction? Did you like it when everyone performed the at the same time? Can you remember what this is called? At what point did everyone perform in canon?</p>	<p>EI 1 & 2</p>

Cool Down	Cool Down & Plenary Calm/classical music, pupils to lie on the floor and stretch. If possible use the idea of some of the actions/dance steps used in the lesson. Example: Lying on the floor sway your arms from side to side like the branches in the breeze.	
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	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 9	<p>Theme: Gerald is Dancing</p> <ul style="list-style-type: none"> To be able to pretend that you are Gerald and start to dance. To choose 2 or 3 actions and teach them to a partner. 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style : Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing & tapping (Brain dance) Shake arms & legs Swing arms Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. Each time add and action from last weeks lesson Gerald & the Cricket or for lesson 9 & 10 Gerald Dancing TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up (lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

<p>Task 1</p>	<p>Recap Group Dance: Gerald & the Cricket Formation & Direction, Canon & Unison</p> <p>This can be performed as one whole class group. Or alternatively split the class in half to make two separate groups but all to be performing the same dance.</p> <p>Command Style: Teacher to choreograph Decide on a whole class starting formation. (Lines, scatter, circle, semi circle etc)</p> <p>All perform in unison together the teachers chosen actions</p> <p>Example: Stand Frozen (High Level) Walk (choose a pathway) (High Level) Listen (Step out to the right and bring right hand up to right ear as if listening) (Medium level) (Pupils to all face their own chosen direction) Swaying Grass (Low Level) Perform in Canon Branches in the Breeze (medium level) Tree Shape (every one to hold their own tree shape on their own chosen level.</p> <p>Extension Task Perform some actions in unison (all at the same time) perform one or more in canon (one after the other)</p>	<p>AD 1, 2 & 3</p>
<p>Task 2</p>	<p>Improvisation: Gerald Dancing</p> <p>Pupils to lie down close their eyes and listen to either some classical music or the Gerald Song (as in suggested music list)</p> <p>You could also read out the extract of Gerald dancing again and ask the pupils to imagine themselves as Gerald. ' His hooves had starting shufflingHe threw is arms out sideways and he flung them everywhere.....'</p> <p>Ask the pupils to stand up and pretend they are Gerald (they can close their eyes if they wish to help them to relax into the role)</p> <p>Remind pupils to think about performing on different levels and different speeds. (They can use the ideas of the group dance from last lesson if they wish)</p> <p>Questions: How did you want to move?</p>	<p>AD 1 & 2 SA 1 & 2</p>

	<p>Was it the music or the words or both that made you want to move? How did you feel when you were dancing? How do you think Gerald felt when he was dancing?</p>	
Task 2	<p>Peer Evaluation. Pupils to join up with a partner. Watch each other perform their improvisation of Gerald dancing and give feedback.</p> <p>Did you recognise any of the movements /actions? Was there any movements/actions that your partner performed that you though were particularly good? /why?</p>	EI 1 & 2
Task 3	<p>Choose Actions</p> <p>From your improvisation choose 2-3 of your favourite actions of Gerald dancing (Teacher could give examples too or pick pupils to demonstrate some of their ideas)</p> <p>TP Remind pupils to change levels & Speed (dynamics)</p>	AD 1, 2 & 3 SA 1 & 2
Task 4	<p>Partner Work</p> <p>Join up with a partner and teach your Gerald actions to your partner and vice a versa.</p> <p>Extension: Think about using different formations with your partner. Can you incorporate the use of canon?</p>	AD 1, 2 & 3 SA 1 & 2
Cool Down	<p>Cool Down & Plenary</p> <p>Play some classical music again and allow the children the freedom again to improvise as Gerald dancing.</p>	

	LEARNING ACTIVITY & TASKS	LEARNING OBJECTIVE
Lesson 10	<p>Theme: Gerald is Dancing</p> <p>Aims of Lesson:</p> <ul style="list-style-type: none"> To perform the whole dance to the best of your ability To know and understand what makes a good performance 	
Intro	<ul style="list-style-type: none"> Share aims of the lesson. 	
Warm up	<p>Command Style: Standing in a circle</p> <ul style="list-style-type: none"> Pat arms, legs, chest tummy, repeat with brushing & tapping (Brain dance) Shake arms & legs Swing arms Walking around the space (individually) Extension task: Travelling through the jungle using all your ideas from previous lessons. Teacher to shout freeze perform swinging arm actions Extension Task: add a movement from the Gerald motif after swinging the arms, pupils can choose or can be teacher led. Each time add and action from last weeks lesson Gerald & the Cricket or for lesson 9 & 10 Gerald Dancing TP Do not touch anyone else when you are travelling around the space. Travel in your own personal space. <p>Questions: What has happened to your body? Why is it important to warm up (lesson 1)</p> <p>TP: Use different levels in your movement phrase. Think about how you can perform the movement phrase, slowly & quickly</p> <p>Question What is a pathway? (Black paint on your feet it's the pattern that you make on the floor)</p>	<p>AD 2 & 3</p> <p>SA 1 & 2</p> <p>KU 1 & 2</p>

<p>Task 1</p>	<p>What makes a Good Performance?</p> <p>Discuss with the class.</p> <ul style="list-style-type: none"> • No talking • Stretched arms & legs • Hold head up high (don't look down) • Exaggerated actions • Good concentration • Pointed toes 	<p>AD 1, 2 & 3 SA 1 & 2</p>
<p>Task 2</p>	<p>Recap: Partner Work: Gerald Dancing</p> <p>Join up with a partner and teach your Gerald actions to your partner and vice a versa.</p> <p>Extension: Think about using different formations with your partner. Can you incorporate the use of canon?</p>	<p>AD 1, 2 & 3 SA 1 & 2</p>
<p>Task 3</p>	<p>Recap & Perform Whole Class Dance</p> <p>Practice dance so far: There is a lot here to remember so you many only want to focus on some of it. I haven't included the Scottish Country dancing but again you can include this if you wish.</p> <ul style="list-style-type: none"> • Travelling through the jungle • Gerald actions (no 1s perform first followed by no 2's this is called canon) • Travel into a big circle and sit down for the jungle dance. • Perform Gerald Duo's inside the circle • Whole class choreography Gerald at the cricket • Gerald dancing improvisation • Gerald dancing duo <p>Extra</p> <ul style="list-style-type: none"> • Scottish Country Dancing (include if you wish) <p>Performance opportunity: Invite another class or the rest of the school in to watch the final performance.</p>	<p>AD 1, 2 & 3 SA 1 & 2</p>

	<p>If you are able to you could film the performance and then allow the pupils to watch it.</p> <p>They could decided on one thing that they thought they were really good at (Star) and one thing that they could try and improve (wish) related to the performance criteria (see PowerPoint)</p>	
Cool Down	<p>Cool Down & Plenary</p> <p>Play some classical music again and allow the children the freedom again to improvise as Gerald dancing.</p>	