

Year 1  
Key Stage: 1

# The Jungle Dance



DANCE IN EDUCATION



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Key Stage: 1	YEAR: 1	DURATION: 10 Lessons
<p><b>AIM: The Jungle Dance</b> 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>		
<b>LEARNING OBJECTIVES (Children should learn)</b>		<b>LEARNING OUTCOMES (Children)</b>
<b>Acquiring &amp; Developing Skills (AD)</b>		
<p><b>AD1:</b> to explore movement ideas and respond imaginatively to a range of stimuli</p> <p><b>AD 2:</b> to move confidently and safely in their own and general space, using changes of speed, level and direction</p>	<p><b>AD1:</b> respond to different stimuli with a range of actions</p> <p><b>AD2:</b> copy and explore basic body actions demonstrated by the teacher</p> <p><b>AD 3:</b> copy simple movement patterns from each other and explore the movement</p>	
<b>Selecting &amp; Applying Skills, Tactics &amp; Compositional Ideas (SA)</b>		
<p><b>SA1:</b> to compose and link movement phrases to make simple dances with clear beginnings, middles and ends</p> <p><b>SA2:</b> to perform movement phrases using a range of body actions and body parts</p>	<p><b>SA1:</b> choose movements to make into their own phrases with beginnings, middles and ends</p> <p><b>SA2:</b> practice and repeat their movement phrases and perform them in a controlled way</p>	
<b>Knowledge &amp; Understanding of Fitness &amp; Health (KU)</b>		
<p><b>KU1:</b> to recognise how their body feels when still and when exercising</p>	<p><b>KU1:</b> know where their heart is and understand why it beats faster when exercising</p>	
<b>Evaluating &amp; Improving Performance (EI)</b>		
<p><b>EI1:</b> to talk about dance ideas inspired by different stimuli</p> <p><b>EI2:</b> to copy, watch, and describe dance movement</p>	<p><b>EI1:</b> use simple dance vocabulary to describe movement</p> <p><b>EI 2:</b> talk about dance, linking movement to moods, ideas and feelings</p>	

<p style="text-align: center;"><b>ASSESSMENT OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• Baseline assessment (first lesson)</li> <li>• Formative assessment (continually) question and answer and observation</li> <li>• Self, partner and group evaluations of compositional skills and quality of performance (continually)</li> <li>• Summative assessment (last lesson)</li> </ul>	<p style="text-align: center;"><b>EXPECTATIONS</b></p> <p><b>After carrying out the activities in this unit:</b></p> <p><b>Most pupils will:</b> 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;"><b>CROSS CURRICULAR LINKS</b></p> <ul style="list-style-type: none"> <li>• Language – learning new vocabulary</li> <li>• Mathematics – developing spatial awareness and counting skills</li> <li>• Music – developing awareness of rhythm</li> <li>• PSHE – developing children’s awareness of others</li> <li>• Science – understanding the body</li> <li>• Geography – Map of Africa &amp; Map of countries where other cultural dances originate.</li> </ul>	<p><b>Some pupils will not have made so much progress and will:</b> 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><b>Some pupils will have progressed further and will:</b> 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"> <li>• Moved using simple rhythms</li> <li>• Explored basic body actions</li> <li>• Watched and talked about movement</li> <li>• Had some experience of action songs and action rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Words to describe travel and stillness, <i>eg gallop, skip, jump, hop, bounce, spring, turn, spin, freeze, statue</i></li> <li>• Words to describe direction, <i>eg forwards, backwards, sideways</i></li> <li>• Words to describe space, <i>eg near, far, in and out, on the spot, own</i></li> <li>• Beginning, middle, end</li> <li>• Words to describe moods and feelings (expressive qualities), <i>eg jolly, stormy</i></li> <li>• Words to describe the nature of movement (dynamic qualities), <i>eg fast, strong, gentle</i></li> </ul>	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Music Video clips of different styles of dance</li> <li>• Pens &amp; paper</li> <li>• White board / flip chart</li> <li>• Stereo player / music system</li> </ul> <p><b>ICT:</b></p> <ul style="list-style-type: none"> <li>• Watch videos of their performance</li> <li>• Use of white boards and pens</li> <li>• Research work on the Internet</li> <li>• Use digital cameras to take still pictures of good and poor technique</li> <li>• Interactive white board</li> </ul>

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

<p><b>Task 1</b></p>	<p><b>Recap Group Dance: Gerald &amp; the Cricket Formation &amp; Direction, Canon &amp; Unison</b></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><b>Command Style: Teacher to choreograph</b> 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><b>Example:</b> 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 <b>Canon</b> Branches in the Breeze (medium level) Tree Shape (every one to hold their own tree shape on their own chosen level.</p> <p><b>Extension Task</b> Perform some actions in unison (all at the same time) perform one or more in canon (one after the other)</p>	<p><b>AD 1, 2 &amp; 3</b></p>
<p><b>Task 2</b></p>	<p><b>Improvisation: Gerald Dancing</b></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 shuffling .....He 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><b>Questions:</b> How did you want to move?</p>	<p><b>AD 1 &amp; 2</b> <b>SA 1 &amp; 2</b></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>	
<b>Task 2</b>	<p><b>Peer Evaluation.</b>  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>	<b>EI 1 &amp; 2</b>
<b>Task 3</b>	<p><b>Choose Actions</b></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><b>TP</b> Remind pupils to change levels &amp; Speed (dynamics)</p>	<b>AD 1, 2 &amp; 3  SA 1 &amp; 2</b>
<b>Task 4</b>	<p><b>Partner Work</b></p> <p>Join up with a partner and teach your Gerald actions to your partner and vice a versa.</p> <p><b>Extension:</b> Think about using different formations with your partner. Can you incorporate the use of canon?</p>	<b>AD 1, 2 &amp; 3  SA 1 &amp; 2</b>
<b>Cool Down</b>	<p><b>Cool Down &amp; Plenary</b></p> <p>Play some classical music again and allow the children the freedom again to improvise as Gerald dancing.</p>	