

DANCE LESSON 4

EARLY YEARS

Learning Intention: How you can move in different ways?

Resources:

Physical Development (Gross Motor Skill ELG) :

Negotiate space and obstacles safely; with consideration for themselves and others.

Demonstrate strength, balance and co-ordination.

Move energetically, such as running, jumping, hopping, skipping and climbing

Music:
Track 9: Spells

Starter: Discuss what is a spell?
Who makes and casts spells?
What kinds of things go into a spell?

WARM UP: Witches and Wizards

Suggested Music:
Track 9 - Spells



Move energetically- Dancing



Negotiate Space

1. The children walk, skip, gallop, jump and hop around the area.
As the teacher gives command words, the children pretend to be witches and wizards:

SUGGESTED COMMAND WORDS:

- Fly on your broom
- Appear in a puff of smoke
- Cast a spell
- Swish your cloak
- Stir the cauldron

2. When the teacher gives the command walk, skip, gallop etc, the children continue moving around the space. E.G: 'Walk' – cast a spell, 'Gallop' – Appear in a puff of smoke and so on.

ACTIVITY 1: Spell Words

1. Children find a space
2. The teacher says the spell words and the children, on their own, explore movements they can do to that word:

SUGGESTED SPELL WORDS: -SPLOSH
-FIZZLE
-WHOOSH
-WHIZZ
-PUFF
-RUMBLE
-POP
-SPLAT
-CRACKLE
-BANG



Move energetically- Running



Move energetically- Skipping



Move energetically- Hopping



Move energetically- Jumping

Q& A: How can you move your body in different ways to show the spell words?

ACTIVITY 2: Making a Spell

Music:
Track 9: Spells



Move energetically- Dancing

1. The children get into pairs and face each other. They think of arm movements they might do if they were using a wand to cast a spell on their partner.

for example-

- Swish and flick
- Swirling round and round
- Tapping in different directions



2. Children to now pretend they have a cauldron where they are making a magical potion.

a) Children to add the ingredients to the cauldron e.g an old shoe, a bat, a frog...

b) Dance around with their wands, then make and create a spell to make it work

examples:

- zip zap zoom, turn this potion into a broom!
- zip zap zar, turn this potion into a car!

Make it easier: Support the children with moves

ACTIVITY 3: Character (performance)

Suggested Music: Track 9 - Spells

1. Split the class into two. One half to dance and the others to watch.

2. Teacher to spread out the pairs and count them in to the music.

3. Children can be mini-coaches and give feedback to the performers.

What were your favourite spell actions and why? Who showed good movement with their body?

4. Swap over.



Move energetically- Dancing

COOL DOWN

Children move around in slow motion showing their favourite character.

PLENARY

Did you enjoy being witches and wizards today?

What did you most enjoy turning into and why? How did you move in different ways?