

*Learning Intention: How can you move in time with the music?*

## Physical Development:

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

Demonstrate strength, balance and co-ordination.

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

## Resources:

MUSIC Track 1  
MUSIC Track 2  
MUSIC Track 3  
MUSIC Track 4  
MUSIC Track 5

## Starter: Let's learn about dinosaurs!

The teacher uses the tambourine to guide the children through the warm-up.

When the tambourine is **hit hard and fast**, in a rhythmic beat, the children walk around with a heavy stomp.

When the tambourine is **shook slowly**, the children walk around on their tip toes.

When the tambourine is **shook fast**, the children can hop, skip, jump around on the teachers command – can they add wings too as if flying?

When the teacher stops the children freeze

- Negotiate Space
- Move energetically- Running
- Move energetically- Skipping
- Move energetically- Hopping
- Move energetically- Jumping

## ACTIVITY 1: Velociraptor Run

See Music Track 1

- Move energetically- Dancing
- Move energetically- Running

The children are asked to run really fast on the spot getting their knees as high as they can to the music.

They are now asked to move into a very fast walk around the room to the music.

The teacher now uses the music to combine the two movements: when the music plays the children walk around the room really fast. When the music stops, they run really fast on the spot.

## ACTIVITY 2: Stegosaurus Walks

See Music Track 2

- Move energetically- Dancing
- Move energetically- Jumping



The teachers asks the children to walk around the room slowly with very heavy feet, stomping as they go to the music.

Now the teacher asks the children to change their directions of their walk to the music: **stomp forward, stomp backward, stomp to the right, stomp to the left, stomp round in a circle.**

The teacher now uses the music to combine the various walks: when the music plays the children walk around stomping slowly. When the music stops, the children **jump** with two heavy feet up and down on the spot.

### ACTIVITY 3: Pterodactyl Take Off

Suggested Music: Track 3

-  Move energetically- Dancing
-  Move energetically- Jumping

The teacher asks the children to **spread their arms out wide and move them up and down quickly** to the music as wings.



Now the children are asked to **jump up and down on the spot** whilst they are flapping their wings to the music.

The teacher asks the children to **fly around the room flapping their wings, swooping high, swooping low, and swooping round and round** to the music.

The teacher now uses the music to combine the movements. When the music plays the children fly around the room. When the music stops, they jump and flap their wings really fast on the spot.

### ACTIVITY 4: Compsognathus Prance

Suggested Music: Track 4

-  Move energetically- Dancing
-  Move energetically- Jumping

The teacher asks the children to **jump side to side and then forwards and back** with their feet together to the music.

The teacher now asks the children to **prance around the room**, walking quickly (changing direction as they go) and then **jumping with two feet together** on the command word '**PRANCE!**'

The teacher now uses the music to combine the two movements. When the music plays the children walk quickly around the room. When the music stops, the teacher says 'PRANCE' and the children jump with legs together in any direction.

### ACTIVITY 5: Brachiosaurus Stretch

Suggested Music: Track 4

-  Move energetically- Dancing

The teacher asks the children to **stand up straight on their tip toes and reach their arms above their head** to the music.

The teacher now asks the children to **walk around on their tip toes** to the music.

The teacher now uses the music to **combine the two movements**. When the music plays the children walk around the room on their tip toes. When the music stops, they stop and reach both arms up high (as if reaching for food in the trees) balancing on the spot.

**VIDEO 1 - DEMO OF ABOVE**

## ACTIVITY 6: My Favourite Dinosaur!

Suggested Music: Track 4

Any music track from the lesson can be used depending on what the children are performing.

The children get into pairs and choose their favourite dinosaur

They practise that dinosaur's movement to the music as a follow the leader

Swap over so the other child gets to be the leader

**Challenge:** Can they think of their own dinosaur move and try again?



Move energetically- Dancing

## ACTIVITY 7: Performance

Suggested Music: Track 4

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

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

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

What dinosaurs did you see? How did each move to the music?

Get the children to describe what they saw.

Swap over.



Move energetically- Dancing

## COOL DOWN

Children move around the round, changing the speed of travel from a fast to a slow walk to bring the heart rate down.

They then lie on the floor and stretch out into a star shape on their back and then slowly tuck themselves into a ball. Repeat a few times.

## PLENARY

**Did you enjoy being a dinosaur today?**

**What was your favourite and why?**

**How did you move in time to the music?**