

DINO SCHEME (KS1)

LESSON 5

Learning Intention: How can you perform dance movements with control?

Resources:

MUSIC Track 10

Yr 1

I can perform dance movements with support

I can perform basic dance movements with some control

I can perform dance movements with co-ordination and control

Yr 2

I can perform basic dance movements with some control

I can perform dance movements with co-ordination and control

I can perform dance movements showing fluency, control and co-ordination

Starter: T-Rex Footsteps!

The children walk around the room as dinosaur explorers but they must be aware of the T-REX and FREEZE when they see one.

The teachers asks the child to walk around in different ways:

- Stomping through the grass
- Swimming through the water
- Rowing in a boat
- Crawling through a cave

When the teacher shouts T-REX – the children MUST FREEZE holding the movement they were doing with control. No wobbling, or the T-REX might see you.

ACTIVITY 1: The Big Bang!

Suggested Music: Track 10

Discuss with the children HOW the dinosaurs became extinct.

You might want to use the link provided:

<https://www.youtube.com/watch?v=czFbQ-sCgeE>

Ask the children to find their own space in the room and explain they are going to pretend to be the asteroid on its way to Earth.

1. The children spread out in the room and try the following movement as the asteroid:

Rumbling: stamping feet on the spot

Spinning: turning quickly on the spot with arms out wide

Sparkling: arms shooting out in different directions

Burning: moving arms and hands like flames

See video for examples

2. The children try the following movements as the asteroid – this time travelling around the room:

Shooting: arms above head (hands together) walking as fast as they can

Whizzing: rolling and/OR turning as they travel

Crashing: running, stopping and doing a BIG star jump, landing down on the floor in a squat position or on their back in a star position.

TP: Remind the children to think about controlling carefully where they go and how they move – watching each other.

3. The children get into pairs and put ONE travel and ONE static movement together.

EG 1: Shooting – into – sparkling

EG 2: Whizzing – into – crashing

1. The children spread out again. First they try movements as volcanoes:

See video for examples

Bubbling – Rippling arms

Spitting – Opening and closing hands (flashing)

Smoking – Hands together weaving upwards from low to high

Erupting – jump up into a wide stance from a low squat position

Remember to control your body when moving.

2. The children explore movements to represent an earthquake:

Cracking – Sharp, rigid arm and leg positions

Breaking – wobbling and falling down to the ground becoming unsteady.

3. The children now chose 4-8 of their favourite volcano and earthquake movements to put together in one movement sequence.

Make it easier: The teacher can lead the movements as a whole class activity.

Make it harder: The children explore and create their own movements.

ACTIVITY 4: Extinction Dance

Suggested Music: Track 10

The children put activity 2 and activity 3 together moving between their asteroid static and travelling positions into their earthquake and volcano moves.

ACTIVITY 5: Performance!

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

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

Children can be mini-coaches and give feedback to the performers. What movements did you see? Did they have control?

Swap over.

COOL DOWN

Children move around the round, changing the speed of travel from a fast to a slow walk to bring the heartbeat 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

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Did you enjoy being dinosaur explorers today?

What was your favourite moments on your journey?