

# DANCE LESSON 1

# EARLY YEARS

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

## 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 dancing, running, jumping, hopping and skipping

Resources:

Suggested music:  
Track 1

## WARM UP:

MUSIC: Children listen to the commands as the **Track 1**

TEACHER TO CALL OUT COMMANDS:

**Flying:** Walk round the circle to the right (lead by the right arm flying.) Reverse to the left.

**Zapping:** shooting out arms from the chest to a straight position in different directions (above head, to the ground, to the right/left, across the body right/left.)

**Climbing:** On tip-toes imagine they are climbing up a wall using out-spread hands as the grips

**Jumping:** Jumping forwards, backwards, right and left (with two legs.)

**Pounce:** Stretching up and jump down into a squat position.

TP: Teacher can demonstrate to a set amount of counts to the music for each command or can adapt it to suit the needs of the children.



Negotiate Space

## ACTIVITY 1: Superhero Fun: (Why are Superhero's so special?)

1. Show the children pictures of 5 superheroes: **Spiderman, Hulk, Ironman, Wonder-woman and Thor** (using the video with the music or resource cards with track 1) - you can stop the video once you have seen all the superheros

2. Ask the children about their special strengths and powers and to describe them.

3. Explore with the children how each superhero character might move and create a key movement for each character.

**Make it harder:** Children have their own individual move for each character.

Make it easier: Teacher models a move for each character that the children can copy.

a) **Spiderman:** Climbing, web-slinging, swinging and jumping.

b) **Hulk:** Heavy steps, lifting and throwing heavy things and smashing fists.

c) **Ironman:** Flying and shooting lasers from hands.

d) **Wonder-woman:** Swinging arm to use her magic bracelets, showing strength, spinning fast in a circle.

e) **Thor:** Swinging hammer, moving hands above head to create a storm and swishing cape.

4. Children play a word/rhythm call and response game. After the teacher calls out the sequence, the children try to do them in that order e.g. Spiderman, Hulk, Thor, Ironman.

**Challenge:** The first few times, the teacher can do the movements as they say them and the children recall them afterwards (as a memory game.)



Negotiate Space



Move energetically- Dancing

## ACTIVITY 2: Superhero Stars – (partner work)

### MUSIC: Track 1

Children find a partner and choose 3-4 favourite movements from Activity 2 or add some of their own moves. Can they practise their moves trying to move at the same time with the music?

#### Safety:

Remind the children to look out for their friends,  
You could give the children an area/stage to work in



Move energetically- Dancing

## ACTIVITY 3: Superhero Stars – (Dance Performance)

### MUSIC: Track 1

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 did they like about the performance?
4. Swap over.



Move energetically- Dancing

## COOL DOWN

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

## PLENARY

Did you enjoy the dance? What was your favourite part and why?