

# DANCE LESSON 2

# EARLY YEARS

Learning Intention: How can you create a Superhero Character?

Resources:

Track 2  
Track 3  
Track 4  
Tambourine

**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

## WARM UP:



Move energetically- Dancing

Warm-up: Super Hero Set Dance Video

Music: Track 2

Children to warm up following the superhero warm up video

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

1. Children walk or skip around the space. They have to listen for the commands, stop walking and imagine how they would move. You could also shake the tambourine for the children to move around in time to. **MUSIC: Track 2**

Teacher commands....STOP and...

Put on your boots

Put on your trousers/skirt/dress

Put on your belt

Put on your cape

Put on your mask



TP: To increase the heart rate, increase the speed of the walks and less time between each command.

To make it easier: teacher to model the movements.



Negotiate Space



Move energetically- Dancing

## ACTIVITY 2: You a Superhero! (creating a character)



Move energetically- Dancing

**MUSIC: Track 3**

1. Teacher to ask the children, if they were a superhero character, who would they be? What would they look like? What would their name be?
2. Children create their own 'get-dressed' sequence.
3. Can some of the children demonstrate 'get-dressed' sequence?

**Make it harder:** Children create their own ideas based on their own Superhero creation.

**Make it easier:** Children can use some of the ideas from the warm-up.

### ACTIVITY 3: You're a Superhero! (Creating your powers.)

MUSIC: Track 3

1. Teacher to ask the children what superpower/s their character has? Discuss characters they know first and what powers they have: e.g. strength, webs, a hammer, ability to fly etc.
2. Teacher asks children to share their ideas and as a class explore together what movements could be used to show each power.
3. Children decide on their own super power/s and create two-three movements (powers) on their own.



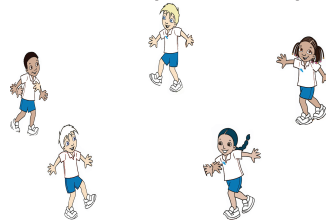
Move energetically- Dancing

### ACTIVITY 4: You're a Superhero! (Pass-the-Power.) Whole class Sharing.



MUSIC: Track 4 - pass-the-powers

1. Pairs Activity: The children now get into their pairs and pass-their-powers as they teach someone else and show them how to use it. Children practice their powers standing opposite each other to music.
2. Class Activity: Children stand in a whole class circle and 'pass-their-powers' around or across the circle to each other.



A) The teacher calls out a name and they pass their power to the right of them around the circle – everyone copies and passes that movement until it gets back to the person who started it.

B) Teacher calls out a name and they pass their power across the circle to someone else and they send their power straight back.

C) Teacher calls out a name and they walk to the middle of the circle to show their power moves.

TP: Have the music on low to give atmosphere (but to allow the children to hear the instructions being given.)



Move energetically- Dancing

### COOL DOWN

Children move around the room, changing the speed of their travelling from a fast to slow walk to bring their heart rates down.

### PLENARY

Ask the children what they liked about today's lesson.  
What were their favourite characters and powers and why?