

DANCE LESSON 3

EARLY YEARS

Learning Intention: How can you travel like a superhero?

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:

Track 2
Track 3
Tambourine

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 or alternatively use warm up from lesson 1

ACTIVITY 1: Save the Day



Negotiate Space



Move energetically- Dancing

Music: Track 3



Activity 1: Children imagine they are a superhero on a Mission traveling to save the day.

Children weave in and out of each other through the space – walking, galloping, jumping, lunging, turning, crawling etc.



ACTIVITY 2: On a Mission! (Travelling ideas)



Negotiate Space



Move energetically- Dancing

Music: Track 3

1. Children listen to the music, teacher can stop at certain parts and discuss with the children how a superhero might travel around the city.

2. The children use the space to explore travelling movements to the music imagining they are travelling around the city like a superhero

TP: Teacher to say command words that might help as the children explore: leap, dart, dodge, crawl, swing, climb, spin etc.



ACTIVITY 3: On a mission! (Planning the route) Partner work



1. Children to get into pairs and choose their four favourite traveling movements.
2. Children choose a start point: A... (This should be away from their partner on opposite sides of the room.)
3. And an end point B: (This should be a chosen space in the room standing opposite their partner.)
4. Children practise their travel sequence starting at point A to end point B to the music:
Music: Track 3 (Travelling sequence.)



Move energetically- Dancing

ACTIVITY 4: Dance Performance (Travelling sequences with partner)

Music: Track 3 (Travelling sequence.)

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

Play 'Follow-the-leader' with the children. Put on some music and move around the room using travelling movements from the warm-up: walking, galloping etc, slowly changing the speed of your movements to slow their heart rates down.

PLENARY

Ask the children what travelling move they liked the best.
What did they enjoy about today's lesson?