

DANCE LESSON 4

EARLY YEARS

Learning Intention: How can you show expression when dancing?

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:

Sound flashcards: POW, ZAP etc.

Suggested Music:

Track 2

Track 3

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: Super Powers!

Children walk around and react to commands e.g.

Superhero's unite: come together in a big class circle and hold hands

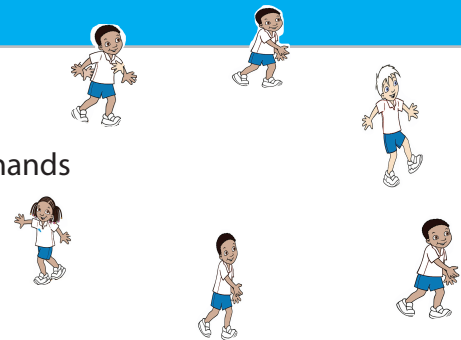
Duck and cover: stop and squat down

Freeze -ray: freeze in a position

X-Ray specs: hands to eyes and search around

TP: To increase the heart rate, the walk can progress to a gallop or jog and the time in between commands gets shorter.

Music: Track 3



Negotiate Space

ACTIVITY 2: Supersonic Sounds!

Children discuss sounds e.g. Zap, Pow, Zoom, Whizz, Stomp, Whoosh etc.

Teacher to ask children when these are used.

ACTIVITY 3: Supersonic Fun! (Expressing sounds through actions.)

 Move energetically- Dancing

1. Teacher holds up each flashcard one at a time and children explore ways of moving to them
 2. Teacher and children create a sequence of one move for each flashcard. Practice over several times to gain confidence with the movements.
 3. Teacher plays a memory re-call game by this time holding up the flashcard and the children try to remember the movements on their own.
- TP: Encourage children to express the words in the way they perform their actions.

E.G. Whoosh = light and graceful POW = Sharp and quick

Safety: remind children when moving around to look out for their friends **Music: Track 3**

ACTIVITY 4: Supersonic Battle (Creating a pair sequence)

 Move energetically- Dancing

Music: Track 3

1. Children work in their pairs and choose four favourite movements.
2. They stand opposite each other and label themselves A and B
3. They can send their moves to each other (like a superhero battle) e.g. Child A sends Child B their POW move, then child B Sends Child A the POW move back....and so on, until all four moves have been performed.
5. Let music play, so the children can practise and set to the music.

TP: Remind children to express the words they have chosen in the way they perform their actions.

Make it easier – decrease the number of moves

Make it harder – add more moves



ACTIVITY 5: Supersonic Show! Dance Performance.

 Move energetically- Dancing

Music: Track 3

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? Who had the best canon? Who expressed the sounds well?
4. Swap over.

COOL DOWN

Walk around fast to slow bringing down their heart rates. Teacher uses the command 'Duck and cover' from the warm-up. The children slowly sink down into a ball when they hear this.

PLENARY

What did they like best about creating a superhero battle today?
What was their favourite battle move and why?