

# SCIENCE DANCE (LESSON 3)

Learning Intention: How can you travel in different ways to perform a dance?

## Year 5

**I can perform some travelling movements**

**I can perform various travelling movements**

**I can perform a variety of travelling movements with timing and some fluency**

## Year 6

**I can perform various travelling movements**

**I can perform a variety of travelling movements with timing and some fluency**

**I can perform complex travelling movements showing musicality and fluency**

Resources:

MUSIC: Track 4

Suggested YouTube Videos

## Starter & Warm Up: Electricity, Light & Sound

Suggested Video & Track 4

**STARTER: How do electricity, light and sound travel?**

Watch the following videos and discuss with the students:

Light:

<https://www.youtube.com/watch?v=d7yTlp4gBTI>

Sound:

<https://www.youtube.com/watch?v=gdGyvGPZ1G0>

Electricity:

<https://www.youtube.com/watch?v=vXW42TRlq1Y>

FACT...Electricity: There are two types –

**STATIC:** a build-up of energy in one place

**CURRENT:** a flow of energy from one place to another.

**WARM-UP: Let's Get Flowing!**

MUSIC TRACK 4 – Electricity

Use the warm-up as a way of making electricity, light and sound clearer for the children by using command buzz words:

When you say **STATIC:** the children run really fast on the spot.

When you say **FLOW:** the children move all around the room skipping flowing from place to place.

**LIGHT:** Travels in straight lines...

When you say **LIGHT:** the children have to walk really fast in straight lines.

**SOUND:** Vibrates back and forth...

When you say **SOUND:** the children have to gallop to the right and to the left moving from one side of the hall to the other.



**1. The children get into groups of 4-6 and think about all the movements they could do on the spot as a build-up of STATIC electricity.**

E.G:

- Running fast on the spot
- Star jumps
- Spinning fast on the spot
- Repeatedly circling arms
- Repeatedly swinging arms from side-to-side

**2. The children form a line shoulder to shoulder in their groups. This time they send movements along the line, travelling in a CURRENT of electricity.**

E.G:

- Child 1 does a jump, then Child 2,3,4,5 and 6.
- Child 1 does a turn, then Child 2,3,4,5 and 6.

**Challenge:** The whole class stand in a circle. This time everyone is going to be circuits, connecting together to turn on a light bulb.

E.G:

- Person 1 plugs in by clicking their arms up to shoulder height into place.
- One by one, in turn, each person lifts their arms to shoulder height placing their hand on the shoulder of the person next to them.
- This continues, travelling the movement around the circle, until everyone has clicked into place and reached the last person in the circle.
- The last person in the circle jumps out into a star position to represent the light bulb turning on.

**Extension Challenge:**

This could be repeated but in different circuit pathways

E.G:

Straight lines  
Zig-Zag lines

## ACTIVITY 2: Light!

Suggested Videos 5, 6 & 7

Light travels in different ways. We are going to focus on light being:

**FACTS!**

**REFLECTED:** Light bounces back to where it came from (back and forth)

**REFRACTED:** Light bounces off in a different direction and speed

**SCATTERED:** Light bounces off in all directions

The children get into pairs and face each other. They need to number themselves 1 & 2.

**REFLECTED:** Person 1 sends a move to person 2 and person 2 repeats the same move back – (like a mirror image) See video as an example.

**SCATTERED:** Person 1 sends a move to person 2. This time they repeat the move 4 times, in 4 different directions (E.G: up, down, right, left, forward, backward.) See video as an example.

**REFRACTED:** Person 1 sends a move to person 2. This time person 2 decides on 1 different direction to send the move, but also changing the speed (E.G: slow motion or really fast.) See video as an example.

Give the children 5 minutes to create a LIGHT dance that uses a combination of ideas from tasks 1, 2 and 3.

TP: Swap over the leader for tasks 1-3 so both children get a turn at sending the movement. The movement can be any move the children like: jump, turn etc.

## ACTIVITY 3: Sound!

Suggested Music: Track 4

**FACT...**Sound travels in different ways.

We are going to focus on:

**VIBRATION:** Sound bouncing back and forth

1. The children get into their pairs and face each other.
2. Person 1 sends a move to person 2 and person 2 send it straight back. It continues to be passed between person 1 and 2 (like a vibration.) See video as an example.
3. Swap over – person 2 now sends a move to person 1.
4. The children have 2 minutes to add some sound **VIBRATION** movement onto the end of their **LIGHT** dance form activity 2.

The children share their Light & Sound dance with the rest of the class.

Split the class into two. One half to dance and the others to watch.  
Teacher to spread out the groups and count them in to the music.

Children can be mini-coaches and give feedback to the performers.

How did they use different pathways and directions?  
Can you give examples or describe what pathways and directions you saw?  
How did it help to show how light and sound travel?

Swap over.

### COOL DOWN

Children move around the round, changing the speed and level of travel from a fast to a slow walk, high to low movement to bring the heart rate down.

### PLENARY

Did you enjoy today's lesson? What have you learnt about how electricity, light and sound travel? Can you give any examples?

How did you travel in your dance in different ways?

