

SPACE DANCE LESSON 1

Year 1 & 2

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

- Yr1
- I can listen to the music/tambourine and attempt to move in time to it
 - I can listen to the beat of the music/tambourine and sometimes move in time to it
 - I can listen to the beat of the music/tambourine and move in time to it

Key Words: Time, action start, Finish, Levels

- Yr 2
- I can listen to the beat of the music/tambourine and sometimes move in time to it
 - I can listen to the beat of the music/tambourine and move in time to it
 - I can listen to the beat of the music/tambourine and move in time showing expressions with my actions

Key Words: Movement, control, count, beat , travel

EQUIPMENT:

Track 1

or other
Suggested music:
Star Wars
Sci-Fi Themes-
The London Theatre Orchestra (1996)

STARTER

Ask the children to think about ideas relating to Space. In their dance they are going to travel to the moon and may find some interesting things when they get there! Their dance will tell their own space story.

WARM UP: Musical Space Shapes

Teacher to play any fun music. When the music stops children to make any space **action** they can think of on a spot e.g. Body shuddering to take of, Rocket tilting from side to side, planet spinning etc...

ACTIVITY 1: Spaceships

Track 1

Children tiptoe around in time to the tambourine. If teacher calls "spaceship" they are to make a shape with their body to represent the concept of a space ship.

1. Ask the children to get into a spaceship shape. Explain that they need to think about the pictures they have just seen.
2. Let the children explore different shapes they can make with their body to represent the ideas of spaceships.
3. Ask some of the children to show their ideas to the rest of the class.
4. Children to now find a partner and explore making a spaceship shape.

Teaching Point: When they are moving around they are to move in time to the tambourine.

ACTIVITY 2: Take-off (in pairs)

Track 1

Children to imagine they are astronauts. They are going to imagine they are going on a mission to the moon.

1. In pairs children to make their favourite spaceship shape from Activity 1.
2. Children to think how their spaceship would take off. What **actions** could they use: e.g. the spaceship shudders before it then takes off, the spaceship moves up towards space.
3. Children to practise their take-off in pairs (to the **count** of 8).
4. Ask some of the children to show their ideas to the rest of the class.

Teaching Point: Teacher can use the tambourine to help them **count**.

Progression to dance:

1. The children to **start** in their spaceship shape. This is the **starting** position of the dance.
2. Shudder and take off (count of 8).

Make it harder: To move together in time to the music.

Make it easier: Teacher to show images of spaceships and support with ideas.

Challenge: Can the children move at the same **time** as their partner to the music?

ACTIVITY 3: Travel to the Moon (in pairs)

Track 1

1. After the take-off they are going to **travel** to the moon in their spaceship.

Q & A – How would the spaceship travel when it is in space? E..g changing directions

2. Can they show the pathway that shows the flight of the spaceship?

Teaching Point: Remind them they need to do this in **time** to the music.

Yr 2 extension: Can they make it look like their spaceship is turning and spinning whilst travelling to the moon? How else could they travel what other **actions/movments** could they use?

Turning

Spinning

Jumping

4. Children to practise travelling to space to the music (count of 16).

ACTIVITY 4: Dance Performance

Track 1

Teaching Point: Always walk through without the music first.

1. Listen to the music with the children. Explain that they are going to combine the dance phrases (Take-off and Travel to the Moon) together.

Dance so far: Take-Off in pairs
Travel to the Moon

Make it easier: Count the children down from 4 to warn them that they are going to have to change activity. You could also use the pictures to give the children visual clues.

Make it harder: Children to think about extension of **movements**, i.e. pointed toes/fingers

ACTIVITY 5: Performance and Feedback

1. Split the class into two groups. One half to dance and the others to watch.

2. Children to evaluate each other's performance.

Q & A - What went well? Did they move in time to the music when performing? How can they improve?

3. Swap over roles.

COOL DOWN

Children to move in slow motion showing their favourite spaceship shape.

PLENARY

What did you enjoy about your lesson today?

What was important when you moved to the music?