

SPACE DANCE LESSON 2

Year 1 & 2

Learning Intention: *How can you perform dance movements in time to the music?*

Year 1:

I can perform dance movements with support

I can basic perform dance movements with some control

I can perform dance movements with co-ordination and control

Key Words: Time, action start, Finish, Levels

Year 2:

I can perform basic dance movements with control

I can perform dance movements with co-ordination and control

I can perform dance movements showing fluency, control and co-ordination

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

EQUIPMENT:

Track 1

Or

other suggested music-
Star Wars

Sci-Fi Themes:

The London Theatre Orchestra (1996)

WARM UP: Musical Space Actions

Teacher to play the music when the music stops; children to make any **movment** (space related) they can think of e.g. rocket shuddering, jumping up, twisting, astronauts moving in space, aliens wiggling. Did you know an **action** is how a dancer moves!

ACTIVITY 1: Recap dance from last lesson

1. Children to practise and recap "take-off" and 'travelling to the moon' dance. phrases from last lesson. Practise with a tambourine and then with the music.
2. Teacher to put children into "Planet groups" of 4/5.
3. Children to now practise travelling towards their "planet group" ready for the next part of the dance (they have 4 counts).

ACTIVITY 2 : Planets (24 counts)

Track 1

Q & A – What would they see in space whilst travelling to the moon? Think about the planets they will see as they are travelling.

1. Talk to the children about planets and the shape they are.
2. Groups to explore making planet shapes.
3. The children need to come up with a short dance phrase to show they are the planets in space.
4. After they have discussed and explored their planet shapes, teacher to play music and let them practise their "Planet" dance phrase. What **movments/ actions** could they use for their planets?

Challenge: Can the perform a move that they all do at the same time?

Teacher can encourage children to move in **counts** of 8.

Make it easier: Teacher/T.A. to support.

Make it harder: Encourage them to think of 4 counts standing up and 4 counts on a different levels. They need to think about turning and rotating.

ACTIVITY 3: 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 Planets) together.

Dance so far: Take-off Remember: Listen to the music and try and move in **time** to it
 Travel to the Moon
 Move towards group
 Planets

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 4: Performance and Feedback

Track 1

1. If you have time. Split the class into two groups. One half to perform and the others to watch. Children to evaluate each other's performance.

Q & A – What went well? Did they show **control** when performing? How can they improve?

2. Swap over.

COOL DOWN

Children to move around slowly. When teacher counts down from 10 children to make a small ball (planet shape)..

PLENARY

Ask the children what they liked about today's lesson.
What was their favourite part of the dance so far? Why?
What do they think they are really good at?
How did they perform their dance movements in time to the music?

