

DANCE LESSON 2

Year 5 & 6

Learning Intention : *How can you translate ideas from a stimulus into movement?*

Resources:

Eye of the tiger music,
tambourine

Yr 5

I can translate ideas from a stimulus into movement - showing some movements and sounds

I can translate ideas from a stimulus into movement- showing movement and sounds

I can translate ideas from a stimulus into movement -showing a variety of movements and rhythm

Yr 6

I can translate ideas from a stimulus into movement -showing sounds and some rhythm

I can translate ideas from a stimulus into movement - showing a variety of movements and rhythm

I can translate ideas from a stimulus into movement - showing a variety of movements, rhythm and good timing.

WARM UP:

Recap in pairs and practise warm up from the last lesson. Teacher to choose a two pairs (one at a time) to lead the whole class through the warm up.

ACTIVITY 1: Stimulus – Sounds

Q & A – What is a stimulus? A stimulus is something that inspires you to choreograph a certain dance, for example: Event – Music – Mood – Poem -Theme.

The stimulus for the class is 'Sounds'

Q & A – How could you make sounds to create a dance?

Activity 1: Make a sound

1. Children on their own to have a go at making up some different sounds using their body. e.g. clap, stomp, click fingers, slap thighs, drag foot on the floor, jump with two feet etc

Note: children would need to wear trainers in to help with sounds and protect feet when stomping.



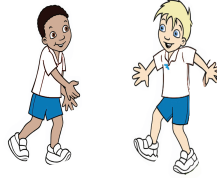
Children to demonstrate some examples

ACTIVITY 2: Double the sound

1. Children to now work with a partner- how can they make sounds together

e.g. Together...

Pat hands,
Stomp, jump,
Clap,
Hop,
Drag feet,
Pat the floor.



Children to demonstrate
some examples

Make it harder: To extend their movements.

Make it easier: Teacher to support with movements

ACTIVITY 2: Rhythm and Dance

1. Watch the Stomp video to see how sounds are made using their body and objects.
Click on you tube: Stomp on Tonight at the London Palladium

2. Children to now have a go with their partner to make a rhythm and dance movements.

Can they make 4- 8 sounds?

Make it harder: To extend their movements and make more sounds.

Can they fluency change from one move to another - showing good control with their body?

ACTIVITY 3: Performance Time

1. Each pair to perform to the class or another group.
2. Children to be mini coaches and peer-assess what the groups did well.

Q & A – What were their movements showing? Did they show the stimulus? Were they in control of their moves? Were they in time with each other and the music?

COOL DOWN

Can they do some stretches with their partner?

PLENARY

*How did you use a stimulus to make up the movements in the dance?
Where are you on the progress-o-meter and why?
What did you enjoy in the lesson?*