

Unit
2**Story Time Dance****Lesson 1****Year 1 • Champions**

- Learning objectives:**
- To change direction during travelling moves.
 - To link travelling moves that change direction and level.

- Learning outcomes:**
- Learn the Goldilocks rap with actions.
 - Practise travelling movements with a change in direction.

- Vocabulary:**
- Rap, beat, gesture.

- Equipment:**
- Whiteboard, lively music track.

- Champions resources:**
- The Goldilocks rap.

Warm-up:

The children move around in various ways to the music. They freeze when the music stops.

Skills learning and development:

Teach the class a short rap – write the words on a whiteboard if necessary:

Once upon a time in a nursery rhyme

There were three bears,

The Papa bear, the Mama bear and the wee bear.

They went walkin' and talkin' in the woods.

Get all of the children to say the rap while slapping their thighs in time to the beat.

Clap the beat as the children walk around the room in a line. The children's feet should touch the floor to match the claps. They can repeat the rap at the same time.

Change the beat. As this happens the children should change the speed they are walking in order to match the beat.

Repeat but, after a count of four, the children change direction.

In the story, Goldilocks goes for a walk in the woods. Ask: *How might Goldilocks walk and what might she be doing?* (E.g. Creeping, looking around, looking scared.)

Encourage the children to perform different gestures (e.g. looking around, walking in different directions, putting a hand up to forehead as if looking about). Share ideas.

Application and practice:

Ask the whole class to recite the rap twice through. After the rap, they walk around the woods for a beat of four and then gesture for four, then repeat, but this time, walk in a different direction. Count for the children all the way through, to help them keep in time. Perform a few times.

Reflect and review:

Ask:

- *What happens next in the story?*
- *How can we put that into a dance?*

Have the children watch and assess one another's dances.

- *What do they like best about the dance?*
- *How could it be improved?*

Support

Repeat the same gesture.

Extend

Make gestures more complex.



Unit
2

Story Time Dance

Lesson 2

Year 1 • Champions

- Learning objectives:**
- To link moves together.
 - To use a variety of moves.

- Learning outcomes:**
- Develop gestures and ways of travelling.
 - Understand beats in the music.

- Prior learning:**
- Counting in beats of four or eight. The Goldilocks rap (Lesson 1).

- Vocabulary:**
- Beat, rap, gesture.

- Equipment:**
- Lively music track.

- Champions resources:**
- The Goldilocks rap, music for searching the bears' house (e.g. Bjork's *It's oh so quiet* or The Doors' *People are strange*).

Warm-up:

Ask the children to move in any way to the beat of the music. When the music stops, they freeze.

Skills learning and development:

Repeat the warm-up but this time, the children perform a move or gesture for eight beats and then change their move. Help them by counting the beats.

Recap The Goldilocks rap. The whole class recite it twice.

Divide the class into two. Half the class perform the rap and the other half start the rap when the first group finish it. Both groups repeat it twice through.

Recap the 'Walk in the woods' activity from Lesson 1, when Goldilocks is walking through the woods for four beats, gestures for four beats and repeats.

Play the music chosen for being in the bears' house. When Goldilocks goes into the house, she eats porridge. Ask: *What gesture might she use?* Share ideas and perform for a count of eight.

Ask the children to imagine eating from the three bowls and show a facial expression for how each one tasted – too cold, too hot, just right (eat it all). Share ideas. The children practise using their favourite ideas.

They walk around the house for a count of eight – how would she walk if she is in a strange place and unsure of what is around her? (E.g. she might creep lightly on her feet). Practise creeping for a count of eight and then change direction.

Application and practice:

Put the four parts of the dance together: the rap, walking in the woods, eating porridge and walking around the house. Count the class into each phase. Practise a number of times.

Reflect and review:

Ask:

- *What happens next in the story?*
- *How can we put that into a dance?*

Support

Repeat the same gestures.

Extend

The children count the beats themselves.



Unit
2

Story Time Dance

Lesson 3

Year 1 • Champions

Learning objectives: • To link moves together.

Learning outcomes: • Move in time to the music.
• Develop gesture and ways of travelling.
• Understand beats in the music.

Prior learning: • Counting in beats of four or eight, the Goldilocks rap, gestures and expressions (Lessons 1 and 2).

Vocabulary: • Gesture, beat.

Equipment: • Lively music track.

Champions resources: • The Goldilocks rap, music for searching the bears' house (e.g. Bjork's *It's oh so quiet* or The Doors' *People are strange*).

Warm-up:

Ask the children to walk around the room as if they are angry (e.g. stamping, giant steps and strong, sudden movements). Next ask them to move as if they are sad (e.g. walk and stop, droopy, slumped).

Skills learning and development:

Recap on the learning from Lesson 2 – ask the children to explain the story and what actions they have developed.

Repeat the sequence. Count the children into each phase. Develop the dance further by performing it to music.

Now, Goldilocks tries different chairs. Ask: *How can we make this look realistic?* The children sit on each chair for a count of four – each chair gets bigger in size for mummy, daddy and baby bear. On the last chair, after the count of four, what happens? Goldilocks falls onto the floor!

How will the children fall off the chair? Ask the children to practise and share ideas.

Repeat walking for eight beats and sitting on three different chairs for a count of four per chair. They then fall off the third chair for count of four.

Now think about the last phase – this involves creeping again, but ask the children how they would change the action so that it looked like they were climbing the stairs.

Share ideas and everyone tries out some of the shared movements.

Now Goldilocks tries all of the beds – tell the children that she tries two first – the first bed is too hard and they move on, the second bed is too soft and they move on. But the third is just right so they fall asleep where they are. They hold each gesture for a beat of four and change.

Application and practice:

Aim to put the whole thing together – count the beats to help children to keep time. Alternatively, the children can count in their head themselves.

Remember that all of the moves should flow smoothly from one to the next.

Reflect and review:

Ask:

- How effective and realistic was your dance in telling the story?
- What would you improve?

Support

Do not use music. Instead, count the beats or use a tambourine.

Extend

The children count the beats themselves to change each phrase.



Unit
2

Story Time Dance

Learning objective: • To explore basic body patterns and movements to music.

Learning outcome: • Move in time to the music, travelling, gesturing and jumping.

Prior learning: • Gait and locomotion methods.

Vocabulary: • Beat, gesture.

Equipment: • Lively music track (you could use the theme tune from the TV programme *The Bill*).

Warm-up:**Driving game**

Place spots on the floor around the room, ensuring each child has their own spot. Explain to the children that they are driving a car and will move through the gears, changing the speed at which they move.

- 1st gear – walking.
- 2nd gear – walking fast.
- 3rd gear – jogging.
- 4th gear – jogging fast.
- Reverse – the children go backwards.

The children must change direction in a safe manner while they are driving.

Skills learning and development:**Police dance**

Explain to the children that they are police officers, who get into their cars and drive around the town (before the lesson, put markers down to indicate roads for them to travel along). Can they change speed when driving around, stop and reverse, as they did in the warm up? Ensure the children are aware of others, and avoid crashing.

Repeat to the count of eight beats – the children travel for eight beats and then change direction to travel for

another eight. Encourage them to move sideways and backwards. They repeat this four times and then climb out of the car.

Split the class into two, half performing while the other half watch. The audience looks at the clear change of direction after a count of eight.

Ask: *What other things might police officers do?* (E.g. direct traffic, catch criminals, talk on a communication radio). With a partner, the children decide on some gestures that show what a police officer might do. Share these ideas as a class.

The children make these gestures into dance moves – ask them to perform these gestures in beats of four or eight.

Ask the children to choose three of their favourite gestures and repeat them for four or eight beats to create a dance move.

Application and practice:

The children perform the driving actions and the gestures, following on one after the other. There should be four direction changes in travel and three gestures, each for a beat of four or eight. Play music quietly in the background as they perform.

Count to help the children with timing.

Reflect and review:

Split the class in two, with one half watching and offering feedback while the other performs, then swap. Ask:

- *What did you like doing today?*
- *What are important skills and techniques when making dances?*

Support

Use a beat of eight or reduce the number of gestures.

Extend

Use beats of four and make the locomotion skills trickier, e.g. side steps or jumping.



Unit
2

Story Time Dance

Lesson 5

Year 1 • Champions

Learning objective: • To use a variety of moves that change speed and direction.

Learning outcomes: • Dance to beats of four or eight.
• Perform dance moves that flow smoothly from one to the next.
• Use gesture as an image in dance.

Prior learning: • Counting in beats of four or eight. The police officer dance, travelling in different directions and gestures (Lesson 4).

Vocabulary: • Level, speed.

Champions resources: • Music – ‘Hurry, hurry, drive the firetruck’, occupation cards.

Warm-up:**Lines**

Place the occupation cards around the room (e.g. walls or corners) Ask the children to travel from one area to another in turn as you call out each occupation. Ask the children to begin with skipping, and move on to jogging then hopscotch.

Skills learning and development:

Recap on the dance skills learned so far, in particular in the last lesson. Emphasise counting and changing direction. When the class have all done the three gestures from Lesson 4, ask them to pair up with someone close to them and do a deep knee bend with their arms behind back, saying ‘ello, ‘ello, ‘ello!’.

Repeat the dance all the way through.

Introduce a new occupation – firefighter. Play ‘Hurry, hurry, drive the firetruck’.

Ask: *How might a fire fighter travel to an emergency?* (Fast.) Ask the children to travel around the hall to

represent this. They imagine they are driving around the town; they may have to stop, dodge other cars and change direction.

Now play the music and ask the children to travel for the first three lines of ‘Hurry, hurry, drive the firetruck’ and, on the fourth line (‘Ding ding ding ding ding!’) they stop and say the words whilst pretending to ring a bell. Let the children sing if it helps with the timing.

Practise this a number of times, working on the timing and listening to the song.

This time, as the children are hurrying to the emergency, ask them to do fast feet on the spot and then, when they say ‘turn the corner’, they all turn around on the spot as they go around the ‘corner’.

Application and practice:

Put the whole sequence together, starting with the police officer dance then adding on the firefighter dance. This will be best done in two stages.

Reflect and review:

With a partner, discuss your favourite parts of the dance and the parts that need improving.

Support

Keep the dance in sections and consolidate before moving on.

Extend

Don’t count for the children.



Unit
2**Story Time Dance****Lesson 6****Year 1 • Champions**

Learning objective: • To link together dance moves with gestures and changing direction in time to music.

Learning outcome: • Perform a dance in time to music and with fluency.

Prior learning: • Timing, moving in counts of four or eight, gestures (Lessons 1 to 5).

Vocabulary: • Perform.

Equipment: • Lively music track (you could use the theme tun from the TV programme *The Bill* or 'Hurry hurry drive the firetruck').

Warm-up:

The children can choose their favourite warm up from the previous lessons.

Skills learning and development:

Recap on the firefighter dance learned so far, up to going around the corner.

Ask: *How can we squirt the water?* In pairs, the children decide on a move that will show them squirting water on the fire. Can they do it at different levels?

Share the ideas and add them to the dance. After each verse the children ring the bell - 'Ding ding ding ding ding!'.
At the end, they get back into the fire engine and drive slowly back to the fire station.

At the end, they get back into the fire engine and drive slowly back to the fire station.

Application and practice:

Put the whole sequence together with the police officer dance.

It may take a number of rehearsals before the children are confident enough to link it all together.

Video the performance so that the children can watch and review it in class.

Reflect and review:

Ask:

- *What was good about your performance?*
- *What could you improve?*

Support

Keep talking the children through the dance.

Extend

Do not offer as much help and ask the children to create more gestures.

